



# GORDON

## COLLEGE

**Undergraduate Academic Catalog  
2013-2014**

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**Undergraduate Academic Catalog  
2013-2014**

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**THE UNITED COLLEGE OF GORDON AND BARRINGTON**

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**[www.gordon.edu](http://www.gordon.edu)**

“The things which are impossible with mortals are possible with God.”  
—Luke 18:27

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Gordon College is in compliance with both the spirit and the letter of Title IX of the Education Amendments of 1972 and with Internal Revenue Service Procedure 75-50. This means that the College does not discriminate on the basis of race, color, sex, age, disability, veteran status or national or ethnic origin in administration of its employment policies, admissions policies, recruitment programs (for students and employees), scholarship and loan programs, athletics and other college-administered activities.

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Gordon College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

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Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activity and be provided with an opportunity to make it up, provided it shall not create an unreasonable burden resulting upon the school. No fees shall be charged nor any adverse or prejudicial effects result.

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In compliance with the Higher Education Amendments of 1986, Gordon College operates a drug abuse prevention program encompassing general dissemination of informational literature, awareness seminars and individual counseling. Assistance is available to students, staff and faculty. For more information contact the Center for Student Development.

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Provision for students with disabilities may be found in Appendix C.

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Policies and regulations are under continual examination and review and may be amended from time to time. Programs or courses may occasionally be revised or discontinued by action of the responsible bodies. This catalog only presents the offerings, fees, charges, policies and requirements in effect at the time of publication. It is a guide and not the offer of a contract, and the College reserves the right to make changes should circumstances warrant in the judgment of the College. The catalog is not intended to nor does it contain all policies and regulations that relate to students.

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Gordon College's audited financial statements for the last three years, or a fair summary thereof, are available upon request from the Office of the Vice President for Finance.

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# ACADEMIC CALENDAR 2013-2014

Four-Year Academic Calendar at back of catalog.

## FALL SEMESTER 2013

### August

- 20 Fall Faculty Workshop (tentative)
- 23-27 Required Orientation and registration for new students
- 23 Residence halls open for new students only, 1 P.M.
- 26 Residence halls open for continuing students, 1 P.M.
- 26 Meal plan begins, 5 P.M.
- 23-Sept. 4 Required registration finalization for all students
- 28 Classes begin, 8 A.M.

### September

- 2 Labor Day (school closed)
- 23 Summer grades due

### October

- 16 Quad 1 ends
- 17-18 Quad 1 final exams
- 21 Quad 2 begins
- 28 Grades due for spring Incompletes
- 28-Nov. 15 Advance registration for spring semester

### November

- 5 Day of Prayer (no classes)
- 11 Veteran's Day (classes meet)
- 27 Meal plan ends at dinner
- 27-Dec. 1 Thanksgiving Recess

### December

- 1 Meal plan resumes, 5 P.M.
- 9-11 Late registration
- 12 Last day of classes
- 13 Reading day
- 16-19 Final examinations
- 20 Meal plan ends at breakfast
- 20 Residence halls close, 12 noon
- 20-Jan. 14, 2014 Christmas Recess
- 30 Fall grades due from faculty

## SPRING SEMESTER 2014

### January

- 13-14 Required Orientation and registration for new students
- 13 Meal plan begins, 8 A.M.
- 14 Residence halls open for continuing students, 2 P.M.
- 13-22 Required registration finalization for all students
- 15 Classes begin, 8 A.M.
- 20 Martin Luther King Day (no classes)

### March

- 5 Quad 3 ends
- 6-7 Quad 3 final exams
- 7 Meal plan ends at dinner
- 8 Residence halls close, 12 noon
- 8-16 Spring Recess
- 16 Residence halls open, 2 P.M.
- 16 Meal plan resumes, 5 P.M.
- 17 Quad 4 begins
- 21 Deposit due for next year (continuing students)
- 24 Grades due for fall Incompletes
- 30-April 17 Advance registration for fall

### April

- 10 Symposium Thursday (no classes)
- 18-21 Easter Recess (no classes)

### May

- 5-7 Late registration
- 6 Thursday classes meet last Tues.
- 7 Last day of classes
- 8 Reading day
- 9, 12-14 Final examinations
- 16 Meal plan ends at lunch
- 16 Baccalaureate
- 17 Commencement
- 18 Residence halls close, 12 noon
- 19 May/Summer Term begins
- 26 Memorial Day (no classes)
- 27 Spring grades due from faculty

### July

- 28 May Term grades due from faculty

# REGISTRATION DEADLINES 2013–2014

The following summarizes the deadlines to be observed.

		Fall	Spring
Deadline to register for the semester	May–Summer Term: May 10	September 4 for online courses; May 17 for others Summer: June 1	January 22
Last day for percentage refund of tuition charges on official withdrawal from the College*	100% 80% 70% 60% 50% 0%	August 27 September 6 September 13 September 20 September 27 after September 27	January 14 January 24 January 31 February 7 February 14 after February 14
Last day to add courses or change sections, including independent work or NECCUM cross-registration	Full Term Quad 1,3 Quad 2,4 May–Summer Term: First class or 10 days in advance for online courses	September 4 September 4 October 25	January 22 January 22 March 21
Last day to drop courses with no academic record (see withdrawal from College above)	May–Summer Term:	September 4 May 9 online courses, May 16 for others	January 22
Last day for tuition refund for course drops/withdrawals (if applicable) <sup>§</sup>	100% 90%	September 4 September 6	January 22 January 24
<b>May–Summer Term:</b> 100% before first day class meets (May 16 for most courses); 80% first day (May 19 or 20); 50% the next business day, 0% (no refund) third business day or later. <b>Online courses:</b> 100% refund deadline ten days before start date (May 9), for later withdrawal refunds please check with Student Financial Services, <sup>§</sup>			
Last day to withdraw from courses with a W grade*	Full Term Quad 1,3 Quad 2,4	October 25 September 27 November 15	March 21 February 14 April 11
Last day to submit remaining requirements and change incomplete to a grade	From Spring From May/Summer Term or Summer From Fall or January Term		October 16 October 16 March 5

A \$10 fee will be charged for each withdrawal made after the fifth day of a semester. Students may withdraw from a class through the fourth week of a quad class or the ninth week of a full-semester course. A “W” will be recorded on the permanent record. After the deadline the grade may be an F.

Billing is based on total credits registered for during a semester, less refunds for courses dropped. Thus, withdrawing from a course after the 100% refund deadline does not remove hours from the tuition block. Adding a quad 2 or 4 course may increase tuition as billing is based on total hours, including withdrawals.

For description of payment schedule see financial section.

\* Failure to officially withdraw from the College through the director of enrollment management may result in an inability to obtain a financial refund and automatic F grades.

<sup>§</sup> Special refund policies apply for applied music, Discovery Expeditions or La Vida, and online courses.





# GENERAL INFORMATION

## THE CHARACTER OF GORDON COLLEGE

### DESCRIPTION AND HISTORY

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Gordon College is the preeminent Christian college in the global hub of higher education, widely respected for its commitment to bold intellectual inquiry, personal mentoring and academic rigor. Through a broad spectrum of liberal arts and sciences, students develop the intellectual scope and leadership skills to address the increasingly complex challenges of a global society.

Gordon offers 38 majors and confers three separate undergraduate degrees: Bachelor of Arts, Bachelor of Science and Bachelor of Music. Gordon also confers the Master of Education, Education Specialist and Master of Music Education degrees in education and music education.

In the fall of 2012 the College's undergraduate enrollment of 1,580 was drawn from 42 states and 35 foreign countries, with approximately 19 percent multicultural or international students.

Gordon was founded in Boston in 1889 by a small group of Christians who recognized the need for educated leadership in churches and in society. They organized what was first called the Boston Missionary Training Institute. Chief among the founders, and the first president, was the Reverend Dr. Adoniram Judson Gordon, a prominent Boston pastor whose name the school adopted after his death in 1895.

Gordon developed into a liberal arts college with a graduate seminary and moved to its present several-hundred-acre North Shore campus in 1955. In 1970 the divinity school was merged with the Conwell School of Theology from Philadelphia to form the new and separate Gordon-Conwell Theological Seminary, located in South Hamilton, Massachusetts.

Barrington College was founded in 1900 as the Bethel Bible Training School in Spencer, Massachusetts, and was later located in Dudley, Massachusetts, and Providence, Rhode Island. It took the name Barrington after the campus was moved to that Rhode Island community in 1959. Gordon and Barrington were merged as the united college on the Wenham campus in 1985. In 1996 Gordon College began a graduate program in education and in 2003 added a graduate program in music education.

Over the years Gordon has been a leader in three clusters of colleges and universities to provide a wide range of added study options both at home and abroad. The groups are the Christian College Consortium (13 institutions), the Council for Christian Colleges & Universities (over 100 institutions) and the North-east Consortium of Colleges and Universities in Massachusetts (10 institutions).

### MISSION

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Gordon College strives to graduate men and women distinguished by intellectual maturity and Christian character, committed to lives of service and prepared for leadership worldwide.

## OBJECTIVES: GOALS FOR LEARNERS

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As a Christian community of learners, Gordon College acknowledges the great commandments to love God with our hearts, souls and minds, and to love others. These commandments provide the foundation for learning, character and service. At Gordon the academic and the cocurricular programs emphasize that the integration of who one is, what one knows and what one does is vital to the College's mission.

The union in intellectual maturity and Christian character is essential to prepare graduates for lives of servanthood and leadership. This is developed as the community is challenged to:

- Pursue truth as revealed by God in Christ, Scripture and creation
- Develop a Christian worldview as a basis for both informed reflection and a reformation of culture
- Practice spiritual disciplines to promote lives marked by virtue
- Begin a journey of lifelong, faith-directed learning
- Grow in intellectual curiosity through foundational studies in the liberal arts and specialized studies in a field of knowledge
- Cultivate a frame of mind that embraces critical thinking, discernment and perseverance
- Communicate with clarity, conviction and humility
- Build strong and caring relationships among families, friends, congregations and communities
- Commit to a life of physical and emotional health while balancing time spent in work and recreation
- Become a responsible world citizen whose love for God expresses itself through the wise stewardship of creation, care for the weak and vulnerable, and respect for the uniqueness of individuals and cultures
- Respect the heritage of the Church and serve the Body of Christ with commitment, fidelity and self-sacrifice
- Acquire a sense of vocation and calling before God
- Proclaim and live out the gospel as agents of reconciliation and transformation in all dimensions of life

## FOUNDATIONS OF GORDON'S PHILOSOPHY OF EDUCATION

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Gordon College approaches education from within the framework of biblical theism, which provides a coherent perspective on life and the world. The following are the principal ingredients of our academic profession of faith:\*

### God

We acknowledge the centrality of God's person and authority over all of life. God reveals Himself through His created order, the Scriptures, the work of His Spirit, and uniquely in His Son, Jesus Christ. Those within the Gordon community who have come to experience God as Father by faith in His Son know God in a personal way and seek to submit to His authority in all aspects of life.

\*For a specific delineation of these beliefs—i.e., the College's Statement of Faith—see Appendix A.

## **Humankind**

Men and women are created by God for a unique role, that of responsible image bearers and responsive servants. As such, they have dignity and worth. Although fallen creatures, they are the object of God's redeeming love and through Christ can know God and His revelation. Because humans are called to honor God with their whole being, the College is committed to the total development of its students.

## **Creation**

All creation testifies to the God who called it into existence, sustains it and remains sovereign over it. From this, creation derives its coherence and meaning. By virtue of the redeeming work of Christ, creation can be directed to God's service and glory. The world of creation is entrusted to us. Our task is to discover, develop responsibly and care for it for the benefit of all.

## **Faith and Learning**

Truth has its origins in God, Who has chosen to reveal Himself and His truth to us. Knowledge of God is the proper setting for all understanding. Reason exercised in the framework of a faith commitment to God will nurture our faith and expand our knowledge. For us faith and learning are inseparable.

## **Christian Calling**

The Christian's purpose in life is to enjoy God and His creation; to serve God and others; to bear witness to the Lordship of Christ; and to reform society, culture and the Church by the application of Christian thought and values in all dimensions of human endeavor.

## **Academic Freedom**

At Gordon College we recognize that God's eternal Word is the ultimate source and foundation of all truth. Thus the integrity of scholarship and loyalty to intellectual honesty are basic commitments in the search for truth.

Both the student and professor are accorded the right to know all pertinent data and relevant interpretations in all areas of study. Moreover there must be mutual insistence upon candor in revealing assumptions and in clarifying perspectives. Within our common commitment to the Bible, from which the Gordon College Statement of Faith is derived (see Appendix A), each person in the College community may exercise the right of free judgment. If scholarship is to proceed without coercion, there must be freedom within our commitment to raise questions and explore diverse viewpoints.

Gordon College maintains that the common bonds of faith and commitment to the elements of Christian education which unite us present no impediment to the pursuit of truth, but rather provide an integrative approach to our scholarly endeavors.

# GORDON COLLEGE AS A COMMUNITY

## ACADEMIC EXPECTATIONS

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Gordon's curriculum and faculty will expose the student, regardless of ability, to the fullest measure of academic freedom and challenge. The College's goal is for students to respond to Jesus' command in the parable of the talents: to develop their abilities freely and invest them fully in the various vocations to which they are called by God.

## SPIRITUAL EXPECTATIONS

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As a Christian institution Gordon College was founded on the confession that Jesus Christ is God's unique Son and our Savior. This confession has implications for our identities as individuals, for how we understand and conduct our common task of pursuing education and for how we relate to each other and the world around us.

As individuals loved and chosen by God, it is the joyful responsibility of each member of the community to grow in the knowledge of the Lord Jesus, to be rooted and grounded in His love and to increasingly be filled with the life of Christ.

We believe God cares for all peoples and is at work in all areas of the globe. As His children we seek to find our unique place of calling in His kingdom while growing in knowledge of and appreciation for God's work in all aspects of the natural world, human history and culture. Such growth is a function of individual habits and dispositions as well as corporate practices and expectations. It is a responsibility of the institution to continue to provide opportunities and encouragement for the community to grow in spiritual depth and breadth, and it is expected that members of the College community will be faithful in their obligation to one another to avail themselves of these opportunities to grow and interact with one another with mutual support and encouragement.

Regular times of corporate worship are vital for maintaining a sense of our true selves before God. Likewise, regular corporate worship challenges us to offer our gifts of study to God as a sacrifice of praise as we pursue knowledge of the world He has made and our roles as stewards of it. Therefore, we are a community that prays together and regularly makes time for the public reading of Scripture. It is



likewise expected that each member of the community will carefully tend to the condition of his or her heart, actively pursue a genuine relationship with God and contribute positively to the spiritual growth of those around him or her.

Along with the academic curriculum, the Christian Life and Worship Program sponsors opportunities, including Chapel services and Convocations, to promote learning and spiritual formation. Participation in Christian Life and Worship events is an integral part of a Gordon education, an extension of the Core curriculum. Each semester students are expected to attend a fixed number of services or programs.

## BEHAVIORAL EXPECTATIONS

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As a Christian community Gordon College seeks to maintain itself by fostering ideals and standards consistent with a Christian worldview. The College has established a Statement of Life and Conduct (see Appendix B) which sets forth the assumptions and principles which should guide the conduct of responsible Christians and the specific behavioral expectations for members of the Gordon College community.

The use of alcoholic beverages and tobacco is not permitted on the campus, adjacent properties or at any College-related activity. Members of the Gordon community are not to use, possess or cause to be brought on campus narcotic or hallucinogenic drugs, including marijuana.

Although these and other rules are valuable for orderly community life, they do not dominate or express the spirit of Gordon College. As a community the College is deeply committed to mutual support, freedom and responsibility, all of which are essential for the practical expression of God's love.

### Discipline

Gordon College has chosen the more difficult approach to discipline: that of looking beneath the surface of each behavior and responding with a balance of mercy and justice. In doing so, the College seeks to reflect that dual nature of God's character—His mercy and His judgment—in disciplinary decisions. This means maintaining a balance between severity and kindness, harshness and tenderness, conservatism and generosity—striving for what is appropriate for each particular situation.

There is a relatively common set of responses to behavioral violations. Warnings, probation or other sanctions follow misconduct associated with: visitation violations, dishonesty, theft, other compromises of personal integrity, violations of Gordon's Statement of Life and Conduct related to use of alcohol and tobacco, sexual misbehavior, hazing, disruptions to community life or threats to the health and safety of others. The College believes that when students choose to disregard community expectations, the College has the obligation to suspend their community privileges for a time, including housing, class participation and cocurricular activities.

Gordon College encourages students to wrestle with values and personal ethics and to "work out their faith" while living and studying here. Though honest discussion is healthy and welcome, students are still expected to adhere to the Gordon community's behavioral expectations.

The vice president for student life has administrative responsibility for all cases of student misconduct. Discipline cases may be handled by the student's resident director, the director of residence life, the dean of student life, the vice president for student life and staff as needed. The College exercises its responsibility to suspend any student whose general conduct or influence is considered inconsistent with the best interests of the College community.

## ACCREDITATIONS AND AFFILIATIONS

Gordon College is accredited by the New England Association of Schools and Colleges Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Such accreditation indicates that the institution meets or exceeds criteria for the assessment of institutional quality applied through periodic peer group reviews. Accredited schools or colleges must have available the necessary resources to achieve stated purposes through appropriate educational programs, are substantially doing so and give reasonable evidence they will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association applies to the institution as a whole. Inquiries regarding status of an institution's accreditation by the New England Association should be directed to the administrative staff of the College.

Individuals may also contact the Association:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
Phone: 781.271.0022

Gordon College is also accredited, certified or approved by the following agencies:

- Interstate Certification Compact
- National Association of State Directors of Teacher Education and Certification
- Massachusetts Board of Higher Education
- United States Government (Gordon College is approved by the Massachusetts Board of Higher Education for the training of veterans and their dependents and authorized under Federal law to enroll nonimmigrant students.)
- Massachusetts Department of Elementary and Secondary Education
- National Association of Schools of Music
- The Council on Social Work Education for Baccalaureate Social Work Education

Gordon belongs to numerous educational and professional organizations. See Off-Campus Programs for a listing of the many affiliations and linkages which enrich Gordon students.

### **Christian College Consortium (CCC) and Council for Christian Colleges & Universities (CCCU)**

As a member of the Christian College Consortium and the Council for Christian Colleges & Universities—associations formed to promote interinstitutional cooperation for the cause of Christian higher education—Gordon College provides a number of educational opportunities beyond its own campus in cooperation with selected Christian colleges from coast to coast. Member colleges are committed to the tenets and spirit of evangelical Christianity. In addition, the Consortium seeks to encourage member institutions in the pursuit of their respective missions through student scholarships, educational conferences, and a variety of student exchange programs.

Students benefit directly through participation in the Consortium Visitor Program and in CCCU programs: the Washington-based American Studies Program; the China Studies Program in Beijing, Shanghai and Xi'an; the Contemporary Music Center in Martha's Vineyard, Massachusetts; the Latin American Studies Program in Costa Rica; the Los Angeles Film Studies Center; the Middle East Studies Program in Cairo, Egypt; the Russian Studies Program in Moscow, Nizhni Novgorod and Saint Petersburg; and the Uganda Studies Program in Mokono, Uganda. In addition, the Consortium sponsors research and study among faculty on the integration of the Christian faith and learning, and designs and promotes research activities to evaluate educational programs and to improve the management of member institutions.

### **Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM)**

Gordon College is a member of the Northeast Consortium of Colleges and Universities in Massachusetts, a collective of state and private institutions which includes Endicott College, Marian Court College, Merrimack College, Middlesex Community College, Montserrat College of Art, North Shore Community College, Northern Essex Community College, Salem State College University and the University of Massachusetts Lowell. These colleges are within an hour's drive of one another. Resources of all participating institutions are available to students. Under the cross-registration program, full-time students with a minimum 2.0 GPA may enroll in up to two daytime courses each term at another member college without payment of tuition beyond that paid to the home institution. Other activities of the Consortium include sharing of computer and plant facilities, joint purchase arrangements and plans for interinstitutional sponsorship of faculty/student colloquia and special events programming.

### **Reserve Officer Training Corps (ROTC)**

Gordon College does not have an on-campus ROTC program. However, through a consortium agreement with the Massachusetts Institute of Technology, students participating in an Air Force or Army ROTC program may make arrangements to cross-register and transfer ROTC coursework. Contact the ROTC Office at M.I.T.

# ADMISSIONS

## ADMISSION REQUIREMENTS

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A successful application for admission to Gordon gives evidence of strong academic promise and strong Christian commitment.

Students are prepared for the curriculum at Gordon when they have successfully completed courses in the following areas at the college preparatory level: English (four years), mathematics (two years, three years preferred), science (two years, three years preferred, including at least one year of a laboratory science), social studies (two years) and five courses of acceptable electives, including two years of the same foreign language (four years strongly recommended).

Other factors that contribute to a successful application include athletic, music or drama experience, cross-cultural perspective, and proven leadership ability in service to church, community or school.

## APPLICATION PLANS

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Students may select an application plan that will best meet their needs. Options may be discussed during the admission interview before making this selection. Please note: All credentials submitted to the Admissions Office become the property of Gordon College.

**Early Decision.** Application deadline is November 1 with notification concerning admission by December 1. This plan is intended for students who have selected Gordon as their first choice for fall semester matriculation. Upon notification of acceptance, early decision applicants agree to withdraw any applications to other colleges. They are asked to submit a nonrefundable deposit of \$250 by May 1, which is credited to the first-semester bill.

**Early Action.** Application deadlines of November 15 and December 1. This is a nonbinding option which enables Gordon to notify applicants regarding an admission decision by January 1. Accepted students will need to submit a nonrefundable deposit of \$250 by May 1 to ensure space in the class.

**Regular Decision.** Application deadline is February 1. This is a nonbinding option which enables Gordon to notify applicants regarding an admission decision by March 1. Applications received after March 1 will be reviewed on a rolling basis. Accepted students will need to submit a nonrefundable deposit of \$250 by May 1 to ensure space in the class.

Students interested in enrolling after their junior year should contact the director of admissions for specific requirements.



## APPLICATION PROCEDURES

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The following credentials are required for completing admission and financial aid applications to Gordon. Gordon reserves the right to require additional application materials, should they be necessary, in order to make a sound admission decision. It is the students' responsibility to submit records of all academic courses in which they have enrolled.

### Freshman Applicants

**Credentials.** Application; \$50 nonrefundable application fee; high school transcript; SAT or ACT with writing scores; Christian faith and academic references. An admissions interview is required. SAT II tests are not required but may be used for placement if scores are sent. Gordon requires the SAT or ACT with writing exam.

**Language Placement.** The core requirement in language study at Gordon College is two semesters of study of the same language. The requirement may also be fulfilled in the following ways:

- Students may submit to the Registrar's Office scores for either the Advanced Placement Exam or the SATII Achievement Test in order to validate either one or two semesters of Gordon's language requirement as follows (Gordon's code for the SATII Achievement Test is 3417): A minimum score of 400 in French, German or Spanish will place a student in FRE102, GER102 or SPN102, respectively. A minimum score of 500 on any SATII language test will fulfill Gordon's one-year language requirement. A minimum score of 4 on any Advanced Placement language exam will fulfill Gordon's one-year language requirement.
- Students who have had more than two years of language instruction in high school must take a placement test at Gordon before enrolling in any course in French, German, Italian, Latin or Spanish. The placement tests in these five languages are diagnostic tools administered during fall Orientation as well as in early January, and no academic credit is awarded. However, if students have placed out of a particular language course, they will not receive credit for taking the same language course at Gordon. Students may not take Gordon's placement test more than once in the same language.
- The on-campus placement test must also be taken by all students wishing to continue their study of language at the intermediate level (201) or above. Please note this includes those students who already have an SATII, BYU or Advanced Placement score on file.
- Students who have earned high school credit for level three of a language other than French, German, Latin or Spanish, or those proficient in another language, must independently arrange to take either the SAT Achievement Test ([www.collegeboard.com/student/testing/SAT/about/SATII/whichlang.html](http://www.collegeboard.com/student/testing/SAT/about/SATII/whichlang.html)) off campus or a language correspondence test through Brigham Young University ([flats.byu.edu](http://flats.byu.edu)) and submit their scores to the Registrar's Office. Contact the department chair for more information.
- Students whose native language is not English may use a TOEFL score, or a transcript from a secondary school where instruction was conducted in the native language, to validate Gordon's language requirement.

Students may not receive credit for a Gordon language course which they have validated by testing or for which they have received transfer credit.

## Advanced Placement and International Baccalaureate

The College grants college credit to applicants who have completed Advanced Placement or International Baccalaureate Programme exams as follows:

- Applicants with AP validation exams with grades of 4 or better who have been enrolled in the Advanced Placement Program in high school, and who have had official test results sent to the College, will be awarded credit equivalent to Gordon courses as determined by the departments up to a maximum of 32 credits.
- Higher Level International Baccalaureate Diploma Programme exams with scores of 5 or better will be considered for college credit upon receipt of the official certificate; specific course credit allocation will be determined by the academic department involved.

## Transfer Applicants

**Credentials.** Application; \$50 nonrefundable application fee; official college transcripts; SAT or ACT scores and high school transcript if less than one collegiate academic year has been completed (less than 24 completed semester credits); Christian faith and academic references. An admission interview is required. A college catalog may be required for transfer credit evaluation if not available online. See Foreign Language Placement above.

Transfer students' transcripts are evaluated by the Registrar's Office and faculty. Transfer credit will normally be granted for courses officially transcribed from a regionally accredited institution provided such work is appropriate to degree requirements at Gordon and was completed with a grade of C minus or above. Work from nonregionally accredited institutions will be considered with additional documentation which, on evaluation by Gordon faculty, demonstrates equivalency of information and learning outcomes. Giving credit for a course does not guarantee the course will fulfill a major requirement. A minimum cumulative grade point average of 2.0 is required but does not guarantee acceptance. Application of transfer credit must be finalized by the end of the first term at Gordon College.

Pass/fail courses are not transferable without official validation that the minimum passing grade is C. A student's Gordon cumulative grade point average is computed only on credits attempted in courses listed in the Gordon catalog.

A minimum of 20 Gordon credits is required in the core and each major, and at least three of five core thematic courses must be taken at Gordon.

## Readmission

All students seeking readmission must apply through the Admissions Office.

## Non-Degree-Seeking Applicants (Nondegree students receiving academic credit)

**Credentials.** Application; \$50 nonrefundable application fee; high school transcript or other evidence of completion of high school graduation requirements; and an admission interview. Note: Special students are ineligible for financial aid.

## Audit Applicants (Nondegree students not receiving academic credit)

**Credentials.** Application; \$50 nonrefundable application fee; high school transcript or other evidence of completion of high school graduation requirements. Auditors pay one-half tuition and register for courses after receiving approval from the registrar and the instructor.

**Alumni Auditors.** Graduates of Gordon or Barrington Colleges may apply to audit one course per term tuition free. A \$10 registration fee will be charged for each course. In addition, the student will be responsible for any course fees.

## International Applicants

**Credentials.** Test of English as a Foreign Language (TOEFL), ACT with writing or SAT scores; Foreign Student Financial Aid Application and Declaration Form of the College Scholarship Service (CSS); International Student Finance Form ([www.gordon.edu/isff](http://www.gordon.edu/isff)); and all other regular admission credentials. If transcript is not on U.S. grading scale or if transfer credit is requested, international credentials should be submitted with an AACRAO's Foreign Credential Analysis, WES (World Education Services) or a similar credential evaluation service report from an organization accredited by NACE. The applicant bears the cost of analysis. For further information see the instructions for international applicants on the Gordon College Admissions website, [www.gordon.edu/admissions/international](http://www.gordon.edu/admissions/international).

## Homeschooled Applicants

Homeschooled students should submit a high school transcript or the following in lieu of the transcript: a description of the curriculum used; grades or progress reports; a list of required texts or readings and a report on experiential learning through field trips; special projects or extracurricular activities. Note: Student's academic record must include grades or performance assessment. All other regular admission credentials must be submitted.

## Art Majors

In order for prospective students to apply for the art major at Gordon, they must first submit a portfolio and be approved by a faculty review board. Contact the Art Department for portfolio requirements, deadlines and guidelines at [www.gordon.edu/art](http://www.gordon.edu/art).

## Education Majors

Provisional declaration of education majors may be made at any time. However, students should note that special admission requirements must be met to be fully accepted into a teacher education program, which includes permission for upper-level courses and practicum. Requirements include a minimum GPA of 2.70; grades of C or better in all education courses; and a passing score on the Massachusetts Test for Educator Licensure (MTEL): Communication and Literacy Test. Contact chair, Department of Early Childhood and Elementary Education, or Department of Middle School/Secondary Education, for further information at [www.gordon.edu/departments/education](http://www.gordon.edu/departments/education).

## Music Majors

All students who wish to major or minor in music must audition to be accepted into the department after submitting a formal application to the College. Specific audition days are established each year by the music faculty to hear auditions of prospective majors and minors. In addition to the performance audition, students must complete a music application; submit a letter of recommendation from a recent music instructor; and take a music theory entrance examination. Students unable to audition in person may submit a recorded performance. Students should contact the undergraduate program coordinator in the Department of Music to begin the music application and audition process at [www.gordon.edu/music](http://www.gordon.edu/music).

## Social Work Majors

Provisional declaration to the major may be made at the time of application or enrollment. However, specific admission requirements must be met before a student may transition from provisional status to formal acceptance as a social work major. Requirements include completion of the social work major application form and a cumulative grade point average of at least 2.25. For information contact the Social Work Department at [www.gordon.edu/academics/socialwork](http://www.gordon.edu/academics/socialwork).

## APPLICATION DEADLINES

It is always to the applicant's advantage to submit the application and all credentials as early as possible.

<b>Deadline</b>	<b>Application Materials Required</b>	<b>Notification from Gordon</b>
November 1	Spring semester admission application deadline. Classes begin mid-January	1–3 weeks after application is completed
November 1	Early Decision admission application deadline	December 1
November 15 and December 1	Early Action admission deadline	January 1
December 15	Nonrefundable Deposit of \$250 for Spring semester admission	
January 1	A. J. Gordon Scholarship and Clarendon Scholars application deadline	February 1
February 1	FAFSA must be submitted for processing	
February 1 through March 1	Regular Decision - Recommended deadline for fall semester applications; since Gordon employs a rolling admissions policy, applications will continue to be reviewed after February 1	By March 1
February 1	Deadline for all financial aid application materials to be received; must include FAFSA results (SAR) from Federal Student Aid Programs and signed copies of student and parent/spouse tax returns. Late applications will be processed on a first come, first served basis.	March 15–May 1
May 1	Nonrefundable Deposit of \$250 for Fall semester admission	



# FINANCIAL

## COSTS

A Gordon education is a valuable investment worthy of hard work and sacrifice. Students are expected to draw upon every resource available to them—personal and family assets and income, and various scholarships and loan funds—in financing their share of the cost.

## GORDON'S FINANCIAL CONTRIBUTION

In an effort to reduce the financial burden on individual students, Gordon depends on gifts from many charitable sources to help pay for each student's education. The College raises more than \$1,500 from these sources annually for each student enrolled. Consequently, during a four-year course the College will contribute over \$6,000 for every student to help defray the cost of education. This money is needed above and beyond the money raised through the collection of tuition and fees.

## BASIC TERM EXPENSES FOR 2013–2014

The academic year is divided into two semesters of 16 weeks each. The following rates are per semester.

Tuition (12 to 18 semester credit hours) . . . . .	\$ 15,910
Board (meal plan) . . . . .	1,590
Room (double occupancy)* . . . . .	3,125
Comprehensive Services and Technology Fee . . . . .	640
Health Center Fee . . . . .	65
<b>Total . . . . .</b>	<b>\$ 21,330</b>

<b>Semester Credit Hour Blocks . . . . .</b>	<b>Per Semester Tuition</b>
1–2 . . . . .	2,250
3–4 . . . . .	4,360
5–6 . . . . .	6,530
7–11 . . . . .	8,740
12–18 . . . . .	15,910
19 . . . . .	16,900
20 . . . . .	17,920
21 . . . . .	18,940
22 . . . . .	19,920
23 . . . . .	20,940
24 . . . . .	21,960
25 . . . . .	22,970
26 . . . . .	23,990

**Auditing.** Full-time students may audit one course a semester free of charge. Alumni may audit one course a semester for a \$10 fee. All other students pay one-half tuition charge. (See Admissions Academic Policies section.)

**Internships.** Internship costs which exceed the block tuition will be charged to the student.

**May-Summer Term.** Gordon also offers varied courses during May-Summer Term at a reduced tuition rate. See [www.gordon.edu/maysummerterm](http://www.gordon.edu/maysummerterm).

\* Room (double occupancy) without board contract in Bromley Hall: \$3,865 per semester; Tavilla Hall: doubles \$3,990; singles \$4,115. Room charge includes laundry facility fee.

## FEES\*

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The College reserves the right to change or add fees at any time or assess a surcharge per semester for increases in energy costs not known at the time the fee structure was established.

### Miscellaneous Fees\*

Charges, in addition to those specified above, are made for the following items.

**Health and Accident insurance fee** for August 20, 2013–August 20, 2014, will be assessed each student unless a waiver with proof of equivalent coverage has been provided prior to the start of classes. Additional charges may be made for remedial or tutorial programs, property damages or extended professional counseling.

**Laboratory/Computer Fee:** \$135 per laboratory course; \$70 per quad course or NSM202 The Scientific Enterprise.

**Late Fee:** \$25 per course when petitioned late changes are approved.

**Orientation Fee:** \$100 for incoming students only.

**Outdoor Education Fee - First Year:** Discovery and Concepts of Wellness \$580; La Vida \$805 (\$100 nonrefundable deposit for incoming students only); special drop, withdrawal and refund policies apply. Must be taken first year of enrollment.

**Parking Fee:** \$210 per year for resident students; \$120 per year for commuters.

**Physical Education Activity Fee:** Basic fee \$110 per quad plus additional costs where applicable.

**Validation Examination Fee:** \$50 per examination

### Music Fees\*

Nonrefundable after fifth day of semester. All enrollments or changes require departmental approval. Contact Department of Music. Private lessons (12 per semester) include use of music facilities. Ensemble participants may also be billed for performance attire.

#### Music Majors or Minors only

Piano Proficiency Class Level A or B (group lesson): \$135 per semester

Piano Proficiency Class Level C or D (private lesson): \$350 per semester

Group Instrument Classes (music education majors): \$135 per semester

Music Coaching (noncredit; optional, but highly recommended):

\$500 for 12 full-hour sessions

\$255 for 12 half-hour sessions

#### Applied Music Lessons (any student)—contract required to register

All students taking lessons for credit are required to perform in a juried exam.

One-hour lesson:

\$700 per semester (3\*\* or 4 credits)

\$1,000 for noncredit lessons

Half-hour lesson:

\$350 per semester (1\*\* or 2 credits)

\$500 for noncredit lessons

\* All fees are subject to change by action of the College administration.

\*\* Option of 1 or 3 credits is only for music majors also registered for piano proficiency class.

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## BOARD

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All students residing on campus, except those in Bromley Hall, Tavilla Hall, Ferrin apartments or Dexter House, are required to participate in the board program. Participation in the board program is set at \$1,590 per semester. Students needing specialized dietary plans will be assisted by the College Dining Services director.

Residents of Bromley Hall, Tavilla Hall, Ferrin apartments or Dexter House are automatically enrolled in the apartment dwellers board program. The cost of the board program is set at \$795 per semester. Students not wishing to participate in the apartment dwellers board program can contact CSD to opt out.

Students will be issued dining credit equivalent in value to the dollar cost of the meal plan. All food consumed in the dining hall, deli, pizzeria and Gillies Café will be purchased à la carte with credit from the student's account. Unused credit from the meal plan may be carried over from fall to spring semester if registered for spring term (see *Student Handbook* for details). All credit for the year must, however, be used by the end of spring semester. Additional credit may be purchased in \$25 increments during the semester.

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## COMPREHENSIVE SERVICES AND TECHNOLOGY FEE\*

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This fee is charged each semester to all full-time students living on or off campus, or in an external education program through the College. Students living off campus and enrolled in between 5 and 11 credit hours are charged half of the fee while students enrolled in 4 credits or less are not charged the fee. This fee covers student activities, Lane Student Center fees and Internet access.

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## HEALTH CENTER FEE\*

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This fee is charged each semester to all full-time students living on or off campus, or in an external education program through the College. Students living off campus and enrolled in between 5 and 11 credit hours are charged half of the fee while students enrolled in 4 credits or less are not charged the fee.

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## APPLICATION FEE\*

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All applicants for admission pay a \$50 fee to cover part of the processing cost. It is not refundable and is not credited to the cost of registration. Persons desiring evaluation of credits (transcripts) for transfer from other institutions must send \$50 with their request. This is not refundable but may be credited to the application fee.

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## DEPOSITS\*

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**New Students.** All students accepted for admission must remit a nonrefundable deposit of \$250 before May 1 for fall semester (December 15 for spring semester) or as indicated on their letter of acceptance. Of this amount, \$200 will be credited toward first-semester charges. The remaining \$50 will be held on deposit to cover possible fines and miscellaneous charges at the time of withdrawal or graduation. The \$50 damage deposit is refundable approximately one month after proper withdrawal provided no charges have been made against the account.

**Continuing Students.** Continuing students must remit a \$100 nonrefundable tuition deposit before March 21; it will be credited toward their fall semester bill. All students residing on campus must pay an additional \$100 housing deposit prior to April 1. The deposit is refundable as follows: before June 1—full refund upon

\* All fees are subject to change by action of the College administration.



cancellation of housing reservation in writing; before July 1—\$50 refund upon cancellation; July 1 or after—no refund.

## REFUNDS FOR WITHDRAWAL

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Students who officially withdraw from the College through the associate dean of students may be granted refunds on tuition charges based on the following schedule:

### Deadlines 2013–2014

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Refund	Fall	Spring
100%	August 27	January 14
80%	September 6	January 24
70%	September 13	January 31
60%	September 20	February 7
50%	September 27	February 14
none	after September 27	February 14

Failure to officially withdraw may result in an inability to obtain a financial refund. See May/Summer Term web page for withdrawal and refund policies.

There is no refund for room charges. Board refunds will be granted until September 20 for fall and February 7 for spring. The refund will be based on the amount of unused scrip remaining through the fourth week. A student who provides notification of withdrawal prior to matriculation will receive a refund of 100% of all charges.

Under the Higher Education Amendments of 1992, students who receive assistance under Title IV may be entitled to a different refund schedule. Students who receive Title IV funds will have their refunds calculated according to Department of Education regulations. For information on refund calculations under the methods required by the Department of Education, contact the Financial Aid Office.

A student who withdraws after registration without advice and consent of the dean of students, or who is suspended for disciplinary reasons or nonpayment of a financial obligation to the College, receives no refund. An appeals process exists for students or parents who believe that an unusual circumstance exists which warrants exception to the published College policy. The appeal must be initiated through the Center for Student Development.

## REFUNDS FOR DROPPED COURSES

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Students officially dropping or withdrawing from courses with approval of their advisor (but not withdrawing from the College) may be granted a tuition refund to the level of the new course load as follows: Full refund is allowed for any difference in tuition charges due to reduced load when such a drop takes place during the first five days of classes; 90% refund is allowed for differences in tuition charges through Friday of the second week; no refund is allowed thereafter (except for course fees if quad 2 or 4 courses are dropped). Special refund policies apply to May–Summer Term, applied music, La Vida and Discovery classes. See departmental offices.

Withdrawing from courses beyond the full refund deadline does not remove hours from the tuition block. Adding a quad 2 or 4 course may increase the student's

tuition. Although a student may be within a block tuition level at a particular point during the semester, billing is based on total credits registered for during the semester, less refunds for courses dropped before the refund deadline.

## **PAYMENT SCHEDULE**

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For the 2013–2014 school year, payment for the first semester will be due July 15, 2013, and payment for the second semester will be due December 15, 2013. An optional monthly payment plan is available. The payment plan does include an administrative fee of \$50 per semester. We will work with students and families on an individual basis to develop alternative payment plans, but all alternative plans must be approved by Student Financial Services. Payment in full or approval of a payment plan is required to gain financial clearance to register or finalize registration. Any outstanding balances due as of October 4, 2013, or March 14, 2014, may be subject to a late payment fee.

## **FINANCIAL AID**

Attending a Christian college represents a significant investment of a family's resources. Gordon's Student Financial Services Office is committed to helping families meet the costs of a quality liberal arts education.

The Student Financial Services Office identifies financial resources for eligible students. A financial aid package may consist of grants, scholarships, loans and student employment opportunities funded through federal, state and College sources. This financial aid is intended to bridge the gap between the cost of education and the family's calculated ability to pay.

### **Two Types of Financial Aid**

In broad terms financial aid can be divided into two types or categories: merit-based and need-based. Merit-based aid is awarded based on achievement (academic performance, demonstrated leadership, etc.), regardless of a family's financial circumstances. Students who apply for admission will automatically be reviewed for most of Gordon's merit-based aid programs. Need-based aid is awarded based on a family's financial need.

### **Applying for Need-Based Aid**

New families applying for need-based aid must submit financial data by completing the Free Application for Federal Student Aid. If a FAFSA is selected by the Department of Education for verification, families will also need to submit to Student Financial Services the Gordon Verification Worksheet and all required documentation.

Returning students must reapply for financial aid each year using the FAFSA and the Gordon Scholarship and Aid Renewal Application.\*

The priority deadline for receipt of all application materials for new students is March 1, and for returning students, April 15. Families of new students are encouraged to use estimated tax information, if necessary, when completing the FAFSA to meet the March 1 deadline. It is not necessary for a student to be accepted for admission before submitting financial aid applications. While applications received after these deadlines will be reviewed, some funds may be depleted and thus unavailable. Gordon College adheres to a need blind admissions policy.

## Federal Satisfactory Academic Progress (FSAP)

Federal financial aid regulations require that colleges monitor the academic progress of each student receiving federal financial assistance and verify that the applicant is making satisfactory academic progress towards earning a degree. Federal SAP is monitored at the completion of every semester to ensure financial aid recipients are maintaining satisfactory progress in two areas: cumulative grade point average and maximum time frame and credit completion rate.

### Cumulative Grade Point Average

Students must maintain the minimum cumulative GPA outlined in the chart below to meet the requirement. Credits attempted include transfer credit, withdrawals and failed courses.

Credits Attempted	Minimum Grade Point Average
0–26	1.60
27–55	1.80
56–above	2.00

### Maximum Time Frame and Credit Completion Rate

Federal regulations state that students will not be eligible to receive financial aid once they have attempted more than 150% of the normal credits required for their degree program. At Gordon, students will no longer be eligible to receive financial aid once they have attempted 186 credit hours. To ensure that students will finish their program within this time frame, Gordon requires that 67% of cumulative credits attempted be completed. Progress will be evaluated at the end of each semester and students who fail to meet requirements will be placed on financial aid warning. Financial aid eligibility may be lost if standards are not met the next semester. Contact Student Financial Services for more information.

## SCHOLARSHIPS, GRANTS AND LOANS

**Federal Pell Grants.** This program is the basic undergraduate federal grant program. When fully funded, the grants range between \$400 and \$5,550 for students who qualify. Award amounts are determined by the Federal Department of Education. Apply by using the FAFSA.

**Federal Supplemental Educational Opportunity Grants (SEOG).** Pell Grant recipients with extraordinary financial need qualify for these federal funds awarded by the College.

**Gordon Grants.** Students with financial need as determined by the Student Financial Services Office may receive grants of \$300 to \$9,600. Apply by using the FAFSA and Gordon Scholarship and Aid Renewal Application.

**Gordon Scholarship of Merit.** National Merit Finalists may receive an award equal to 75% of tuition at Gordon. Contact the Admissions Office for application material.

**A. J. Gordon Scholarships.** Scholarships of \$12,000 to \$15,000 per year are awarded on the bases of academic excellence and promise of achievement and leadership. Recipients are recommended by the Admissions Committee. A minimum GPA of 3.25 and campus involvement are required for renewal.

**Dean's, Challenge and Discipleship Scholarships.** Awards of \$6,000 to \$12,000 are made to students upon admission on the basis of their previous academic record. A cumulative grade point average of 3.25 for Dean's, 3.15 for Challenge and 3.00 for Discipleship Scholarships must be maintained for renewal.

**President's, Provost's and Dean's Scholarships.** (Incoming students Fall 2012 and beyond.) A cumulative grade point average of 3.25 for President's, 3.15 for Provost's and 3.00 for Dean's Scholarships must be maintained for renewal.

**Heritage Grant.** Grant of \$500 is awarded to students whose parent(s) graduated from Gordon College or Barrington College.

**Music Scholarships.** Scholarships are awarded to students who demonstrate leadership in music groups on recommendation of music faculty. For details see Department of Music section.

**Federal Stafford Student Loans.** Annual borrowing limits are: \$3,500 for freshmen, \$4,500 for sophomores and \$5,500 for juniors and seniors. All Stafford borrowers are eligible for an additional \$2,000 unsubsidized Stafford loan. Payments are deferred and interest may be subsidized during school enrollment depending on need—based on the FAFSA and determined by the Student Financial Services Office.

**Federal Perkins Loans.** Another form of federally subsidized student loan, the Perkins Loan is awarded by the Student Financial Services Office directly to students with financial need. Loans are a supplement to, not a replacement for, Stafford Loans.

**Parent Loans (PLUS).** Parents may borrow up to the cost of attendance minus other aid at below-market rates. Repayment begins within 45 days after receipt of the loan and may be extended 10–15 years. A deferment option is available from the lender. Contact the Student Financial Services Office.

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## ENDOWED SCHOLARSHIPS

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The following funds were given to the College to underwrite its financial aid programs. Funds from these scholarships and other annual scholarships may be used to replace Gordon grants and underwrite merit scholarships. Eligibility is determined based upon financial need and the criteria established by the donors. Additional unendowed scholarships are also available. For more information contact the Student Financial Services Office. See application requirements in the Financial Aid section of the *Undergraduate Academic Catalog*.

**African Student Scholarship**

George I. **Alden** Scholarship

Bernard **Anderson** Memorial Endowment

**Anonymous** (Foreign Aid) Scholarship

**Arakelyan** Scholarship

Florence Hewey **Archibald** Scholarship

Manuel and Madelyn **Avila** Scholarship

Sarah **Ball** Memorial Award

Francis J. **Bank** Endowed Scholarship

**Barrington** Alumni Scholarship

**Barrington** Scholars Endowment

Ken and Jane **Bath** Endowed Scholarship

Alfred and Irene **Bray** Memorial Scholarship

**Bray-Moores** Memorial Scholarship

**Breton** Scholarship

Gary **Brown** Achievement Award

Malcolm T. **Calder** Memorial Scholarship

Dr. Gordon Lloyd and Gwendolyn C. **Carr** Scholarship

Marion Jackson **Carter** Memorial Endowed Scholarship

D. Lee **Chestnut** Scholarship

Sastra **Chim-Chan** Memorial Scholarship

**Christian Scholars Fund****Clarendon** Street Baptist Church ScholarshipDr. and Mrs. Frank R. and Robert R. **Clark** Memorial Scholarship**Class** of 1933 Alumni Scholarship**Class** of 1991 Scholarship**Class** of 1992 ScholarshipBill and Betty **Clay** ScholarshipEthel B. **Coit** ScholarshipRobert C. **Cooley** Memorial Endowed ScholarshipRev. and Mrs. William J. **Crawford** ScholarshipJulia and Myrtie **Crooker** Scholarship**Crossroads** ScholarshipJessie Stuart **Cunningham** and Alfred B. Cunningham Memorial ScholarshipRev. Dr. Lloyd F. **Dean** Scholarship FundCharles E. **Diehm** Memorial ScholarshipEthel M. **Dixon** and Harold S. Dixon ScholarshipRebecca **Donaldson** ScholarshipHarry M. **Durning** Scholarship**Earle** Memorial Scholarship**East-West** ScholarshipMr. and Mrs. George **Ferguson** Memorial Scholarship**Ferrin** Friends ScholarshipHoward W. **Ferrin** ScholarshipFannie **Field** ScholarshipMadeline **Fife** Endowed ScholarshipPresident James **Forrester** AwardDavid **Franz** Scholarship**Freshman** Physics AwardDr. Ralph **Galbraith** ScholarshipCalvin B. and Sigrid **Geary** ScholarshipEdwin K. **Gedney** Memorial ScholarshipConstantine and Katherine **George** Memorial Scholarship Fund**Glendale** Congregational Church Memorial Scholarship**Gordon** Alumni Scholarship**Gordon** College Women's Auxiliary Endowed Scholarship**Gordon** Faculty ScholarshipSonja M. **Gullbrand** ScholarshipHardy Houghran **Gordon** and Harold William Gordon Memorial ScholarshipJohn Manning **Gordon** ScholarshipRichard Y. and Wilma M. **Grant** Music ScholarshipWalter Byron **Greene** Memorial ScholarshipDick and Jody **Gross** Servant-Leader ScholarshipMiriam Frances **Gushee** Memorial ScholarshipGordon and Gayle **Hall** ScholarshipMay E. **Hancock** ScholarshipHelen Gordon **Harrell** Memorial ScholarshipEdward **Haskell** ScholarshipJennie E. **Hilton** ScholarshipEdna C. **Hintz** Scholarship**His** Scholarship**Hollinghurst** Family Scholarship**Home** Mission GrantSamuel C. and Susan B. **Howes** ScholarshipNorma L. **Huse** ScholarshipMargaret T. **Jensen** Scholarship

R. Wallace and Norma Griest **Journey** Scholarship  
Violet Baldauf **Kaczynski** Scholarship  
Violet Baldauf **Kaczynski** Center Scholarship  
Miriam F. **Kenyon** Scholarship  
Gordon Edward **Kirkpatrick** Scholarship  
Daniel and Ronnie Jean **Klim** Scholarship  
Margaret and Isabelle **Laird** and Alfred and Vesta **Briggs** Endowed Scholarship  
**Lancaster** Endowed Scholarship  
Helen Rhodes **Lane** Scholarship  
Stanley M. **Lane** Memorial Scholarship  
Martha B. and T. Leonard **Lewis** Memorial Scholarship  
Eric **Liddell** Sportsmanship Award  
Edward A. and Katherine A. **Lindsay** Endowed Scholarship  
Walter E. **Lockhart** Jr. Memorial Scholarship  
Eulelah W. **Lyon** Endowed Scholarship  
Donald Edward **MacDonald** Memorial Scholarship  
Stewart G. **MacDonald** Memorial Scholarship  
Lois Clark **Marshall** Scholarship  
Mary W. **Maxim** Scholarship  
Jane Douglas **McGunigle** Scholarship  
Melissa Bell **Meisenhelder** Scholarship  
**Mephibosheth** Scholarship  
Edwin J. **Montalvo** Memorial Scholarship  
Rt. Rev. James I. **Mundia** Memorial Scholarship  
Agnes **Neilson** Memorial Scholarship  
Pop **Noble** Endowed Scholarship  
Elizabeth Gage **Pea** Scholarship  
**Peterson** Endowed Scholarship  
**Phi** Alpha Chi Scholarship  
Stephen **Phillips** Memorial Endowed Scholarship  
Thomas L. **Phillips and Raytheon** Scholarship  
**Pierce** Married Student Scholarship  
Martha E. **Pierce** Scholarship  
Sandra L. **Pillsbury** Scholarship  
Bernard Roy **Pollock** Memorial Scholarship  
**Potter** Scholarship  
Alice Morse and Herbert J. **Powell** Scholarship  
**Priscilla and Aquila** Scholarship  
Anna C. **Rowse** Scholarship  
Thelma R. **Royal** Endowed Scholarship  
**Sagendorph**/Daniels Scholarship  
Rita E. **Salls** Scholarship  
Burnett and Dorothy **Sams** Endowed Scholarship  
**Sandberg** Memorial Scholarship  
William E. and Bertha E. **Schrafft** Memorial Endowed Scholarship  
Carl Fred **Schuessler** Memorial Scholarship  
Elizabeth R. **Seal** Scholarship  
Eben **Seccomb** and Hannah B. Seccomb Memorial Scholarship  
**ServiceMaster** Scholarship  
Olive **Sillers** Memorial Scholarship  
Leonard E. and Florence A. **Smith** Memorial Scholarship  
Grace E. **Somers** Scholarship  
Order of the **Sons** of Temperance of North America Memorial Bursary  
Endowed Scholarship  
June **Spaulding** Endowed Scholarship

**Stebbing** Clemence Scholarship  
Alexander D. **Stewart** Scholarship  
George R. **Stotlemeyer** Memorial Scholarship  
**Surdna** Scholarship  
Olive Keene **Sweetnam** Fund  
Steve and Claire **Tavilla** Scholarship  
Lloyd and June **Taylor** Memorial Scholarship  
Susan Mabel **Tefft** Scholarship  
S. B. **Thing** Foundation Scholarship  
Elizabeth Gordon **Thompson** Scholarship  
Marcia L. **Thompson** Endowed Scholarship  
Dr. Frank A. and Edna S. **Tobey** Memorial Scholarship  
Mabel C. **Tousey** Scholarship  
Emily K. **Town** Memorial Scholarship  
**Tyndale** Scholarship Fund  
Rev. Dirk **van der Voet** Memorial Scholarship  
George P. **Vaughan** Memorial Scholarship  
Dr. Stanley A. **Washburn** Scholarship  
Nina L. **Wight** and Lena C. Murdoch Scholarship  
Malcolm C. and Marion K. **Wilson** Endowed Scholarship  
Robert K. and Helen R. **Wilson** Scholarship

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## GRADUATE GRANT AND SCHOLARSHIP ASSISTANCE

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Gordon College encourages its best and brightest students to apply for grants and scholarships for postgraduate study. Pamela Thuswaldner, the Gordon College Fulbright Program advisor, guides students through the application process as they submit draft research and/or teaching proposals, collect required forms, prepare for their campus committee interview, and complete their applications. In 2008 Emily Fisher, a 2005 Gordon College graduate with a psychology major, was awarded a Fulbright student grant to study health promotion philosophy and research methodology at the University of Bergen. Ms. Fisher was the fourth Fulbright recipient from Gordon College in the last three years. The Fulbright Student Program is designed to give recent B.S./B.A. graduates, master's and doctoral candidates, young professionals and artists opportunities for personal development and international experience. Participants are chosen for their leadership potential and have the opportunity to observe each other's cultures, exchange ideas and teach or undertake research and graduate study. Fulbright Information Workshops are held each spring. Contact Ms. Thuswaldner for additional information.

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## STUDENT EMPLOYMENT OPPORTUNITIES

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On- and off-campus part-time jobs are available through the Student Employment Office, where job opportunities and employer contacts are posted online. In on-campus hiring, priority is given to students receiving a Federal Work-Study allotment as part of their financial aid package. Off-campus opportunities range from one-time projects to year-round part-time jobs that may or may not be career-related. Typically students work 10–15 hours per week during the term. Before starting any on-campus employment, students must complete new hire paperwork requiring an original passport, birth certificate or social security card. Students have access to all on- and off-campus job postings through the student employment website, [www.gordon.edu/studentemployment](http://www.gordon.edu/studentemployment).

# STUDENT LIFE

The Center for Student Development seeks to assist students in integrating faith and living through a broad range of programs, services and experiences. Concerned with the effect of the total campus environment on student growth, the Center for Student Development focuses on how a student's faith affects decision making and value sorting in the circumstances of everyday life: roommates, study, leisure time, recreation, athletic competition, relationships, physical health, leadership, social activities and self-discipline. The Center for Student Development seeks to encourage Gordon students to not only know the truth but to exercise the truth in their daily lives.

## Orientation

The Orientation program is specially designed to give students exposure to all Gordon offers and is required of all incoming students.

The Orientation program will encourage growth and ease in a new environment through a process of informing, discovering, experiencing, learning and welcoming; provide accurate information regarding academic expectations as well as an introduction to the academic resources provided to support and promote scholastic achievement; acquaint new students with the people and the programs at Gordon College; and introduce new students to a variety of services and resources available on campus and in the surrounding area including Boston.

In addition to these essential yet pragmatic goals, the overarching aim of the program is to embrace all new students as individuals and assist them as they begin to discover their roles not only within our community but ultimately in God's Church and in His world.

## Residence Halls

Gordon is committed to residence life as a major component of the collegiate experience. Living in community with others is a central aspect of the student's total education. Gordon offers a diversity of campus housing including common-lounge halls, suite-style halls, apartment-style halls and small living/learning centers. An emphasis on programming—such as fireside chats with faculty and special guest speakers in residence hall lounges—enriches academic endeavors. Cultural activities, spiritual growth opportunities, seminars on current topics of interest, intramural sports and social activities are also offered as part of the holistic development program.

All full-time students are required to live on campus unless married, living with relatives, over 23 years of age, or granted permission by the Center for Student Development. Room rental contracts include only the periods when residence halls are officially open during each academic term. Arrangements must be made with the Center for Student Development for accommodations during a vacation period.

## Health Center

Gordon is committed to providing holistic health care for illness and injury and recognizes the connection between the physical health of a student and that student's academic challenges and emotional, social and spiritual issues. The Health Center provides treatment for common illness, some medications, lab tests and specialty referrals to local physicians as needed. It is staffed by registered nurses and offers opportunity for physician (MD) or nurse practitioner (NP) visits as well.



Health Center services are available to Gordon students during the school year only. The Health Center is closed for all scheduled school holidays and breaks. The Health Center opens the first day of Orientation and is closed after Commencement (except for medical record processing and other administrative tasks).

All new students (first-year and transfer) and all students returning from withdrawal must provide a completed five-page medical questionnaire which includes demographic and contact information, health history, documentation of a physical exam completed within one year of the day starting the academic year, and vaccines as required by the laws of the Commonwealth of Massachusetts: (3) hepatitis B, (2) MMR, (1) Menactra, (1) Tdap, and (2) Varicella (or proof of disease) and a TB screening. This health form is available from the Admissions Office and can be downloaded from the Admissions website as well. It must be submitted to the Health Center with ALL requirements met by August 1.

### **Counseling Center**

The Counseling Center assists students with mental health concerns including issues related to adjustment, mood disorders, personal and family concerns, and relationship issues. The Center is staffed by licensed psychotherapists and mental health counselors. Confidential counseling services are provided to Gordon College students for a limited number of sessions at no charge.

### **Student Leadership Opportunities**

All Gordon students are encouraged to become involved in leadership positions with an emphasis on servant leadership. These opportunities are wide in variety and scope. They include the Gordon College Student Association, Gordon in Lynn interns, class representatives, student ministries, campus events planning, Orientation, clubs and organizations, and student residence hall staff. In addition, there are positions available on the staffs of the yearbook, newspaper and student literary publication. A program of leadership development activities and workshops culminates each year with an annual student leadership development conference in the spring.

### **Intercultural Program**

Gordon College seeks to promote community awareness and appreciation of various ethnic and cultural backgrounds as represented in North American and international countries. Expressions of various cultural histories represented in the student body are encouraged through programs, worship services and cultural awareness experiences. Underlying this ministry, which is facilitated by a staff advisor, is the intent to provide support for students from various ethnic, cultural and language backgrounds, and to enhance unity through increased understanding of the diversity within our community.

### **Career Services**

Services and materials are available in the Career Services Office to help students investigate personal interests and career options. The office provides assistance in selecting major courses of study, administers interest inventories and assessments, offers workshops for résumé writing and job-seeking skills, and helps students locate part-time and full-time cooperative education positions. The office maintains a career reference library, graduate school test applications and directories, credentials files and employment listings. The office also organizes employment and graduate school fairs to assist in postgraduate planning.

## Campus Activities

At Gordon the campus activities and recreation program seeks to challenge the campus community as individuals, in groups, and as a whole in physical and imaginative events, concerts and activities. The goal is to enhance students' enjoyment of God's creation through play in its variety of forms.

The Campus Events Council (CEC) at Gordon College is the student-led, student-run group which plans the weekend and midweek activities on and off campus. CEC's main goal is to enhance the lives of the student body and to create an atmosphere of fun and relaxation during an otherwise stressful period of life—college. CEC helps create memories and engage students in fun by planning diverse events to reach out to all types of students. Events include First and Last Blasts, movie nights, dances, trips to Boston cultural experiences, concerts, a game show, band nights, coffee houses, etc.

Recreation and Intramurals provide a variety of events and leagues for different levels of skill and interest in informal, cooperative and structured competitive sports and activities. The Bennett Athletic and Recreation Center also provides opportunity for varied drop-in recreational activities.

## Athletic Program and Intramurals

The athletic program at Gordon is designed to encourage participation by students in intercollegiate teams. There are women's varsity teams in field hockey, volleyball, basketball, softball, tennis, track, soccer, lacrosse, cross-country and swimming. Men's varsity sports include soccer, cross-country, basketball, tennis, baseball, lacrosse, swimming and track. The Center for Student Development also sponsors intramural programs.



# ACADEMIC POLICIES

Students are expected to familiarize themselves with the academic policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

## Academic Advisor

Students are assigned major or minor advisors who should be consulted regularly to assist with academic planning, adjustment to college studies, graduate school preparation and planning, and career development. Registration and any subsequent schedule alterations must have advisor approval. While advisors are available for advice and consultation, it is the student's sole responsibility to be familiar with College policies and deadlines and to complete all graduation requirements.

## Academic Honors

Honors are based on all grades earned at Gordon College.

**Dean's List.** To qualify for the dean's list for a given semester, students must complete at least 12 eligible credits (not counting satisfactory/unsatisfactory courses or Incompletes) with an average of 3.50–3.74 and no grade below C.

**Presidential Honors.** To qualify for presidential honors for a given semester, students must complete at least 12 eligible credits (not counting satisfactory/unsatisfactory courses or Incompletes) with an average of 3.75 or better and no grade below C.

**Departmental Honors.** Available in certain majors for students maintaining a 3.50 GPA in their major with an overall cumulative GPA of 3.00. A substantial research project, presented and defended to faculty, is generally required. See departmental listings.

**Graduation Honors.** Honors listed in the commencement program are computed on Gordon grades earned through the fall semester. Final graduation honors are awarded and recorded on transcripts for students who have completed a minimum of 42 credits at Gordon and who have the following final cumulative grade point averages:

*Summa cum laude:* 3.75 to 4.00

*Magna cum laude:* 3.60 to 3.74

*Cum laude:* 3.50 to 3.59

**A. J. Gordon Fellows.** Students are selected during the admission process, based on academic excellence and promise of achievement and leadership. At least a 3.25 GPA must be maintained.

**Kenneth Pike Honors Program.** Pike Scholars maintain a 3.5 cumulative average and complete unique academic goals through individualized, interdisciplinary programs of study.

## Adding/Dropping Courses

Courses may be officially added or dropped with advisor approval on my.gordon.edu or by processing forms through the Registrar's Office. Notification to the instructor or failure to attend is not sufficient. Changes may be processed without academic record or fee until the fifth day of the semester or quad except for special add/drop, withdrawal and refund policies for May–Summer Term, applied music,

La Vida and Discovery, or withdrawal from the College. Thereafter changes may only be processed through the Registrar's Office, and \$10 will be charged for each withdrawal. Students may withdraw from a class through the fourth week of a quad class or the ninth week of a full-semester course. A "W" will be recorded on the student's permanent record. Unofficial or late withdrawal from a course will result in a grade of F. Withdrawal or drop from La Vida or Discovery requires a signature from the La Vida Office.

Students should keep in mind the impact of course changes on block tuition. See Registration Deadlines and Financial sections. Billing is based on total credits of registration during a semester, less any refund for dropped courses. Withdrawing after the full refund deadline does not remove the credits from the block tuition calculation. Adding a quad course may increase tuition if the total hours, including withdrawals, exceed a tuition block.

## ACADEMIC STANDINGS AND SATISFACTORY PROGRESS

### Good Academic Standing

To remain in good academic standing, students must both maintain a cumulative grade point average at or above the minimum GPA for their program hours and successfully complete at least 12 credits per semester as full-time students. Credit taken between semesters may be applied to minimum credits for satisfactory progress if a grade or official transcript has been received by the Registrar's Office by the start of the next semester. Students must be in academic good standing to be eligible for participation in intercollegiate athletics sponsored by the College or to be eligible for a class office, a co-op placement or other privileges. Note: Federal satisfactory academic progress standards are different. See Financial Aid section.

### Satisfactory Academic Progress

Satisfactory academic progress is defined as successful completion of at least 12 credits per semester as a full-time student while maintaining the cumulative grade point average outlined in the following chart. Credit taken between semesters (January, May-Summer Term or summer work) may be applied to the minimum credits for satisfactory progress if a grade or official transcript has been received by the Registrar's Office by the start of the next semester. A grade of I or incomplete is not considered as successfully completing a course. Students are placed on academic probation or suspended from Gordon when they are not meeting the College's satisfactory academic progress standards. Note: Federal satisfactory academic progress requirements for financial aid vary from the College's academic standards, and are monitored separately by the Student Financial Services Office.

Academic Program Credits*	Cumulative GPA
0-26	1.60
27-55	1.80
56-above	2.00

\*Academic program credits include credit hours transferred into Gordon and all courses attempted at Gordon, including failed courses. The cumulative GPA is calculated only on Gordon grades.

Students must maintain satisfactory academic progress to participate in intercollegiate athletics sponsored by the College or to be eligible for a class office, a co-op placement or other privileges.

**Financial Aid Status.** Students must maintain satisfactory academic progress in order to receive financial aid. This complies with the Department of Education's

determination that students may not receive financial aid based on federal funds if their cumulative GPA falls below the minimum required or if the student fails to maintain a satisfactory credit completion rate toward a maximum time frame, which is defined as completion of 67 percent of cumulative credits attempted. Students are no longer eligible to receive financial aid once they have attempted 150 percent of the normal credits required for their degree program (186 credit hours).

**Academic Warning.** When a student's term GPA falls below 2.0 but the cumulative average is above the minimum required, the student will be given an academic warning.

**Academic Probation.** When a student's cumulative GPA falls below the minimum required, the student will be placed on academic probation for the following semester. Any fulltime student who fails to pass 12 credits or to earn a 1.25 average in any semester will be placed on academic probation regardless of GPA.

**Removal from Academic Probation.** A student will be removed from academic probation if the cumulative grade point average meets the minimum requirement at the end of the probationary semester and/or satisfactory academic progress is resumed.

**Suspension.** A student on academic probation whose cumulative grade point average remains below the minimum required after the probationary semester will be suspended. Any student who earns a term GPA of less than 1.00 in a given semester may also be suspended without probation regardless of the cumulative grade point average. Incomplete grades are excluded from the calculation when applying this policy. A full-time student whose cumulative grade point average meets the scale, but who fails to pass 12 credits for two consecutive semesters may be suspended. The student has a right to appeal any suspension.

**Appealing Suspension.** A suspension may be appealed within 60 days from the date on the dismissal notification. Appeals must be in writing, must be submitted to the Registrar's Office, and must include an assessment of the reasons for the academic difficulties and a rationale for the appeal. Appeals are reviewed by an academic programs subcommittee and will normally be approved for students earning a term GPA of 2.0 or better during the probationary semester. The academic dean will make the final recommendation. If a suspension appeal is granted, the student will continue on academic probation one additional term with academic progress reviewed again after that term.

**Readmission/Termination.** Suspended students may apply for readmission after two semesters have elapsed. When applying for readmission, students must present evidence of academic turnaround and of potential academic success. Readmission is not automatic and is contingent upon evidence that the student has gained the ability and motivation to succeed in college. Requests for readmission will be considered by the Admissions Committee. If accepted for readmission, a student must meet stated conditions for readmission and the College's academic standards. If this has not occurred after two semesters maximum, the student will be subject to termination.

**Termination** is permanent suspension with no option for readmission.

## Appeal

If after talking with the academic advisor the student thinks he or she is being treated unfairly or not in accordance with announced academic policies, the student may appeal in writing and submit it to the Registrar's Office for processing. Students who seek an exception to an academic policy may file a petition with the Registrar's Office, which will inform them of the decision. See Petitions.

## Attendance Policy

Gordon College is committed to a wholistic view of learning that encourages students to participate in a variety of educational opportunities both in and beyond the classroom. In fact, Gordon offers such a wide array of educational activities that occasionally schedules for various learning programs conflict with one another. When scheduling conflicts arise, classroom requirements take priority. Faculty members have jurisdiction over attendance policies in their classes, and students are required to abide by the attendance requirements described in course syllabi.

Faculty members, however, are encouraged to support the wide variety of programs at the College by exploring ways a student can make up portions of the course missed because of College-sponsored events. On occasion athletic teams, missions programs, musical groups and other College programs schedule events or tours that conflict with class times. Students will be expected to confer with faculty well in advance of such dates to discuss possible alternatives, normally before the end of the second week of the semester. (Student-athletes are not allowed to seek alternatives to class sessions to attend athletic practices. Faculty members should also recognize that student-athletes themselves are sometimes given short notice about playoff competitions or makeup competitions in athletics.) Students are responsible for all work missed and may be required to complete additional assignments in lieu of class attendance.

If a student does provide adequate notification, the College expects all faculty members to make reasonable accommodation for the student. However, the faculty member has the right to determine whether or not a student should be excused from a class session to participate in another College-sponsored event, taking into consideration the student's academic performance, the nature of the subject matter covered during the class session and the number of absences either incurred or requested by the student.

Some faculty members plan field trips as part of their courses. If at all possible, such trips should be scheduled at times that do not require absences from other classes or conflict with obligations students have accepted as members of athletic teams, student development programs, musical groups, etc. If an academic field trip is scheduled during a time that conflicts with other courses or other College-sponsored events, the faculty member scheduling the field trip must allow the student an alternative way of fulfilling the requirement of the field trip.

No College events or field trips requiring class absence may be scheduled during the first five school days of the quad or semester, during final exams (quad or full-semester) or during the annual LEAD conference in the spring unless approved during the prior semester by the Academic Programs Committee.

Division of Education's practica have priority over other College-sponsored events that occur during practica periods.

In addition to meeting classroom requirements for their courses, students must also meet Christian life and worship attendance policy requirements as defined in the *Gordon College Student Handbook*.

## Auditors

Auditors are students attending lecture or discussion classes for personal enrichment and not for academic credit. Attendance must be with the consent of the instructor provided there is classroom space. Auditors neither complete course requirements nor earn academic credit. Class attendance is required, but other participation is not permitted. Practica, independent study courses, physical

education activities, labs, writing, or applied art or music courses may not be audited. Auditors should register for the course and bring an Audit Form to the Registrar's Office to have the audit status confirmed. To be able to access course materials through Blackboard or other learning management software the student must be officially registered as an auditor by the Registrar's Office. The instructor will grade the student AU or W based on the record of attendance. Only audited courses graded AU will appear on the permanent record. If not registered at the start of the term, a student may bring an audit form to the Registrar's Office at the completion of the course with the instructor's signature certifying at least 75% class attendance. Auditing status may only be changed to credit status by the fifth day of the semester or quad.

Full-time students may audit four semester hours per semester free of charge; the spouse of a married student may also audit four semester hours per semester without charge. All other students pay one-half tuition and must apply through the Admissions Office. Gordon or Barrington graduates may audit four semester hours of undergraduate credit per semester free of charge except for a \$10 registration fee. Auditors are also responsible for any course fees.

### Catalog Requirements

Since curricula may change from year to year, core and major requirements are determined by the catalog in use during the year in which a student enters. A student has the option of declaring a catalog in use during any year of attendance at Gordon and meeting all the requirements of that catalog. Core, major and/or degree requirements may not, however, be selected from more than one catalog. The College reserves the right to alter some program requirements as necessary to remain in compliance with licensure or guild standards, or to reflect curricular changes.

### Class Rank

Class rank, based upon earned grades through the last term completed, is available in the Registrar's Office upon request.

### Class Standing

Class standing is determined by the number of credits successfully completed. Non-matriculated students do not have class standing.

Freshman: 0–26  
Sophomore: 27–55  
Junior: 56–85  
Senior: 86 and above

### Classification of Undergraduate Students

**Full-Time Students:** Degree candidates taking 12 or more credits per semester.

**Half-Time Students:** Degree candidates taking 7–11 credits per semester.

**Part-Time Students:** Degree candidates taking 6 or fewer credits per semester.

**Special Students:** A special student is one who chooses such a status and is not a candidate for a degree. This status is granted for one year only, following which the student must request degree candidacy, terminate attendance, or petition the Academic Programs Committee for continuation of special status.

**Consortium Visitors:** Full-time, one-term visiting students from another Christian College Consortium member institution.

## Consortium Visitor Program

Undergraduates with a minimum 2.0 GPA enrolled at one of the Christian College Consortium member institutions may be considered for enrollment on another consortium campus. Enrollment is limited to one term on the campus visited, but additional studies as a special student deferred from Gordon may be possible if approved by the registrars of both institutions. No Gordon aid or scholarships are available for a second semester. Enrollment may be restricted by limitations in institutional enrollments, individual course enrollments or because of prerequisite course requirements. Contact the Registrar's Office.

## Course Load

To be considered full-time, students must take 12 or more credits per semester. A normal load is 16 credits. Twenty credits may only be taken with advisor approval; students wishing to take more than that must submit a petition to the Registrar's Office.

## Credit and Course Organization

Gordon's four-year, 124-credit baccalaureate degree program is conducted within a semester academic calendar. The academic year is divided into two 15-week semesters (fall and spring), plus a week for final exams. Sixteen credits per semester constitute a normal registration. Additional courses may be offered in a mid-year January term, a May/Summer Term or as summer courses.

The unit of credit for courses is indicated in semester hour credits. Normally each course carries 4 credits, which represent three 60-minute clock hours per week of instruction for 15 weeks in addition to substantial out-of-class study assignments. Two-credit courses may meet all semester with reduced hours or as a quad class meeting for only half of the semester (seven weeks).

- 100–199** Introductory courses
- 200–299** Open to all students with necessary prerequisites
- 300–399** Open to upper-level students with necessary prerequisites
- 400–499** Open only to seniors

The College reserves the right to withdraw a course and/or to restrict registration where enrollment warrants such action.

## Deferred Enrollment

Students who expect to reenroll at Gordon within a year of leaving must complete a deferral form. Contact residence hall director or the associate dean of students in the Center for Student Development. Deferred students who do not return in one year lose Gordon status and must apply for readmission. If no deferral form is completed, students may encounter difficulty clearing financial accounts, obtaining records and transcripts, and returning to Gordon at a later date.

## Degrees Granted

**Bachelor of Arts.** The Bachelor of Arts degree is awarded to students who graduate with majors in the following areas:

- |                         |                       |
|-------------------------|-----------------------|
| Accounting              | German                |
| Art                     | History               |
| Biblical Studies        | International Affairs |
| Biology                 | Linguistics           |
| Business Administration | Music                 |
| Christian Ministries    | Philosophy            |
| Combined Languages      | Political Science     |



Communication Arts	Psychology
Economics	Social Work
English Language and Literature	Sociology
Finance	Spanish
French	Theatre Arts

**Bachelor of Science.** The Bachelor of Science degree is awarded to students who graduate with majors in the following areas:

Biology	Mathematics
Chemistry	Middle School Education*
Computer Science	Physics, Preengineering or
Early Childhood Education	3-2 Engineering
Elementary Education	Recreation and Leisure Studies
Elementary Art Education	Secondary Education*
Kinesiology	

\* Education majors must complete a second major allowed by the Massachusetts Department of Education's licensure requirements, and Middle School and Secondary Education majors will normally be awarded the degree appropriate to their liberal arts major (art, biology, English, history, etc.).

**Bachelor of Music.** The Bachelor of Music degree is awarded to students who graduate with majors in the following areas:

Music Education  
Music Performance

**Second Degree.** Students may complete two or more majors but will be awarded one degree based on their first major. If a student wishes to complete a second, different degree, all the current requirements of the appropriate core and the major for the new degree must be completed for that degree with a minimum of an additional 32 credits taken in residence at Gordon after completion of all requirements for and receipt of the first degree.

**Graduate Degree Programs.** Gordon offers three graduate degrees. The Master of Education in Curriculum and Instruction (M.Ed.) prepares students to obtain the initial license in the following areas: early childhood, with and without disabilities; elementary; moderate disabilities; English as a Second Language; reading; mathematics; middle school or secondary education in biology, chemistry, English, history, mathematics, physics, French or Spanish; and Educational Leadership for licensure as Principal, Assistant Principal, Supervisor or Director. Students may also pursue professional license and a master's degree in these content areas. In addition, after completing a master's degree the Education Specialist (Ed.S.) degree may be earned in the following areas: English as a Second Language, Math Specialist, Reading Specialist, and Educational Leadership: Principal, Assistant Principal, Supervisor or Director.

The Master of Music Education (M.M.Ed.) is awarded to students who complete the graduate music education program, a summers-only program which can be completed in three summers plus a one-semester field-based experience or thesis. Contact the Graduate Education Office or the Graduate Music Office.

## Extensions

All written work for a given semester is normally due no later than the last day of final examinations for that semester. The instructor has the right to grant an extension up to—but not beyond—the due date for grades. No work may be submitted after that time unless the student has submitted an Incomplete grade request form prior to the end of the semester. A final grade or an incomplete must be reported for every student. Faculty should notify the Registrar's Office of last date of attendance if a student stopped attending without official withdrawal.

## Final Examinations

A final examination or other appropriate in-class activity is required during scheduled quad and semester final exam periods. Faculty are not authorized to change final exam times. Quad and final exam schedules are clearly detailed on class schedules each term and on the College website. Final examinations may not be changed due to travel arrangements or outside commitments or conflicts. However, students are not required to take more than two in-class final exams on any given day. Students with three or more final exams on the same day may petition to have one examination time reassigned. Contact the Registrar's Office. Changes are not allowed for any other reason. The Academic Programs Committee will only consider petitions demonstrating severe emergency. Students failing to take final exams receive automatic zeros, which are averaged into the final course grade.

## Finalization of Registration

All students enrolled in on-campus courses are required to finalize their registration at the start of each semester. Finalization forms will appear at the start of the semester when the student first logs onto the [go.gordon.edu](http://go.gordon.edu) website with their username and password. The process includes a review of and an opportunity to update the name, address and emergency contact information on file at the College. Failure to finalize indicates a student did not return to campus and may result in removal from class registration, residence hall assignment and other privileges of a Gordon student.

## Grades/Grade Changes/Enrollment Discrepancies

Students are responsible for checking each term's enrollment and grades on the [go.gordon.edu](http://go.gordon.edu) website. Grade reports are not mailed to the student except by special request. Any discrepancy in enrollment should be reported to the Registrar's Office immediately. Students who feel there may be an error in a grade should contact the faculty member within the first 30 days of the following semester. Requests for changes of final grades must be submitted by the instructor and received by the Registrar's Office within the following semester. If the transcript reflects an enrollment discrepancy, the student must contact the Registrar's Office within the first 30 days of the following semester.

Grades may not be changed based on additional work submitted after the completion of the semester unless a student qualifies for and requests an Incomplete grade prior to the end of final examinations. Incomplete grade requests should only be approved when a student fails to complete work on time due to unpreventable and unforeseeable circumstances.

## Grading Policy

Grades are indicative of the level of achievement with respect to such qualities as initiative, intellectual curiosity, creativity and mastery of subject matter.

**Grades.** A student is expected to maintain the 2.00 cumulative grade point average required for graduation—unless the major department has a higher minimum cumulative GPA. A “D” grade, while sufficient to receive credit for a course, reflects performance below the minimum required for satisfactory progress or the minimal course grade required by some major departments.

The GPA is calculated on the semester credit hours attempted at Gordon, and is determined by dividing total quality points earned by the total GPA hours. If a student repeats a course, both attempts will appear on the record, but course credit

is received only once and only the higher grade earned will be used to calculate the grade point average. Grade points are assigned according to the following chart:

Grade	Grade Points	Meaning
A+	4.0	Exceptional
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Low Pass
D-	0.7	
P	0.0	Pass for Noncredit Course
F	0.0	Failure to Pass
S*	—	Satisfactory, C or better
U*	—	Unsatisfactory, C- or lower
W	—	Withdrew
I	—	Incomplete
WIP	—	Work in Progress

\* Applies only to courses taken on a satisfactory/unsatisfactory basis.

**Satisfactory/Unsatisfactory Grading.** Students may take up to 8 degree credits with satisfactory/unsatisfactory (S/U) grading. S/U courses must be electives, not a requirement for core, major or minor. Request forms must be submitted to the registrar before the end of the fourth week of a quad class or the ninth week of a full-semester course (or June 1 for summer classes). Students on summer international seminars may select S/U grading within one week of their return. Instructors submit letter grades for all students; the Registrar's Office converts grades of C and above to S when posting them on transcripts. Grades of C-, D+, D, D- or F are recorded as U (unsatisfactory). No academic credit is earned for unsatisfactory grades, but the grade does not affect the grade point average. Students electing satisfactory/unsatisfactory grading in a course may revert to regular grading up to the last day of classes before final exams by submitting a written request to the Registrar's Office. Zero-credit courses are recorded as P/F, with D- as minimum passing grade.

## Graduation Requirements

To qualify for graduation, a student must:

- Apply for graduation
- Earn a minimum of 124 semester credit hours
- Meet the residency requirement of a minimum of 32 credits earned at Gordon; take 32 of the last 40 credits for the degree either at Gordon (or in a Gordon, CCCU or Consortium program by petition). A minimum of 20 core credits and 3 of the 5 thematic courses must be taken at Gordon. No more than eight credits of core courses may be taken off-campus after matriculation at Gordon.
- Have a cumulative grade point average of 2.0 or above

- Fulfill the liberal arts Core Curriculum requirements specified in the catalog unless exception is made due to the student's major requirements. Students must take three of the five thematic courses at Gordon, and no more than 36 credits of transfer work may be applied to the core requirements.
- Fulfill the major course or other requirements specified in the catalog, taking a minimum of 20 credits in that major at Gordon and earning any specified minimum GPA or course grades in that major. Major courses which also fulfill core requirements may be used towards both core and major minimum residency requirements.
- Be endorsed by the major department(s)
- Complete all coursework in the final semester (no incomplete grades) unless a petition to change degree status is approved in advance
- Take all required examinations, including comprehensive examinations in departments requiring them
- Be in good standing regarding behavioral expectations
- Attend graduation exercises unless excused in advance

Students are entirely responsible to fulfill all graduation requirements. Advisors are available for advice and consultation. Since curricula may change from year to year, core and major requirements are determined by the catalog in use during the year in which a student enters. A student has the option of declaring a catalog in use during any year of attendance at Gordon and meeting all the requirements of that catalog. Requirements may not, however, be selected from more than one catalog. The College reserves the right to alter some program requirements as necessary to remain in compliance with licensure or guild standards.

## Participation in Commencement

Students who wish to participate in graduation ceremonies prior to final completion of their degree may petition to do so if they meet certain conditions. Petitions will only be considered which reflect realistic arrangements for fulfilling remaining requirement(s) and which meet the following requirements:

- Petition must be received by the Registrar's Office prior to April 1.
- No more than 8 (eight) credits may remain on Commencement Day. Unmet requirements may be fulfilled either through Gordon or off-campus courses preapproved by the department and the Registrar's Office. Advance registration at Gordon or approval of off-campus courses must be completed/obtained before the student's name may go on the commencement program.

Participation in commencement ceremonies prior to completion of academic requirements is a privilege extended to students by Gordon College and assumes a serious commitment to complete outstanding requirements within the stated deadlines. Failure to complete requirements and/or submit official transcripts of off-campus work will result in a replacement diploma fee and a degree date reflecting the later completion or date the final official transcript of off-campus work is received by the Registrar's Office.

- Remaining requirements must be completed during the summer or fall immediately following commencement.
- All work must be completed and submitted before the first day of fall term for a September 15 degree or by the end of the fall semester for a December degree.
- Transcripts of all off-campus work must be received by October 15 for a September degree or by February 15 for a December degree. After that date the degree will automatically be awarded as of the next degree date following receipt of the transcript (not when work was completed).

## Guided Study

Guided studies are tutorials which fulfill all requirements for a course listed in the catalog. The course must be required. The student must demonstrate that the course could not be taken at the regularly scheduled time and is necessary:

- To resolve a conflict between required courses; or
- To substitute for a required course not offered during the term needed

Contact the Registrar's Office. Completed forms must be submitted to the registrar and approved no later than the fifth day of the semester or, in the case of summer enrollment, by June 1.

## Incomplete Grades

The grade I (Incomplete) is allowed when requested by a student who fails to complete course requirements on time due to unpreventable and unforeseeable circumstances if the instructor considers the student's reason valid. Incompletes normally may not be granted solely on the basis of a request for more time or a desire to submit additional work to earn a higher grade. The student must request the Incomplete by the last day of final exams using the Incomplete Request Form, and the instructor must submit the form to the Registrar's Office detailing the remaining work to be completed and providing the grade to be entered if additional work is not received. The Incomplete must be made up no later than seven weeks after the start of the next semester. The instructor may set an earlier date at the time the Incomplete is granted.

The final grade must be submitted by the instructor by the due date. If no final grade is provided, the grade on the Incomplete Request Form will be processed. If no grade was provided on that form, the incomplete will revert to an "F" or failing grade.

The Incomplete is recorded in the semester in which the student began the work, and the final grade replaces the I on the transcript in the term taken. Deferring or withdrawing from college does not extend an incomplete or waive remaining requirements. When an incomplete is given, the course is counted as part of the student's load in that semester. If the incomplete grade reduces the credit earned to less than 12 credits, the student is ineligible for the Dean's List or Presidential Honors. Seniors graduating in May may not receive an incomplete in the final spring semester. September or December degree candidates participating in graduation must complete all their work in the summer or fall respectively and are not entitled to grades of incomplete for their final term of study.

## Independent Courses

See "Independent Study" or "Guided Study." An independent course is a privilege extended to students by faculty who supervise a limited number of students; hence a request may not always be approved.

## Independent Study

Independent study courses are designed to provide curricular enrichment and flexibility, hence cannot be an existing course. A 2.75 minimum GPA and the approval of the supervising instructor and department chair are required for enrollment. Independent studies are full semester courses and may not be taken as quad courses. Credit may vary from 2 to 4 credits. A maximum of 8 credits is allowed toward a degree (except for Pike Scholars). Contact the Registrar's Office. Completed forms must be submitted to and approved by the registrar no later than the fifth day of the semester or, in the case of summer enrollment, by June 1.

## Internships

Internships are academic experiences intended to allow students to make practical connections between their fields of study and the world of work. As such they should be seen as important and useful transition experiences for students and should carry the full weight of and respect for academic rigor found in any other academic experience in the majors. Internships are defined as being limited to a maximum of 8 credit hours in a student's undergraduate program of study, with a minimum expectation of 28 on-the-job hours for each academic credit hour earned. A student who meets the minimum cumulative GPA of 2.50 may apply for an internship. The internship must be prearranged and approved by a faculty advisor and the registrar *prior* to the student's beginning the internship and must be done with a professional practicing in the field; requires a minimum of two personal visits by the supervising faculty; and will be graded following the same guidelines as for other academic experiences. The deadline to enroll in an internship is the same as other registration deadlines (fifth day of a semester or June 1 for summer). Tuition for internship credit is the same as for any other academic credit. Internships may not be repeated; subsequent internships must be thoroughly different experiences and with totally different organizations.

## Majors

Gordon College offers 39 majors with 42 concentrations (see degrees granted). Credit-hour requirements of the core and major generally leave room for elective credit with which to explore the liberal arts and cross-disciplinary courses. Students are encouraged to declare majors during the freshman year but may change majors or add an additional major at any time with the approval of the department and registrar. A student who chooses not to declare a major by the end of the sophomore year must sign a waiver form before being allowed to register for the junior year. Students must complete all of the core requirements and all departmental requirements of each major with a minimum of 20 semester hours of Gordon credit for each major. Students have the option of choosing one catalog in use during any year of attendance at Gordon, but they must meet all the requirements of that one catalog. Requirements may not be selected from more than one catalog. The College reserves the right to alter some program requirements as necessary to remain in compliance with licensure or guild standards. Contact the Registrar's Office. See Academic Program Section: Majors, Minors and Concentrations and Departmental Curriculum for major requirements.

## May-Summer Term

Gordon College offers a selection of credit and enrichment courses from various disciplines each May-Summer Term. These classes are offered on varied schedules to meet student needs; morning, afternoon and evening offerings are available as well as online courses. Most classes start the Monday immediately after Commencement and are generally finished by the middle of June, but others, particularly sequenced courses, may extend into the summer. Classes taken for credit are billed at a reduced rate per credit hour since financial aid is **not** available. Courses are also available for enrichment only at a lower rate per credit. Summer housing is available; an activity fee covers costs of special programming.

Because May-Summer Term courses are very intensive, normally only one course may be taken at a time unless a student completes an Informed Consent form. Students should plan carefully to avoid outside commitments. Special refund and withdrawal policies apply to this term's traditional and online courses. See May-Summer term web pages.

## Minors

Gordon offers 34 departmental and 15 interdisciplinary minors. A minor is a prescribed or individually tailored group of at least five related semester courses (a minimum of 20 credits) taken outside the student's major discipline. It must be approved by the Registrar's Office and either the department in which it is offered or a faculty committee. Although transfer credit may be applied to a minor, at least 50 percent of the credit must be taken at Gordon. Contact the Registrar's Office.

## NECCUM Cross-Registration

Full-time Gordon students with a 2.0 minimum cumulative average may cross-register for up to two daytime courses per term at any other NECCUM (Northeast Consortium of Colleges and Universities in Massachusetts) institution. The course selected should not be a course available to the student at Gordon unless there is a course conflict. Contact Gordon's Registrar's Office. Gordon students must be withdrawn at least two years before being allowed to take courses at Gordon College as a NECCUM visitor from another institution.

## Off-Campus Programs

Students may earn credit by participating in a number of programs conducted away from the Gordon campus. See the Off-Campus Programs section under Academic Programs. Contact the Global Education Office.

## Online or Distance Learning Courses

Because of the widely varying quality of online courses, non-Gordon online courses require approval by a student's advisor and the department chair in the subject area. A minimum cumulative GPA of 3.0 is required. Freshmen are not eligible; seniors must complete online/distance work before the start of their final semester. Other restrictions apply. See Graduation Requirements.

## Petitions

A petition process exists for students who find it necessary to seek an exception to any academic policy, procedure or regulation. A petition form is available online or from the Registrar's Office. The request should be stated clearly and specify the conditions or circumstances supporting an exception. Approval of petitions will be granted only in cases in which extenuating circumstances are evident and substantiated. After the Academic Programs Subcommittee considers the petition, the student, appropriate faculty and administrative offices will be notified of the decision. No assumption of approval should be acted on in advance.

## Physical and Outdoor Education Requirements

To complete the physical education activity and outdoor education requirements, students must take La Vida, Discovery or Concepts of Wellness during their first year to fulfill the outdoor education requirement, plus two quad physical activity classes of choice prior to the start of the junior year. Students who enter Gordon at age 25 are excused from the physical education requirement.

The outdoor education courses La Vida and Discovery are designed for students in the first year of their college experience. Special drop and withdrawal policies apply due to hiring and scheduling requirements of these programs. Normally similar courses taken at other institutions may not be used to fulfill La Vida, Discovery or Concepts of Wellness. Students who wish to substitute an off-campus outdoor education experience for La Vida, Discovery or Concepts of Wellness must start the

approval process within 30 days of the start of their first term at Gordon. Approval is not automatic. In order to be considered, the experience must be a wilderness camping adventure program that is a minimum of 10 days in length, specifically designed to promote personal and Christian spiritual growth, and requires writing assignments of personal goals, daily journal and final paper. The program must be on the academic transcript of a regionally accredited college or university.

Activity classes may be taken off campus at accredited colleges provided the course will appear on an official college transcript and meets the minimum of 20 contact hours. Preapproval of the specific course is strongly recommended. No activity class or sport may be repeated for physical education credit. One physical education activity class only may be waived by participating in an approved club or varsity sport supervised by faculty or staff and recorded on the academic transcript. Completion of an armed forces basic training experience or R.O.T.C. may also fulfill one activity requirement.

## Placement Examinations

**Language Placement.** The core requirement in language study at Gordon College is two semesters of study of the same language. The requirement may also be fulfilled in the following ways:

- Students may submit to the Registrar's Office scores for either the Advanced Placement Exam or the SATII Achievement Test in order to validate either one or two semesters of Gordon's language requirement as follows (Gordon's code for the SATII Achievement Test is 3417): A minimum score of 400 in French, German or Spanish will place a student in FRE102, GER102 or SPN102, respectively. A minimum score of 500 on any SATII language test will fulfill Gordon's one-year language requirement. A minimum score of 4 on any Advanced Placement language exam will fulfill Gordon's one-year language requirement.
- Students who have had more than two years of language instruction in high school must take a placement test at Gordon before enrolling in any course in French, German, Latin or Spanish. The placement tests in these four languages are diagnostic tools administered during fall Orientation as well as in early January, and no academic credit is awarded. However, if students have placed out of a particular language course, they will not receive credit for taking the same language course at Gordon. Students may not take the placement test more than once in the same language.
- The on-campus placement test must also be taken by all students wishing to continue their study of language at the intermediate level (201) or above. Please note this includes those students who already have an SATII, BYU or Advanced Placement score on file.
- Students who have earned high school credit for level three of a language other than French, German, Latin or Spanish, or those proficient in another language, must independently arrange to take either the SAT Achievement Test ([www.collegeboard.com/student/testing/SAT/about/SATII/whichlang.html](http://www.collegeboard.com/student/testing/SAT/about/SATII/whichlang.html)) off campus or a language correspondence test through Brigham Young University ([flats.byu.edu](http://flats.byu.edu)) and submit their scores to the Registrar's Office. Contact the department chair for more information.
- Students whose native language is not English may use a TOEFL score or a transcript from a secondary school where instruction was conducted in the native language, to validate Gordon's language requirement.

Students may not receive credit for a Gordon language course which they have validated by testing or for which they have received transfer credit.



## Prerequisites

Prerequisites are listed under the departmental course descriptions. A student is responsible for ensuring that he or she has satisfied all prerequisites before registering for a course. A student who has registered without satisfying prerequisites or obtaining permission may be required by the instructor to withdraw from the course.

## Privacy of Records and Directory Information (FERPA)

Gordon is in compliance with the Family Educational Rights and Privacy Act of 1974; thus, most records pertaining to enrolled students may be reviewed by the student upon request and by appointment. In January 2012 the FERPA regulations expanded the circumstances under which education records and personally identifiable information contained in such records may be accessed without consent. Federal or state authorities may allow access to records to third parties evaluating a federal- or state-supported education program, to certain researchers, or to longitudinal studies linked to other federal or state data sources. A complete statement of the College's policy and procedures is available from the Center for Student Development.

FERPA permits release of "directory information" without authorization unless the student notifies the Registrar's Office, in writing and within the first two weeks of a semester, of a specific request that the College not release such information. Careful consideration should be given to the consequences of a request to withhold directory information, and the College cannot assume responsibility for any consequences from honoring an instruction to withhold directory information.

**Directory information** includes a student's: name; month/day and place of birth; major field of study; full- or part-time status; participation in officially recognized activities and sports; dates of attendance; degrees, honors and awards received; most recent previous educational agency or institution attended; and photograph, video or web image. Weights and heights of members of athletic teams may also be released.

**Privacy Policy.** Gordon's privacy policy allows access to current and permanent addresses, telephone listings, email addresses, class schedules and listings on course rosters to on-campus members of the Gordon community. All other personal data is restricted to only Gordon faculty, staff and student workers, pursuant to their College responsibilities, or to contractual agents of the College, such as an attorney, auditor, the National Student Clearinghouse or a collection agent. Gordon College may make use of an individual student's photograph, video or web image, or campus scenes including the individual, in College publications, promotional materials or on the website. An effort will be made to obtain permission for use whenever possible.

## Readmission

Withdrawn students who wish to return to Gordon must apply for readmission with the Admissions Office. Readmits who return after five years will have their credits reevaluated by the registrar and be responsible for the requirements of the current catalog. If courses in the original catalog are no longer offered or if professional requirements have changed, the Core Committee and/or departments must be consulted for alternatives and additional requirements may need to be met. See Grading Policy.

Readmits who meet the following criteria at the date of withdrawal will be given the option of completing either their original or the current catalog requirements.

- Completed and filed an application for graduation before withdrawing
- Met the residency requirement, having taken at least 32 credits at Gordon; at least 20 major credits fulfilled at Gordon; 32 of the last 40 credits must have been in residence
- No more than 8 credits remained to complete degree

## Registration

Registration instructions are distributed by the Registrar's Office and course schedules are available on the College website. Students register online via [my.gordon.edu](http://my.gordon.edu) website, with advisor approval, or in the Registrar's Office. Students may register if they are financially clear (having met deadlines for payment of bills, deposits and submission of information sheet), have medical clearance and have been advised. During registration students register for the entire semester—including quads. Independent courses, applied music or internships require additional paperwork to be submitted to the Registrar's Office. Some courses also require instructor or department chair permission. See Registration Deadlines on page 5. Students must be officially registered for a course to receive credit. The deadline to register for the term is the close of the fifth day of classes each semester, before the first day of a May/Summer Term class, or July 1 for summer programs. Online courses may require earlier deadlines. Full-semester courses may be added only during the first week of the semester (the fifth day of classes); quad courses may also be added during the first week of that quad (the fifth day of classes). Students may neither register for nor receive credit for two courses taught at the same hour.

## Repeated Courses

Students may repeat courses previously passed or failed to improve grades. All grades remain on the transcript, but only the highest grade earned is used to calculate the grade point average and credit is only awarded once. A repeat form should be submitted to ensure correct calculation of the repeat. Substitutes will not be made for courses no longer offered. Courses repeated at another institution will not alter the grade point average at Gordon. Repeats do not qualify for financial aid eligibility under Title IV funding. Contact the Registrar's Office and Financial Aid Office.

## Transcripts

The Registrar's Office is responsible for issuing official transcripts of work completed at Gordon. All obligations to the College must have been met before a transcript is issued, including all financial accounts with Gordon College and compliance with the terms of any student loans. While requests are processed as quickly as possible, allow up to five working days for verification of clearance and processing. A transcript fee is charged.

Current students may process an electronic transcript request through [my.gordon.edu](http://my.gordon.edu). A credit card (Mastercard or Visa) is required to order transcripts online, and there is a \$1 transcript fee plus a \$2.25 processing fee. Former students who do not have access to [My.Gordon](http://My.Gordon) may set up an account through a link from Gordon's website at [www.gordon.edu/transcripts](http://www.gordon.edu/transcripts) or at [www.iwantmytranscript.com](http://www.iwantmytranscript.com) to order transcripts online.

Transcripts may be sent electronically through a secure, web-based process, sent by U.S. mail or picked up in the Registrar's Office. Electronic delivery of transcripts is possible wherever web access is available with a high level of security. Recipients

are notified of availability by email, and the student is notified by email when the transcript is sent, when it is viewed and by whom it was opened.

Transcripts may also be requested by a written, signed request submitted to the Registrar's Office in person or by mail, with a check, money order or cashier's receipt to cover the transcript fee. A transcript fee of \$3 is charged for each transcript ordered through the Registrar's Office. Allow five working days for verification and processing. Credit cards may only be used with the online transcript ordering service.

A paper transcript is only official when it bears the signature of the registrar and the raised seal of the College.

Transcripts or copies of transcripts from other colleges or institutions used during admissions or for evaluation of transfer credit may not be released by Gordon. Copies of transcripts must be obtained by the student from the institution holding the original record.

### **Transfer of Credit after Matriculation (Off-Campus or Summer)**

Current Gordon students wishing to transfer academic work to Gordon must obtain advance course approval from the Registrar's Office. Off-Campus Course Approval forms are available in the Registrar's Office or on the website. Students must indicate on the form the equivalent Gordon course or the requirement the course should meet, with approval by departmental advisor(s) or core divisional representative. To be approved, courses must be from a regionally accredited institution and be comparable to those offered at Gordon. Transfer credit will only be granted if an official transcript is received and work is completed with a grade of C minus or above. Documentation of satisfactory completion (C or above) must be provided for any Pass or Satisfactory grade. Grade points are not transferable; thus a grade point deficit cannot be reduced by taking non-Gordon courses.

### **Verification of Enrollment or Degree**

Students needing verification of enrollment or degree should contact the Registrar's Office or mail verification forms to the office. Degrees and enrollment are also verified through the National Student Clearinghouse.

### **Withdrawal**

Students not returning to Gordon must complete either a withdrawal form or a senior withdrawal form. Graduating seniors will be sent forms from Student Financial Services. All others contact their residence hall director or the Center for Student Development for regular withdrawal forms. An exit interview with Student Financial Services is required by the federal government for students who have received Stafford Loans or Pell Grants. Accounts must be paid in full. If full payment cannot be made, payment must be made under a promissory note which will include monthly interest. Students who withdraw during the first four weeks of a semester may receive a tuition refund (see Financial section). Students who plan to reenroll at Gordon within a year of leaving should complete a Deferral of Enrollment form to eliminate the reapplication process (see Deferred Enrollment).

Students who withdraw unofficially, or withdraw after the deadline to receive W grades, receive automatic F grades and incur full financial obligation for the semester not completed. Failure to officially withdraw may result in an inability to obtain a financial refund.

# ACADEMIC PROGRAM

Gordon College conceives of education as encompassing the total college experience. This includes both the formal academic program and informal learning within the context of an academic community. Cocurricular activities supplement and reinforce the formal curriculum and therefore are important in the total development and education of the student.

The two foundational parts of the formal academic program of the College are the Core Curriculum and the departmental majors. All students are required to complete the Core Curriculum and at least one major course of study. Students may also elect to minor in one or more disciplines. Significant aspects of the academic program include the first-year seminar, The Great Conversation; writing across the curriculum; an emphasis on developing oral communication skills within the majors; and many off-campus academic programs for students.

## UNDERGRADUATE MAJORS, MINORS, CONCENTRATIONS

### Majors

Students must elect one of the following 39 major courses of study: accounting, art, biblical studies, biology (bachelor of arts), biology (bachelor of science), business administration, chemistry, Christian ministries, combined languages, communication arts, computer science, early childhood education, economics, elementary education, elementary art education, English, finance, French, German, history, international affairs, kinesiology, linguistics, mathematics, middle school education, music, music education, music performance, philosophy, physics: preengineering and physics: 3-2 engineering, political science, psychology, recreation and leisure studies, secondary education, social work, sociology, Spanish, special education or theatre arts. Students complete core and major requirements of the catalog in effect during the year in which a student enters but have the option to select one other catalog in effect during attendance. See Majors under Academic Policies. A minimum of 20 semester hours must be taken through Gordon for each major. In departments offering a double major with secondary education, modifications of existing majors will be noted. **Note: Some majors have entrance requirements and/or minimum standards to continue in the major. See admissions and departmental information.**

**Double/Triple Majors.** Students wishing to earn two or more majors should consult with the departments involved to determine specific requirements. All core requirements for each major must be completed as well as all departmental requirements of each major. Remaining credits may also be fulfilled by electives. The degree earned will be based on the first major. If a student wants to complete a second, different degree, all the current requirements of the appropriate core and the major for the second degree must be completed with a minimum of an additional 32 credits taken in residence at Gordon after completion of all the requirements of the first degree.

**Departmental Concentration.** A departmental concentration is a prescribed group of courses related to a specific topic within a student's major. Requirements for the 45 concentrations are listed under the appropriate departments and majors.

### Minors

Students may select one or more departmental or interdepartmental minors.

**Departmental Minor.** A prescribed or individually tailored group of related courses (a minimum of 20 credits) taken outside of one's major discipline. Courses are

taken from one department's offerings or major requirements and approved by the Registrar's Office and the department in which it is offered. Prescribed departmental minors are described under the appropriate department. Minors provide an opportunity to study outside the major without requiring the heavy commitment of a second major. Students may tailor a minor with approval of the chair of the department offering the minor.

**Interdepartmental Minor.** Gordon also offers 15 interdisciplinary and preprofessional studies minors. Each requires a prescribed group of at least 20 credits of related courses taken from more than one department. Each interdisciplinary minor is supervised by a faculty committee, which must approve any deviation from the required courses. See Interdisciplinary and Off-Campus Curricula. Minor forms are available online and should be submitted to the Registrar's Office with appropriate signatures. Interdisciplinary minors include: classics, East Asian studies, environmental studies, gender studies, global Christianity (missions), health professions, Latin American studies, neuroscience, nonprofit organization management, outdoor education, peace and conflict studies, prelaw, public history/museum studies, sport studies and sustainable development.

## GRADUATE DEGREE PROGRAMS

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Gordon offers three graduate degrees. The Master of Education in Curriculum and Instruction (M.Ed.) prepares students to obtain the Initial License in the following areas: early childhood, with and without disabilities; elementary; moderate disabilities; English as a Second Language; reading; mathematics; middle school or secondary education in biology, chemistry, English, history, mathematics, physics, French or Spanish; and Educational Leadership for licensure as Principal, Assistant Principal, Supervisor or Director. Students may also pursue professional license and a master's degree in these content areas. In addition, after completing a master's degree the Education Specialist (Ed.S.) degree may be earned in the following areas: English as a Second Language, Math Specialist, Reading Specialist, and Educational Leadership: Principal, Assistant Principal, Supervisor or Director.

The Master of Music Education (M.M.Ed.) degree is awarded to students who complete the graduate music education program, a summers-only program which can be completed in three summers plus a one-semester field-based experience or thesis. Contact the Graduate Education Office or the Graduate Music Office.

## ON-CAMPUS RESOURCES

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### Academic Advisor

Students are assigned faculty advisors to help develop their academic programs, plan for graduate study and give personal guidance during college. The relationship between students and faculty is stressed in all aspects of Gordon's program. Faculty advisors can be a valuable resource in helping students to adjust to the demands of college and work through academic and career decisions.

### Academic Support Center

**General Support.** The Academic Support Center, located on the fourth floor of the Jenks Library, is open during the academic year to assist students in achieving academic success. The Center provides a Writing Center with trained tutors; weekly small-group support meetings with a peer tutor for large core courses; individual tutors to help with study skills, math, foreign language, English as a second language and other subject areas as needed; special academic advising; and time management assistance. Study skills workshops are offered periodically during the

year and are available to all students. Students are encouraged to develop self-awareness as learners and to investigate new strategies and techniques for effective performance. Professional staff are available for concerns that affect a student's general academic progress and for issues relating to disabilities.

**Disabilities Support.** Gordon College is committed to maintaining a supportive environment for students with disabilities and to providing equivalent access to its educational programs, activities and services. Academic accommodations are arranged for students who qualify for such services. The Academic Support Center works interactively with students and faculty to coordinate any accommodation needs. Students with documented learning disabilities who intend to request services should send current reports clearly supporting appropriate academic accommodations to Ann Seavey, director of the Academic Support Center, and notify instructors at the beginning of each term. Disability policy is stated in Appendix C: Statement of Provision for Students with Disabilities.

### Center for Faith and Inquiry

The Center for Faith and Inquiry (CFI) is dedicated to promoting first-order scholarship, reflection, creativity and conversation, drawing from Christian intellectual and spiritual traditions, the various academic disciplines and the wisdom found in societies and cultures at large. The insights and ideas derived from its work aim to serve Gordon College, the Body of Christ and the common good.

CFI maintains three principal programs: the Faith Seeking Understanding lecture series, the Jerusalem and Athens Forum honors program and Respectful Conversations. The various activities of these programs include debates, conferences, lectures, panel discussions, small-group discussions, promoting faculty scholarship and more. The Center is located on the campus of Gordon College. See [www.gordon.edu/cfi](http://www.gordon.edu/cfi).

### Health Professions Program

The Health Professions Program is designed to assist students in meeting established guidelines for medical, veterinary or dental graduate programs, and provides advising for students aiming for other diverse fields in medicine including nursing, physician assistant, or allied health areas. See Health Professions Program or contact Dr. Craig Story, Director of Health Professions, for more specific information.

### 3-2 Engineering

Students attracted to a Christian liberal arts curriculum who are also seriously considering an engineering career may choose to spend three years at Gordon and then transfer to an engineering school for two more years. Gordon College has a formal 3-2 agreement with the University of Southern California in Los Angeles; however, students may transfer to any accredited engineering institution. The student will earn bachelor's degrees from both Gordon and the engineering school. In addition to Gordon's Core Curriculum, the student will take selected physics, engineering, chemistry and mathematics courses which will prepare the student for continued study at an engineering school.

### The Gallery at the Barrington Center for the Arts

The Department of Art operates a professional-level art gallery featuring contemporary art by local and national artists in all media: painting, sculpture, printmaking, photography, design, and new media. The gallery program is integral to our teaching and reflects a commitment by the faculty to model high standards

for our students. Student senior-thesis exhibits reach for this same level of excellence and are often the highlight of the exhibition year.

### **Jenks Library**

Named for James and Evelyn Jenks, generous supporters of Gordon College, Jenks Library is the campus gateway to information resources and services. It houses nearly 200,000 items, including books, 280 journals in hard copy, DVDs, videos, CDs, music scores, rare books and curriculum materials. In addition, the library provides access to over 80 online databases, over 60,000 online journal titles, and 70,000 e-books. These resources, combined with a strong service program, make it an essential part of teaching and learning at Gordon College.

The library's website at [www.gordon.edu/library](http://www.gordon.edu/library) is the starting point for library research at Gordon. The online catalog, electronic resources, course reserves and interlibrary loan services are all available on the library's website.

Jenks Library is a member of NOBLE (North of Boston Library Exchange) and the Massachusetts Library System (MLS). These and other partnerships provide the Gordon community with access to a wide array of library information resources. Jenks Library is also a selective depository for U.S. government documents.

The library is open over 100 hours a week, and librarians are available seven days a week to assist students in the use of library resources and in the development of strong analytical and information-seeking skills. Each year the library purchases new materials that support the Gordon College curriculum. In addition to information resources and services, the library provides space for quiet study as well as group-study rooms for collaborative learning.

## **COOPERATIVE EDUCATION**

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The Cooperative Education Program provides interaction between formal education and off-campus experiential learning through employment. The goal is to enable students to test theory in real-life settings, to learn more about themselves and the world of work, and to facilitate the "learning/work" transition from college to career.

Part-time and full-time co-op experiences enable students to fulfill educationally related work responsibilities for pay. Co-op placements vary in length from three to 12 months; a semester and/or summer co-op is typical. It is possible for a student to have more than one co-op placement, either at the same workplace or at different ones.

Interested students should contact the Career Services Office at least one semester in advance. Information sessions and deadlines are communicated via Student News email notices and the Career Services weekly electronic newsletter. The director and associate director work with students to locate co-op placements and monitor progress during placements. Applicants must be in satisfactory academic standing with a minimum cumulative GPA of 2.0. However, some employers may require a higher cumulative GPA.

Prior to the learning/work experience, faculty advisors assist students in developing co-op learning plans and discuss approaches for maximizing the experience. Faculty advisors monitor the learning plan/goals at midterm site visits.

At the completion of each co-op experience, students complete self-evaluations, assessing the extent to which learning plans were fulfilled. Employers also complete evaluations of students' progress in the co-op learning/work experience. Co-op experiences are recorded on students' transcripts, although no academic credit is awarded.

## INTERNSHIPS

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Internships at Gordon College are academic experiences intended to allow students to make practical connections between their fields of study and the world of work. As such they should be seen as important and useful transition experiences for students and should carry the full weight of and respect for academic rigor found in any other academic experience in the majors. Internships are defined as being limited to a maximum of 8 credit hours in a student's undergraduate program of study, with a minimum expectation of 28 on-the-job hours for each academic credit hour earned. A student who meets the minimum cumulative GPA of 2.50 may apply for an internship. The internship must be prearranged and approved by a faculty advisor and the registrar *prior* to the student's beginning the internship and must be done with a professional practicing in the field; requires a minimum of two personal visits by the supervising faculty and will be graded following the same guidelines as for other academic experiences. The deadline to enroll in an internship is the same as other registration deadlines (fifth day of a semester or June 1 for summer). Tuition for internship credit is the same as for any other academic credit. Internships may not be repeated; subsequent internships must be thoroughly different experiences and with totally different organizations.

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

## OFF-CAMPUS PROGRAMS

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Please see the Global Education Office website for additional information: [www.gordon.edu/geo](http://www.gordon.edu/geo).

### Gordon Programs

The following programs are owned and operated by Gordon College. Application for the programs is found online at [www.gordon.edu/geo](http://www.gordon.edu/geo).

**Gordon in Aix.** This semester-long program (with a year-long option for French majors) provides an immersion experience in French language and culture in the town of Aix-en-Provence, France, in the south of France. The curriculum can flex to accommodate participants' proficiency in French and their areas of academic and vocational interest. Everyone takes a seminar on topics in French history and culture designed for the program and a set of courses in French language at the Institut d'Études Françaises pour Étudiants Étrangers of the University of Aix-Marseille III. Additional courses are available, depending on the student's level of fluency, at the Institute for Political Studies in areas such as politics, economics, international relations, law and media studies (with a few courses offered in English), or at John Calvin Seminary in Biblical studies and apologetics. Students receive room and board either in homestays or in the residential wing of John Calvin Seminary. With COR210 and 211, the program fulfills core Global Understanding theme. Contact the Global Education Office.

**Gordon in Boston. Urban Studies with Professional Internship.** Program under reorganization. Not offered 2013–14.

**Gordon in Lynn.** Gordon in Lynn (GIL) is a dynamic and exciting partnership between the City of Lynn and Gordon College. Through relationships with various



community organizations in Lynn, students are able to serve in a diverse, urban community. The Lynn internship program is an intensive leadership development opportunity for those students wishing to dig deeper into urban engagement and community development. Students may also be engaged with the community through various course requirements. In addition, SALTeams (serve and learn teams) work with community organizations, schools and social service agencies. For more information contact Valerie Buchanan, program director.

**Gordon in Orvieto.** The underlying themes of this arts-oriented semester program in central Italy are to inspire young people of faith to reconnect with the artistic traditions of the past; to establish a workshop environment that invites collaboration between teacher and student; to give students an experience of rhythms of life slower and simpler than the forms of contemporary American life by dining together, encouraging sustained conversation, living more closely to the earth in the midst of vineyards and olive groves, and by trading the automobile for the foot; and to provide contemporary American students a vivid experience of the tradition in the arts, spirituality and worship, and civic life. With COR210 and 211, the program fulfills core Global Understanding theme. Contact the Art Department and the Global Education Office.

**Gordon Wilderness Immersion and Leadership (W.I.L.D.) Semester.** The Gordon College W.I.L.D. Semester exposes students to the historical, cultural, spiritual, moral and environmental dimensions of the wilderness and encourages critical thought about issues important to outdoor educators. Through a living and learning community, experiential opportunities, extensive outdoor travel and fieldwork, students will obtain valuable outdoor skills, leadership experience and crucial outdoor certifications. The Wilderness Immersion and Leadership Development semester will fulfill requirements for either a recreation and leisure studies or outdoor education ministries concentration; with the addition of an internship in a later semester the program will fulfill a minor in outdoor education. Sixteen credits and an internship placement. Contact David Starbuck, director of the W.I.L.D. semester.

**International Seminars.** These are two- to four-week intensive summer- or winter-break travel and field experiences focusing on specific topics and geographical regions. Past topics include British Stage (United Kingdom); Economic Development in Modern China; History of Ancient and Modern Greek Culture and Christianity in the Aegean World (Greece); Physical Settings of the Bible (Israel); and War and Peace (Balkans). Contact the Global Education Office.

**La Vida Wilderness Expeditions.** The La Vida program, which fulfills the La Vida, Discovery or Concepts of Wellness physical education requirement, is an intensive 12-day Adirondack wilderness experience. La Vida is specifically designed for first-year students or for transfer students in their first year at Gordon. Leadership, self-discovery, experiential learning, stewardship and character formation are promoted. In the context of a supportive Christian community, students are given the opportunity to explore their physical, mental and spiritual potential. The program includes travel via backpacking, canoeing or kayaking, and activities such as the ropes course, rock climbing, group problem solving, solo experience, group discussions and Bible studies. La Vida Expeditions are offered in May immediately following Commencement, in mid-June and in August prior to new-student orientation. Current students register during early registration in April for the August trip and in November for the May and June trips. First-year students register during summer registration for June, July or August La Vida trips. Contact Rich Obenschain, director of the La Vida Center for Outdoor Education and Leadership.

**The Salzburg Institute Summer School.** The Salzburg Institute is located in one of the most beautiful and significant cultural centers of the world, with a long musical heritage. The program offers students an opportunity for academic scholarship, artistic growth and spiritual reflection. Students are immersed in German Christian thought and culture through readings, seminars, discussion, concerts, local excursions and a four-day study trip to Vienna. This summer program is designed for students interested in music, visual arts, history, literature, German, philosophy, theatre, film studies, communication arts and biblical study. Students earn up to 8 undergraduate credits for the summer, and the program can be taken two summers. Courses are taught in German, except for German 101. With COR210 and 211, SAL201 or SAL202 fulfills core Aesthetic Sensibilities and Practice theme.

**Salzburg Honors Program:** Exceptional students with a GPA of 3.5 or higher for the first term at Salzburg and who plan to participate in two summers may develop and present an honors capstone project (thesis, recital or art showing). A cumulative/career GPA of 3.0 is also required. Upon successful completion students receive an Honors Certificate.

### **Best Semester (Programs of the Council for Christian Colleges & Universities)**

The following programs are operated by the CCCU, with 16 credits per semester given by Gordon College. Students may apply through Gordon, online at [www.gordon.edu/geo](http://www.gordon.edu/geo). See Off-Campus Programs.

**American Studies Program.** This is an interdisciplinary internship/seminar program based in Washington, D.C. Designed to expose undergraduates to opportunities for involvement in public life, the program also provides students with a general understanding of the public policy dynamics at work in the nation's capital. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in campus apartments, work as voluntary interns and participate in a seminar program for which they receive full academic credit. Since the number of participants is limited, the program is highly selective. See Off-Campus Programs. Contact the Global Education Office.

**China Studies Program.** Located in Xiamen, China, this semester program enables students to engage China's ancient history from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and complex nation. Students choose from a diverse selection of elective courses from Eastern philosophy and religions to international business in China. Both field and business internships are available. Students also study standard Chinese language and apply their skills by serving in an orphanage or tutoring Chinese students in English. The program begins in Hong Kong and introduces the diversity of China with visits to Beijing, Shanghai and Xian. With COR210 and 211, this program fulfills core Global Understanding theme. See Off-Campus Programs.. Contact the Global Education Office.

**Contemporary Music Center.** This interdisciplinary program is based in Nashville, Tennessee. CMC provides a community for young musicians and aspiring music executives to plumb the depths of their creative souls and test the waters of a career in popular music. Designed as an artists' community, the program seeks to develop artists and music executives with a Christ-centered vision for music content, production and delivery. The mission of the CMC is to prepare students academically and creatively for potential careers in the music industry. In addition to the required core courses, each student will choose either the Artist Track, the

Executive Track or the Technical Track. See Off-Campus Course Programs. Contact the Global Education Office.

**Latin American Studies Program.** Located in San Jose, Costa Rica, this semester program gives students the opportunity to study the language, literature, culture, politics, history, economics, ecology and religion of the region while living with a Costa Rican family. Students also participate in a service opportunity and travel for three weeks to surrounding countries. Four specialized academic tracks are available: Latin American Studies, International Business Concentration, Environmental Concentration, and Advanced Language and Literature. With COR210 and 211, this program fulfills core Global Understanding theme. See Off-Campus Programs. Contact the Global Education Office.

**Los Angeles Film Studies Center.** This is an interdisciplinary internship/seminar program located in one of the primary film and television production centers in Los Angeles; the Los Angeles Film Studies Center (LAFSC) is designed to integrate a Christian worldview with an introductory exploration of the work and workings of mainstream Hollywood entertainment. See Off-Campus Programs. Contact the Global Education Office.

**Middle East Studies Program.** Located in Jerusalem, Israel, this semester program provides students with the opportunity to study Middle Eastern cultures, history, religions, politics and language from within this diverse and strategic region. Students participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as volunteers with various organizations. Trips may include Egypt, Palestine, Jordan, Turkey, Morocco or Tunisia. With COR210 and 211, this program fulfills core Global Understanding theme. See Off-Campus Programs. Contact the Global Education Office.

**Scholars' Semester in Oxford (two semesters).** Located in Oxford, England, the program develops the academic writing and research skills of students who want and are prepared to study intensively. Enables students to explore the disciplines and their interests to a high standard. Students enroll in a primary and secondary tutorial (equivalent to upper-division courses), an integrative seminar (first term), the British Landscape course (both terms) and a thesis (second term). Students group their work in a concentration so that all elements of the program work together. Designed for students interested in fields of art history, classics, English language and literature, history, musicology, philosophy, psychology, theology and religious studies. Applicants must have a 3.5 or better GPA. With COR210 and 211, this program fulfills core Global Understanding theme. See Off-Campus Programs. Contact the Global Education Office.

**Uganda Studies Program.** Located at the Uganda Christian University, Uganda, this program provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. There are three emphases offered: Uganda Studies, Social Work and Intercultural Ministry and Missions. Students in the first two programs share their lives with university students, living primarily on campus at Uganda Christian University. Students in the missions emphasis live with host families within walking distance of UCU. With COR210 and 211, this program fulfills core Global Understanding theme. See Off-Campus Programs. Contact the Global Education Office.

## Other Approved Programs

**Au Sable Institute of Environmental Studies.** With the basic mission of promoting responsible Christian stewardship of God's creation, Au Sable Institute and Pacific Rim Stewards serve evangelical Christian colleges by providing field-oriented

courses earning Gordon credit in January and May, as well as two summer sessions. Study sites are located in northern Michigan and Washington state. Contact Dr. Dorothy Boorse, Gordon's Au Sable representative.

**Budapest Semester in Mathematics.** Located in Budapest, Hungary, this program provides an opportunity for qualified students majoring in mathematics or computer science to study in Budapest for one semester. Students can take up to 16 credits of electives for the mathematics major. In addition, they may take courses in Hungarian, the culture of Hungary, or topics such as the history of science, philosophy or film analysis. Courses transfer from St. Olaf College. With COR210 and 211, this program fulfills core Global Understanding theme. Contact departmental faculty and the Global Education Office.

**China Studies Institute.** Located in Beijing, China, this program provides courses in English through Peking University in the following areas: economics, business, politics, foreign policy, philosophy, history, art, literature, and Chinese language. Students live in an international student dorm and are eligible for internship placement with major industries and organizations in Beijing. With COR210 and 211, this program fulfills core Global Understanding theme.

**CIEE.** Approved for Spanish majors for their semester's language study abroad, the Council on International Educational Exchange (CIEE) program offers study opportunities at universities throughout Central and South America and Spain. Students live in homestays; courses vary. With COR210 and 211, fulfills core Global Understanding theme. Contact department faculty and the Global Education Office.

**Consortium Visitor Program.** Undergraduates enrolled at one of the member institutions of the Christian College Consortium with a minimum 2.0 GPA are eligible to be considered for enrollment on another Consortium campus. Enrollment is limited to one term on the campus visited, but additional studies as a special student deferred from Gordon may be possible if approved by the registrars of both institutions. No Gordon aid or scholarships are available for the second semester. Enrollment may be restricted by institutional policy or enrollments, individual course limitations or prerequisite requirements. Contact the Registrar's Office.

**Creation Care Studies Program.** This program connects Christian faith with urgent global environmental issues of the day. Programs are offered in Central America (Belize) and the South Pacific (New Zealand). In Belize students examine sustainable development and tropical ecology through a Christian lens of creation care and stewardship, utilizing field studies in Belizean villages, tropical rainforests, mountain streams and Caribbean atolls. Interest-specific internship and practicum experiences with Belizean organizations are available. In New Zealand students explore a rich variety of ecosystems. New Zealand, home to about 12 percent of all the earth's endangered species and a world leading innovator in conservation and environmental management, is an ideal place for studying care of creation in a rigorous academic semester that comprises ecology, theology, environmental literature and sustainable community development. With COR210 and 211, program fulfills core Global Understanding theme. Contact the Global Education Office.

**University of Edinburgh.** Currently approved for philosophy majors. Selected students may spend one semester in Edinburgh through the university's Visiting Students Programme. Courses available to students in philosophy and religion will vary with each semester. Students have a variety of on-campus and off-campus housing options with the program. Courses transfer from Edinburgh University. With COR210 and 211, this program fulfills core Global Understanding theme. Contact the Global Education Office.

**University of Heidelberg.** Through this program German majors study at one of the top 50 learning institutions in the world, participating in a range of courses from Vorlesung lecture courses to presentation-style Proseminare to the intensive grammar course at the Max-Weber-Haus. Students study with an international group of peers. Courses transfer from Heidelberg University. With COR210 and 211, this program fulfills core Global Understanding theme. Contact departmental faculty and the Global Education Office.

**Jerusalem University College.** Gordon College is an associate school of Jerusalem University College in Israel. A three-week historical geography course is offered in the summer and one- or two-semester programs during the academic year. Courses may be drawn from offerings in biblical studies, history and geography of the Middle East, archaeology, Christian and Jewish communities in Israel, and Hebrew. Courses transfer from Jerusalem University College. With COR210 and 211, this program fulfills core Global Understanding theme. Contact Dr. Elaine Phillips in the Biblical Studies and Christian Ministries Department, and the Global Education Office. Participation conditional, based on security issues.

**LCC International University, Lithuania.** This exchange program sends students from Gordon to LCC and students from LCC to Gordon. Students from Gordon will join with 30 other North American students to immerse themselves in the culture of the Baltic states. Courses are available in business, English, theology, psychology and sociology. There are also courses that could meet core requirements or other requirements for students' majors. Courses transfer from LCC International University. With COR210 and 211, this program fulfills core Global Understanding theme. Contact the Global Education Office.

**Marine Studies Consortium.** The regional Marine Studies Consortium allows Gordon students to take marine biology courses through Consortium institutions with an additional fee. Contact Biology Department chair.

**Oregon Extension.** On the banks of an old millpond in the Cascade Mountains of southern Oregon, this fall program brings students together in a rustic setting to focus on contemporary issues, social thought and living faith. Fostering intimate conversation with peers and faculty, the program aims to create a supportive environment for pursuing questions of faith and humanity. Courses transfer from Eastern University. Fall semester only. Contact the Global Education Office.

**Spring Semester in Thailand.** The program employs an interdisciplinary approach to Thai history, sociology, anthropology, languages, politics, economics, art and religion. The majority of the semester is based in Chiang Mai and includes an internship (16 hours/week). The last three weeks students live and study in the northern Thai foothills of the Himalayas in a Karen tribal village. Courses transfer from St. Olaf College. Spring semester only. With COR210 and 211, program fulfills core Global Understanding theme. Contact the Global Education Office.

**Study Abroad in Romania.** The New Horizons Foundation, a pioneer faith-based non-profit NGO in Romania, uses its extensive programming in community development and adventure education for youth in post-communist Romania as the framework for a study abroad program offered each fall semester. As an applied setting for the social sciences, this program can serve international affairs, sustainable development, youth ministry, outdoor education, social work and nonprofit organization management programs. Students normally earn a full semester of credit transferred from Northwestern College (Iowa) for courses and internship/service learning in Romanian History, Culture and Religion (Eastern Orthodox Christianity), Sustainable Development, Experiential Education and Youth Development. With COR210 and 211, this program fulfills core Global Understanding theme. Contact the Global Education Office.

**Westmont in San Francisco Urban Program.** As the center of a large, diverse metropolitan area, San Francisco offers a unique setting for the study of cultural, economic, political and social aspects of our society. The program provides ready access to the city along with the security and intimacy of a self-determined community. One emphasis of the program is urbanization—its historical process, contemporary problems faced by cities and policy proposals that address these problems. A required urban studies course examines themes such as the nature of cities, how community forms in the urban environment, the ways race and ethnicity shape people's interactions in the city, the range of understandings of poverty and how best to address it, and the call to Christians in relation to these various issues. The Urban Program emphasizes student responsibility for their learning. The program is experience-based with considerable fieldwork and involvement in the issues and life of San Francisco. Courses transfer from Westmont College. Contact the Global Education Office.

### Other International and Domestic Opportunities

If in consultation with a student's academic advisor the above programs do not adequately meet the goals of a student's curriculum or career needs, the student may petition the Global Education Committee for permission to apply to a nonapproved program. Formal, structured programs are available through a variety of institutions in many countries overseas. Some programs require fluency in a foreign language while other programs offer courses taught in English. Contact the Global Education Office for information or petition forms.

## HONORS PROGRAMS

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### Academic Honor Societies

**Alpha Mu Gamma.** Alpha Mu Gamma (AMG) is a national foreign language honor society whose Kappa Epsilon Chapter was established at Gordon in 1983 to acknowledge achievement in the field of foreign languages, encourage academic excellence in the field of linguistics and cultural studies, promote cultural awareness inherent in foreign language study, and foster sympathetic understanding of other peoples and international friendship. Invitation to membership in the Gordon chapter is contingent upon the support of a faculty member in the department and is extended to students who have satisfied the following requirements: an overall cumulative GPA of 3.5 or better; a grade of A/A- in 8 nonrepeated credits of language classes taken on campus at the 200-level or higher (at the 300-level or higher for Spanish majors); no grade below a B in foreign language; and a declared major or minor in foreign language—Chinese (Mandarin), French, German, Spanish, combined languages, East Asian studies, and related Pike contract majors.

**Phi Alpha Chi.** Phi Alpha Chi was founded at Gordon in 1928 as a scholastic honor society. The Greek letters stand for *Philoí Aletheias Christou*—Lovers of the Truth of Christ. On the foundation of its evangelical commitment, Phi Alpha Chi is dedicated to the encouragement and recognition of scholarly research, clear thinking and creativity by Christians in every discipline. Persons eligible for membership must be graduating seniors who have pursued studies at Gordon for at least four semesters and who have a cumulative grade point average of 3.75 or higher. Upon recommendation of the faculty advisor, candidates are voted on by the entire faculty prior to Commencement. Total inductees may not exceed 10 percent of the graduating class in any year.

**Phi Sigma Iota.** The Zeta Chapter of Phi Sigma Iota, the national honor society in foreign languages, was established at Gordon in 1978. It recognizes outstanding

achievement in upper-level courses in any foreign language and linguistics. Membership is by invitation only.

**Sigma Delta Pi.** The Eta Omicron Chapter of Sigma Delta Pi, the national honor society in Spanish, was established at Gordon in March 1969, the 183rd chapter in the country and the first chapter in Massachusetts. Membership is by invitation only and is limited to advanced Spanish students.

**Sigma Pi Sigma.** Students elected to membership in Sigma Pi Sigma must attain high standards of general scholarship and outstanding achievement in physics. Membership is by invitation only. The Gordon College chapter of Sigma Pi Sigma was established in 2012; chapters are restricted to colleges and universities of recognized standing that offer a strong physics major program.

**Sigma Xi.** First established at Gordon College in 2009, Sigma Xi is an international, multidisciplinary research society whose programs and activities promote the health of the scientific enterprise and honor excellence in scientific investigation. Candidates nominated by faculty to join the North Shore Chapter of Sigma Xi (Gordon College, Endicott College and Salem State College) must be graduating seniors with GPA of at least 3.0 pursuing degrees in science or engineering and have shown an aptitude and experience in original and independent research.

## Departmental Honors Programs

Gordon College has established honors programs for exceptional majors. To be eligible to graduate with honors, students must maintain a 3.50 GPA in their major with a cumulative GPA of 3.00. General requirements include a research project culminating in a written honors thesis which is presented orally and defended in front of department faculty. See departmental listing for specific details for each major. Honors programs are available for students majoring in: accounting, biology, business administration, chemistry, Christian ministries, combined languages, computer science, economics, English, finance, French, German, history, international affairs, kinesiology, mathematics, physics, political studies, sociology, and Spanish.

## The Elijah Project

The Elijah Project is a 12-month (January–December) intensive exploration of the theoretical and practical outworking of the concept of vocation. A cohort of 12–14 students is chosen to participate in two 4-credit seminars exploring theological, biblical, philosophical and historic perspectives on personal calling, work, current problems and opportunities, and decision making. (See NON310 and NON312 for course descriptions.) Between spring and fall terms, students are placed in a summer internship designed to help them explore a field of study or question of interest. During the second semester (fall term) students commit to a shared living experience in Dexter House; house fellowship, cultural events and field trips contribute to the development of self-knowledge and community. *Prerequisites:* GPA of at least 2.75, approval of academic advisor and successful application to the program. Completion of both NON310 and NON312 meets both the Human Person and Civic Responsibilities core thematic requirements. For more information contact Laura Carmer, program assistant, or Dr. Gregory Carmer, director.

## Jerusalem and Athens Forum

The Jerusalem and Athens Forum is a one-year great books honors program in the history of Christian thought and literature. In a small-seminar setting, students read and discuss classic texts from antiquity to the present, focusing on their

implications for present-day living, learning and leadership. Additional activities of the program include retreats to explore questions of personal vocation and intellectual commitment, cultural activities in Boston and the North Shore, a public debate on an issue of pressing moral concern, roundtable discussions with Gordon's faculty and interaction with prominent guest speakers. Scholarships available. Students must have a 3.0 GPA or higher and sophomore status to begin the program. Offered as two six-credit courses. On completion of both semesters, students may petition through the program director to fulfill up to 12 credits of core requirements, selecting three from the following requirements: HIS121 Historical Perspectives, PHI118 Examined Life, Civic Responsibility theme or Human Person theme. Application of credit to a major is at the discretion of individual departments. For further information contact M. Ryan Groff, program coordinator, or Dr. Thomas Albert Howard, director.

### **Pike Honors Program**

The Kenneth L. Pike Honors Program is a selective, rigorous program designed to provide exceptional students with a unique opportunity to achieve academic goals not possible under existing Gordon programs.

The program is available by invitation only; students who complete at least one semester at Gordon College with a cumulative grade point average of 3.5 are invited to consider crafting individualized, disciplined and challenging academic experiences, usually interdisciplinary in nature. Applicants devise a draft proposal in consultation with faculty with knowledge of the discipline and/or a Pike Committee representative, meet with the Pike chair, and then submit a program proposal to the Pike Honors Program Committee for review. An approved program will either fulfill an existing major or minor in a unique way, or will be a "contract major or minor" comparable to programs in a recognized or discipline not available at Gordon. Pike contract majors or minors must be approved by both the Pike and Academic Programs Committees of the faculty. Normally at least three semester must be completed in the program after approval as a scholar.

To remain in the program, the scholar's cumulative grade point average must not fall below 3.5 for a total of three semesters. No grade may be earned below a C in any course. A student who withdraws from the program or is discontinued may not be reinstated. See [www.gordon.edu/pike](http://www.gordon.edu/pike) or contact the Registrar's Office for details.



# CORE CURRICULUM

## PURPOSE

The Core Curriculum explores the liberal arts and sciences from a Christian perspective. In core courses students and faculty seek to understand and wisely engage creation and the social order. We investigate diverse aspects of the complexity, coherence and beauty of creation. We interact with historic and contemporary cultures, accepting the longstanding Christian call to seek after truth and beauty, to think critically and constructively, to exercise moral discernment, and to develop habits of just and compassionate action. The curriculum encourages the development of a Christian character that manifests itself in informed and redemptive responses to the world and the needs of the global community.

## OBJECTIVES

The Core Curriculum seeks to foster:

- Knowledge of God's character and purposes as revealed in Scripture and understood in the life of the Church
- Knowledge and stewardship of the creation in all its complexity, coherence and beauty
- Understanding of humankind as created, fallen and redeemed, and an appreciation for various perspectives on human nature
- Understanding of and engagement with global cultures in all their diversity
- Understanding of diverse ways of knowing about nature, humankind and God, and an ability to draw on multiple disciplinary perspectives when confronting complex problems
- Development of Christian character, moral discernment and civic responsibility
- Practice of critical thinking, quantitative reasoning, and clear written and oral communication
- Development of aesthetic sensibilities and practices
- Habits of physical, emotional, and spiritual health and wellness

## COMMON COURSES

(36 credits required)\*\*

Common courses are required of all students. They explore topics and cultivate skills that are valuable in the development of a Christian perspective on life and learning. Furthermore, these courses ensure that all students, regardless of their majors, will enjoy some common educational experience.

- \* **BCM101 Old Testament History, Literature and Culture (4)**—Examines Old Testament history and teaching against cultural, geographical and literary background of Ancient Near East. Addresses archaeology, comparative history and literature, and key theological themes foundational to New Testament and Western culture.
- \* **BCM103 New Testament History, Literature and Culture (4)**—Examines history and teachings of New Testament in political, social and religious contexts. Highlights important theological themes such as sin, grace, justification by faith and kingdom of God.

\* Fulfills core common or thematic requirement.

\*\* The language requirement may be validated in several ways without credit. See Admissions, Language Placement.

- \* **COR107, 108, 109 The Great Conversation: Foundations in Thinking, Reading and Writing (4)**—Develops disciplines of listening and reading, speaking and writing, with emphasis on developing writing process through engaging multiple forms and drafts, and giving and receiving feedback. Readings and discussion focus on the question: “What is the good life?” Related themes include love, vocation, Christian character, community and justice/shalom. COR108 and 109 divide COR107 over two terms (2, 2).
- \* **PHI118 The Examined Life (4)**—Introduces important historical and thematic issues about what it means to be human: our place in the natural world and in the broader cosmos; theories about nature and limits of our knowledge; conceptions of beauty and art; what it means to live well as individuals and in community; and perspectives on our relationship to God.
- \* **HIS121 Historical Perspectives on Culture, Belief and Civilization (4)**—Examines culture building, development and change, and interaction of diverse peoples across a broad swath of history. Explores Christianity from its Middle Eastern roots through Renaissance/Reformation to global cultures of contemporary world in political, technological, social and cultural contexts. Investigates Christian traditions, missionary endeavors, reform movements, and relationships between adherents of different world religions. Introduces critical evaluation of historical evidence.
- \* **NSM202 The Scientific Enterprise (4)**—Explores characteristics of natural science, studies theories related to fundamental concepts such as matter and energy to help understand patterns and processes in nature. Stresses relevance of science to contemporary issues and a Christian worldview. *Prerequisites:* BCM101, COR107 or 109, sophomore standing or permission of instructor. Unique nature of this course requires matriculated students to take NSM202 at Gordon College. Activity fee.
- \* **BCM308 Christian Theology (4)**—Introduces key ideas, traditions and people who have shaped the development of Christian theology from antiquity to the present. Considers importance of theology as foundation for Christian thought, as guide to the Church, and as a primary resource for living reflective lives and engaging broader world with the gospel. Lecture and seminar discussion groups. *Prerequisites:* BCM101, 103.
- \* **Language Study (8 credits; first-year college level of a language)\*\***—Develops appreciation for diversity of God’s creation as revealed through gift of language. Attains intermediate level of communication in second language as key to engage global cultures and to facilitate development of Christian character and responsibility when interacting cross-culturally.

Note: Diagnostic exams available for placement or to validate Core Curriculum requirement. The on-campus test must be taken for placement in appropriate level courses even if SATII Achievement Test, BYU, or Advanced Placement Test scores were submitted. (See Admissions: Language Placement.)

- \* **Physical and Outdoor Education**—Introduces fitness, recreation and outdoor activities which contribute to lifetime health and fitness.

**Outdoor Education:** One of the following taken in first year (0 credit):

PE015 Discovery

PE016 La Vida

PE017 Concepts of Wellness (by petition only)

See Physical and Outdoor Education page 45 for more details.

**Physical Education:** Two courses from PE018–099 Physical Education Activity Classes should be completed prior to junior year (0 credit). One transcribed varsity sport may fulfill an activity course requirement; second sport or additional

\* Fulfills core common or thematic requirement.

\*\*The language requirement may be validated in several ways, without credit. See Admissions, Language Placement.

seasons cannot be used. Use of club sports participation requires preapproval by the director of physical education. Armed Forces basic training or R.O.T.C. training may also fulfill one activity with documentation (see Recreation and Leisure Studies Department for additional information).

## THEMATIC COURSES

(20 credits required)

Upper-level core courses are categorized by themes that underscore different dimensions of what it means to understand and wisely engage creation and the social order and thus promote not only knowledge but also responsibility. Thematic courses draw upon established disciplines but also explore the relevance of these disciplines for the life of Christian faithfulness and integrity. By completing at least one course in each of the five themes, students become acquainted with a diverse range of content and some of the varied scholarly methods for pursuing knowledge.

## THEMATIC REQUIREMENTS

At least one thematic requirement must be satisfied with an approved literature course. (See English Language and Literature course descriptions.) Courses provide significant practice in at least one of the following: writing, speech or quantitative reasoning. Lists of courses which fulfill themes are available at [www.gordon.edu/core\\_thematic](http://www.gordon.edu/core_thematic) or in the Registrar's Office. Thematic courses, which are subject to change, are also identified in departmental course descriptions.

### **Natural World (4 credits)**

*Purpose:* To deepen student appreciation for constructs and methods of science, explore scientific insights about the natural world, and reflect on responsibilities such knowledge requires of individuals and society.

### **Human Person (4 credits)**

*Purpose:* To explore many facets of “humanness” including emotional, spiritual, physical and intellectual, both from perspective of self-reflective individual and on larger level of social interaction.

### **Aesthetic Sensibilities and Practices (4 credits)**

*Purpose:* To enhance understanding, practice and critique of creative expression through study of relationships between meaning, style, experience, and emotional and rational responses.

### **Civic Responsibility (4 credits)**

*Purpose:* To explore within Christian framework our individual and communal citizen responsibilities to do justice and love mercy in local communities, on national level and in the wider world.

### **Global Understanding (0–4 credits)**

*Purpose:* To promote responsible living in modern world, enhance understanding of cultural differences, communicate across cultural boundaries, and work for peace and justice among people and nations.

Successful completion of COR210, 211 is required for all students wishing to use off-campus study or trips to fulfill the Global Understanding theme.

- \* **COR210, 211 New Perspectives in Global Understanding I, II (0, 0)**—Interpretation of cultural difference, ethnocentrism and culture's shaping of behavior and values. Students reflect purposefully on theory and praxis of being citizen sojourners, and ask deeper questions of their global experience and reintegration into homeland.

# ACADEMIC DIVISIONS

## DIVISION OF THE HUMANITIES

**Mark W. Cannister, Moderator**

**MISSION:** The Humanities Division seeks to enable students and faculty to explore and articulate their Christian worldview, reflecting on the human condition and varieties of human experience, and using minds informed by biblical faith.

A major focus of the humanities is the appropriate use of languages, particularly the construction and interpretation of written texts. Our disciplines focus on the task of clarifying words, concepts and arguments; we value both imaginative and rhetorical skills. Our scholarly efforts seek to maintain a critical dialogue with the past. Our disciplines do not lead to primarily utilitarian ends but rather seek to make possible a deeper personal and social life.

### Departments

- Biblical Studies and Christian Ministries
- English Language and Literature
- Languages and Linguistics
- Philosophy

## DIVISION OF FINE ARTS

**Nathan A. Baxter, Moderator**

**MISSION:** The Division of Fine Arts offers opportunities for students to develop their creative capabilities and deepen their understanding of the fine arts. Through varied learning environments and practices, students refine their aesthetic values for both critique and creative expression; engage historical perspectives on the interplay among the fine arts, faith and culture; develop competencies that broaden knowledge and comprehension of a particular art form; and develop facility in creative and conscientious communicative practices.

### Departments

- Art
- Communication Arts
- Graduate Music
- Music
- Theatre Arts

## **DIVISION OF EDUCATION**

**Donna J. Robinson, Moderator**

**Janet S. Arndt, Director of Teacher Education and Licensure**

**MISSION:** The Division of Education seeks to prepare individuals who are grounded in Christian principles for careers as professionals in education and leisure and recreational vocations. The Division is committed to the establishment of a nurturing community of learners, partnering with local schools and institutions of service, preparing professional leaders and developing Christian agents of change.

### **Departments**

Early Childhood/Elementary Education  
Middle School/Secondary Education  
Graduate Education  
Recreation and Leisure Studies

## **DIVISION OF THE NATURAL SCIENCES, MATHEMATICS AND COMPUTER SCIENCE**

**Dale Pleticha, Moderator**

**MISSION:** Recognizing all of creation as a gift from God, faculty and students in our division seek to properly understand, appreciate, use and care for the natural world. We strive to equip our students with knowledge and skills in the scientific, mathematical and computational realms and thus help to prepare them for the workplace and for further study.

### **Departments**

Biology  
Chemistry  
Kinesiology  
Mathematics and Computer Science  
Physics and 3-2 Engineering

## **DIVISION OF THE SOCIAL AND BEHAVIORAL SCIENCES**

**Paul A. Brink, Moderator**

This division examines the interaction of individuals, social groups and societies in a variety of contexts. The common theme is to uncover our nature and task as responsible image bearers of God.

### **Departments**

Economics and Business  
History  
Political Science  
Psychology  
Sociology and Social Work

A major in international affairs is administered jointly by the Departments of Economics and Business and Political Science.

# CURRICULUM

## DEPARTMENT OF ART

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**Chair** Tanja Butler, Bruce Herman, Jim Zingarelli. **Part-time:** Timothy Ferguson Sauder, Bill Franson, Bradford Johnson, Jean Sbarra Jones, C. Chris Minidis, Deborah Stanton, C. Sue Trent.

**MISSION:** The Gordon College Art Department is a visual arts program in a Christian liberal arts tradition. Our aim is to equip students to think visually, to engage with traditional Western, non-Western and contemporary art culture in the studio, gallery and lecture hall, and to provide students with the means to discern their vocational calling within the spectrum of art-related careers and ministries.

**PROGRAM DESCRIPTION:** Studio courses teach methods, materials and concepts of art making with an eye to their historical and theoretical dimensions. Drawing is foundational to our curriculum, as is the study of the human figure, including the use of the undraped model. Beyond acquiring a working knowledge of foundations in studio practice and historical contexts, our students commit to a concentration in at least one of the following disciplines: drawing, painting, sculpture, design, printmaking or art education. Upper-level courses address traditional as well as experimental approaches to art making and are seen as a means of preparing for the senior thesis exhibition and/or other options (such as upper-level independent studies and internships in a variety of art professions).

### Portfolio Requirement for Admission to the Major

In order for prospective students to apply for the art major at Gordon, they must first submit a portfolio and be approved by a faculty review board. The Department of Art accepts portfolio submissions twice a year; deadlines for submission are no later than December 1 for early action and March 1 for all others. Contact the Admissions Office, the Department of Art or the College website for detailed guidelines regarding portfolios.

### Gordon in Orvieto Semester

Gordon's off-campus program offers an opportunity to study the arts during a semester in Orvieto, Italy. Students take a 2-credit course in Italian language plus four 4-credit courses selected from offerings in visual arts, history, literature and creative writing. Students and faculty study and live in Orvieto, an ancient city located between Rome and Florence. Regular field studies are arranged to sites of artistic and cultural significance. Contact departmental faculty and the Global Education Office.

### The Return Design Collaborative

Gordon College has instituted an innovative, entrepreneurial design firm which provides graphic and Web design for nonprofit and art-related clients. Students may apply to be interns in the Return Design Collaborative, gaining valuable professional experience while learning important computer-based design skills. Acceptance into this program is by direct application to Tim Ferguson Sauder, director.

### Requirements for the Major in Art

Students majoring in art are required to complete the following courses (24 credits) in addition to one of the concentrations listed below. Approved courses from off campus may be substituted for electives in concentrations. (Note: Additional concentrations may be added in following years.)

**Foundations** (8 credits):

- ART102 Drawing I
- ART110 Design I: Principles of Design

**Art History/Theory** (8 credits): *Two of the following:*

- ART150 Art History: Cave Art to Medieval
- ART151 Art History: Renaissance to Modern
- ART152 American Art History as Cultural Encounter
- ORV355 Renaissance Narrative (Gordon In Orvieto)
- PHI234 Aesthetics
- ART410 Modern Art Seminar

**Senior Capstone Requirement** (8 credits):

- ART402 Art and Vocation
- ART400 Thesis Exhibit, studio elective or 4-credit internship

**Painting Concentration**

Students pursuing the art major with a concentration in painting must complete the following courses (20 credits):

- ART202 Life Drawing
- ART210 Introduction to Painting
- ART310 Figure Painting

*One of the following* (4 credits):

- ART430 Painting: Modes of Figurative Representation
- ART440 Painting: The Figure in Context
- ART367 Illustration
- ART371 Selected Topics: Advanced Painting
- ART381 Independent Study: Painting

*One of the following* (4 credits):

- ART215 Introduction to Printmaking *or* ART315 Intaglio Printmaking
- ART220 Photography I *or* ART320 Photography II
- ART225 Clay Sculpture *or* ART325 Stone Sculpture: Carving
- ART270 Design II: Process and Application
- ART345 Liturgy and Image: Art for Worship
- ART350 Anatomy for the Artist
- ART371 Selected Topics *or* ART381 Independent Study
- ART401 Experimental Drawing: Abstraction

**Design Concentration**

Students pursuing the art major with a concentration in design must complete the following courses (20 credits) along with an approved internship within a design-related environment:

- ART202 Life Drawing
- ART270 Design II: Process and Application
- ART370 Design III: Studio Practicum

*One of the following* (4 credits):

- ART470 Design IV: Applied Graphics
- ART371 Selected Topics: Design Study/Typography
- ART382 Independent Study: Design

*One of the following* (4 credits):

- ART215 Introduction to Printmaking *or* ART315 Intaglio Printmaking
- ART220 Photography I *or* ART320 Photography II
- ART225 Clay Sculptures *or* ART325 Stone Sculptures: Carving
- ART210 Introduction to Painting *or* ART310 Figure Painting
- ART345 Liturgy and Image: Art for Worship

- ART350 Anatomy for the Artist
- ART367 Illustration
- ART371 Selected Topics
- ART401 Experimental Drawing: Abstraction

### **Drawing/Printmaking Concentration**

Students pursuing the art major with a concentration in drawing/printmaking must complete the following courses (20 credits).

- ART202 Life Drawing
- ART215 Introduction to Printmaking
- ART315 Intaglio Printmaking
- One of the following (4 credits):*
  - ART302 Drawing in Context
  - ART401 Experimental Drawing: Abstraction
  - ART350 Anatomy for the Artist
  - ART367 Illustration
  - ART371 Selected Topics: Advanced Drawing and Printmaking
  - ART383 Independent Study: Drawing/Printmaking
- One of the following (4 credits):*
  - ART210 Introduction to Painting **or** ART310 Figure Painting
  - ART220 Photography I **or** ART320 Photography II
  - ART225 Clay Sculpture **or** ART325 Stone Sculpture: Carving
  - ART270 Design II: Process and Application
  - ART345 Liturgy and Image: Art for Worship
  - ART371 Selected Topics

### **Sculpture Concentration**

Students pursuing the art major with a concentration in sculpture must complete the following courses (20 credits):

- ART202 Life Drawing
- ART225 Clay Sculpture
- ART325 Stone Sculpture: Carving
- One of the following (4 credits):*
  - ART435 Figurative Sculpture
  - ART445 Advanced Sculpture: Wood and Marble
  - ART371 Selected Topics: Sculpture
  - ART384 Independent Study: Sculpture
- One of the following (4 credits):*
  - ART210 Introduction to Painting **or** ART310 Figure Painting
  - ART215 Introduction to Printmaking **or** ART315 Intaglio Printmaking
  - ART220 Photography I **or** ART320 Photography II
  - ART270 Design II: Process and Application
  - ART345 Liturgy and Image: Art for Worship
  - ART350 Anatomy for the Artist
  - ART367 Illustration
  - ART371 Selected Topics **or** ART381 Independent Study: Sculpture
  - ART401 Experimental Drawing: Abstraction



## Requirements for the Double Major in Art and Education

Students pursuing the art major with a concentration in art education must complete the following courses:

### **Foundations** (12 credits):

- ART102 Drawing I
- ART110 Design I: Principles of Design
- ART270 Design II: Process and Application

### **Art History/Theory** (12 credits):

- ART150 Art History: Cave Art to Medieval
- ART151 Art History: Renaissance to Modern
- ART152 American Art History as Culture

### **Studio** (16 credits):

- ART202 Life Drawing
- ART210 Introduction to Painting
- ART215 Introduction to Printmaking
- ART225 Clay Sculpture
- ART400 Thesis Exhibit (optional for art education)

### **New Media** (4 credits):

- ART371 Selected Topics in New Media: Photography, Film or Animation

## Requirements for the Minor in Art

Students minoring in art are required to take 20 credits from the following:

### **Foundations** (8 credits):

- ART102 Drawing I
- ART110 Design I: Principles of Design

### **Studio Practice** (8 credits): *Two additional studio lab classes*

### **Art History/Theory** (4 credits) *One of the following:*

- ART150 Art History: Cave Art to Medieval
- ART151 Art History: Renaissance to Modern
- ART152 American Art History as Cultural Encounter
- ORV355 Renaissance Narrative (Gordon in Orvieto)
- ART410 Modern Art Seminar
- Art theory elective

## COURSE DESCRIPTIONS

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\* **FNA112 Arts in Concert (4)**—See divisional course descriptions.

\* **BUS215 Arts in the City (4)**—See Gordon in Boston course descriptions.

**ART102 Drawing I (4)**—Emphasizes observational drawing, employing variety of drawing materials, methods and subjects. Technical and expressive approaches employing Western and non-Western traditions explored as means to cultivate perceptual ability and conceptual thinking. Foundational drawing skills developed through study and effective use of line, value, mass, composition and spatial organization. *Prerequisite:* major or permission of instructor or departmental chair. Spring semester section may be open to nonmajors. Lab fee.

**ART110 Design I: Principles of Design (4)**—Foundational study of essential principles of design. Students explore compositional elements of picture plane: balance, emphasis and focal point. Begins with tonal studies in black, white and gray, then continues with intensive study of principles of color: hue, value, temperature and intensity. *Prerequisite:* major or permission of instructor. Lab fee.

\* **ART150 Art History: Cave Art to Medieval (4)**—Surveys development of art from cave painting through early Renaissance. Includes Western painting, sculpture and architecture as well as parallel non-Western developments. Fulfills core Aesthetic Sensibilities and Practices theme.

\* **ART151 Art History: Renaissance to Modern (4)**—Continues overview of developments in Western painting, sculpture, architecture and craft from Early Renaissance to 20<sup>th</sup> century as well as parallel non-Western developments. Fulfills core Aesthetic Sensibilities and Practices theme.

\* **ART152 American Art History as Cultural Encounter (4)**—Investigates conversation between many cultures and styles that have taken American art from its emergence in the Americas about five thousand years ago, to its position in the European art world during colonial and post-colonial times, to final recognition of America as a modern global art leader. Fulfills core Aesthetic Sensibilities and Practices theme. (Offered online May–Summer term only.)

**ART202 Life Drawing (4)**—Drawing from human figure; studies in anatomy; continuous use of live model; daily exercises and long-range projects. *Prerequisite:* major, ART102 or permission of instructor. Model fee.

**ART210 Introduction to Painting (4)**—Introduces oil painting methods and materials. Projects include still life, self-portrait, compositional studies. *Prerequisites:* major, ART102 and/or permission of instructor. Lab fee.

**ART215 Introduction to Printmaking (4)**—Explores printmaking media; brief lectures/demonstrations and guidance on individual projects. Techniques include linoleum prints, woodcuts, monotypes, drypoint and engraving. Students explore process of developing individual thematic approach. *Prerequisite:* ART102 or 110, major or permission of instructor. Lab fee.

**ART220 Photography I: Darkroom (4)**—Introduces photographic fundamentals including camera types, function, black and white film processing and printing, natural and artificial lighting, composition, and use of photography as medium of communication and artistic expression. Basic history of film-based photography explored, introducing significant discoveries, photographers and movements. *Prerequisite:* major or permission of instructor. Lab fee.

**ART225 Clay Sculpture (4)**—Hands-on course to develop skills in three-dimensional thinking and gain working knowledge of sculptural properties of clay. Both additive and subtractive processes of construction used. Conceptual focus on mass, volume, concavity, convexity and overall interaction of form in space, along with proportion, detail and surface texture. Works completed using a combination of various methods including firing, painting and glazing. *Prerequisite:* major or permission of instructor or department chair. Lab fee.

**ART270 Design II: Process and Application (4)**—Explores elements of design in more detailed way through study of both Western and non-Western design. Students create visual identity, employ typography and explore relationship between typographic elements and image. Computer-based class primarily using Adobe Illustrator. *Prerequisite:* ART110, major or permission of instructor. Lab fee.

**ART310 Figure Painting (4)**—Perceptually based course with emphasis on human form. Building on principles from Painting I, class focuses on color and directed light to create space and form using live model, both nude and clothed. *Prerequisite:* major, ART210 or permission of instructor. Model fee.

**ART315 Intaglio Printmaking (4)**—Introduces range of intaglio techniques including hard and soft ground etching, drypoint and aquatint. Students explore process of developing individual thematic approach. *Prerequisite:* ART102 or 110, major or permission of instructor. ART215 not a prerequisite. Lab fee.

**ART320 Photography II: Digital (4)**—Introduction to digital photography, equipment and processes. Adobe Lightroom introduced and utilized as primary processing application throughout course. Examines image presentation possibilities from screen to print. Continues exploration of photography as communicative and expressive tool. *Prerequisite:* major or permission of instructor. Lab fee.

**ART325 Stone Sculpture: Carving (4)**—Introduces methods of carving stone “in the round” and in relief. Subtractive methods of carving employed while incorporating elements of sculptural form, including mass/space relationships, volume, surface planes, transitional forms and textural variety. Students use traditional and power tools with varieties of alabaster and limestone. Representational and nonrepresentational imagery from both Western and non-Western traditions encouraged. *Prerequisite:* major or permission of instructor. Lab fee.

**ART345 Liturgy and Image: Art for Worship (4)**—Explores unique function of liturgical art, examining ways art has been used in the church in the past and considering contemporary examples. Students work collaboratively with local church congregation or with A. J. Gordon Memorial Chapel to create art for use in worship that expresses the life of the community. *Prerequisite:* ART102 or 110, major or permission of instructor. Lab fee. (Alternate years.)

**ART350 Anatomy for the Artist (4)**—Intensive study of structure and proportion of human figure, skeletal and muscular systems and their operation, to better equip students for figurative works; memorization and drawing of each part and its relationship to the figure as a whole. *Prerequisite:* major, ART102 or permission of instructor. Lab fee.

**ART367 Illustration (4)**—Illustration is visual art created in dialog with the written word. Students work with self-selected texts and create imagery using variety of media (gold-leaf, printmaking and painting techniques) and approaches (abstraction, collage, figurative imagery). Projects may also include service projects for the community. *Prerequisite:* ART202. Lab fee. (Alternate years.)

**ART370 Design III: Studio Practicum (4)**—Students engage a “live” client and work through extended project spanning length of class. By working within set framework/timeline students create work, interact with clients, and potentially see production of work through to print/posting. Course relies heavily on class critique and study of history of design. Computer-based class using Adobe Illustrator, Photoshop and/or InDesign software. *Prerequisite:* ART270, major or permission of instructor. Lab fee. (Alternate years.)

**ART371 Selected Topics (4)**—Examines areas of visual art not regularly taught. Emphasizes developing advanced studio disciplines and preparing individualized portfolio. Designated as repeatable; students may enroll more than once if topic is different. *Prerequisite:* permission of instructor. Lab fee.

**ART381 Independent Study (2 or 4)**—See description under Independent Courses.

**ART400 Senior Thesis (4)**—Senior majors who select this option choose a specific medium and with a faculty mentor’s guidance develop a body of work and a personal artistic direction culminating in a gallery exhibit their final semester. *Prerequisite:* senior art major, ART402 or permission of instructor. Lab fee.

**ART401 Experimental Drawing: Abstraction (4)**—Advanced-level drawing class extending beyond traditional boundaries to explore two-dimensional surface through use of metaphoric visual language. Variety of papers, pigments, drawing tools (traditional and contemporary) and adhesives used. Larger scale works encouraged. *Prerequisite:* ART102 and ART202 or permission of instructor. Lab fee. (Alternate years.)

**ART402 Art and Vocation (4)**—Prepares seniors for spring thesis or internship and explores theoretical components of vocation as it relates to calling, talent and career. Practical components of entering the job market (résumé writing, networking, resources, occupational options) are discussed. *Prerequisite:* senior art major or permission of instructor.

- \* **ART410 Modern Art Seminar (4)**—Introduces major trends, theories and movements in 20<sup>th</sup>-century art (Cubism, Surrealism, Expressionism, Minimalism, etc.); Modernism and Postmodernism discussed within Western contexts while addressing non-Western influences. Open to nonmajors. Fulfills core Aesthetic Sensibilities and Practices theme.

**ART425 Art Internship (2–6)**—Combines academic study and on-the-job work experience. Must be prearranged and approved by instructor and registrar, and by department chair for Design Concentration. *Prerequisite:* minimum cumulative 2.50 GPA.

**ART430 Advanced Painting (4)**—For upper-level art majors with concentration in painting. Explores and extends personal visual language and promotes greater sophistication of painting technique and theory. May be taken in conjunction with ART400 Senior Thesis. *Prerequisites:* ART210, 310 and/or permission of instructor. Lab fee.

**ART435 Figurative Sculpture (4)**—Focuses on working directly from model in clay with intent to cast a work within the semester. Procedures dealing with proportion, making molds (rubber molds, waste molds) and expression covered. *Prerequisite:* ART225 or permission of instructor. Lab fee.

**ART440 Painting: The Figure in Context (4)**—Pre-thesis studio painting course exploring use of human figure in narrative, social commentary, religious iconography and other contexts. *Prerequisites:* senior standing, or junior standing with permission of instructor. Model fee.

**ART445 Advanced Sculpture: Wood and Marble (4)**—Greater sophistication of sculptural thinking and scale incorporated with advanced carving methods and tools. Both traditional tools and power tools such as pneumatic hammers, die grinders and chainsaws employed with emphasis on craftsmanship and safety. Works carved in varieties of wood and marble while exploring wide range of imagery and conceptual approaches. *Prerequisite:* major, ART225 or permission of instructor. Lab fee. (Alternate years.)

**ART470 Design IV: Design For Web and Screen (4)**—Applies design principles and experiences in ART270 to web and screen environments. Explores design nuances and best practices for screen application of graphic design, planning and story boarding. Assignments touch on website and application design for both desktop (monitor and laptops) and mobile (tablet and phone) devices. Computer-based using Adobe Illustrator and Photoshop. *Prerequisite:* ART270, major or permission of instructor. Lab fee. (Alternate years.)



## DEPARTMENT OF BIBLICAL STUDIES AND CHRISTIAN MINISTRIES

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**Chair Roger Green, Mark Cannister, Daniel Darko, Theodore Hildebrandt, Steven Hunt, Sharon Ketcham, Elaine Phillips, Robert Whittet, Marvin Wilson. Part-time: Paul Borthwick, Scott Larson.**

**MISSION:** The Biblical Studies and Christian Ministries Department fosters a community where students and professors prepare to engage our cultural contexts with a vibrant and effective understanding of the Scriptures, construct a coherent biblical worldview, grapple with questions that address faith and life, and serve as responsible citizens of the Body of Christ. The department desires to model: 1) conviction that Scripture, God's authoritative revelation, is faithful and trustworthy; 2) recognition of our own need for God's presence by the indwelling Word and the Holy Spirit; 3) humble and enthusiastic study of Scripture in pursuit of truth, justice and mercy; and 4) courage to represent the gospel of Jesus Christ in a complex world.

### Biblical Studies Major

The biblical studies major is designed to prepare some students for admission to seminary and various ministries of teaching the Word. For others it provides the basic foundation in biblical education needed for various church vocations and ministries both at home and around the world. Still others are encouraged to make the Bible their major emphasis in a broad liberal arts education, which will enable them to live effectively and productively for Christ in various places and vocations.

### Requirements for the Major in Biblical Studies

Students majoring in biblical studies are required to take 40 credits in the department in addition to the three core requirements (BCM101, BCM103 and BCM308). The 10 required courses beyond the core are:

**Old Testament (4 credits) one of:**

- BCM211 Pentateuch
- BCM227 Prophetic Literature
- BCM313 History of Israel
- BCM325 Wisdom Literature

**Biblical Interpretation (8 credits):**

- BCM220 Introduction to Biblical Studies
- BCM335 Biblical Hermeneutics

**The Gospels (4 credits) one of:**

- BCM203 Gospel of Matthew
- BCM204 Luke/Acts
- BCM317 Gospel of John

**Pauline Studies (4 credits) one of:**

- BCM205 Corinthian Correspondence
- BCM209 Romans and Galatians
- BCM210 Prison Epistles
- BCM324 Pastoral Epistles

**Seminar (4 credits) one of:**

- BCM492 Senior Seminar
- BCM304 Seminar in Greek Exegesis: Gospel of Mark
- BCM312 Hebrew II

**Theology** (8 credits) fulfills core theology requirement:

- BCM301 Christian Doctrine or BCM 308 Christian Theology
- BCM302 Old Testament Theology or BCM310 New Testament Theology
- BCM305 Development of Christian Thought
- BCM306 Christianity from the Reformation to the Present
- BCM322 American Christianity

**Departmental Electives** (8 credits) two from:

Department electives, at least 4 credits of which must be from biblical studies (BCM203, 204, 205, 209, 210, 211, 227, 232, 234, 291, 301, 302, 305, 306, 308, 310, 313, 317, 322, 324, 325 or 492). One course may be from Christian ministries courses (BCM105, 215, 216, 241, 253, 260, 275, 277, 314, 315, 318, 320, 321, 360 or 377).

All majors must complete the foreign language requirement of the core. Because both Greek and Hebrew fulfill that requirement, they are strongly recommended. They are not required for the major.

**Concentration in Biblical Languages**

Students who wish to establish a concentration in biblical languages will take four courses in Greek, two courses in Hebrew and will write at least two exegesis papers. Students normally must be in the final term of a language sequence (BCM304 Seminar: Greek Exegesis, or BCM312 Hebrew II) before beginning an exegesis paper. One of the exegesis papers is to be in the Hebrew language area and the other in the Greek language area. It is anticipated that exegesis papers will normally be written in connection with biblical language courses. But in unusual situations, if a student has already completed the prerequisite biblical language courses and still needs an exegesis paper to complete the concentration in biblical languages requirement, the paper may be completed as follows: An exegesis paper may be written in a biblical studies course or in an independent study with the written permission of the instructor *and* the appropriate biblical language professor. While not a formal part of the requirement, coursework in linguistics is also strongly recommended for students opting for the concentration in biblical languages.

**Concentration in Jewish Studies**

Students who wish to enrich their major in biblical studies through an understanding of Judaism will benefit from this concentration. Emphasizing a wide variety of learning experiences, the program features on-campus coursework supplemented by many off-campus opportunities for personal interaction with the Jewish communities of the Greater Boston area. In addition, as part of the concentration, students are strongly urged to participate in one of several optional study programs in Israel.

The requirements for a concentration in Jewish studies are six courses:

- BCM311 Hebrew I (biblical Hebrew is offered at Gordon; modern Hebrew taken at another institution will also meet this requirement)
- BCM312 Hebrew II
- BCM211 Pentateuch
- BCM234 Modern Jewish Culture
- BCM492 Senior Seminar: *One of the following:*
  - Early Jewish Biblical Interpretation
  - Post-Biblical History of the Jewish People
  - Writings of Abraham Joshua Heschel

A minimum of 4 credits from one or a combination of the following three alternatives:

Study in Israel

A 2-credit internship within the Jewish community and a 2-credit independent study at Gordon

An approved course in Jewish studies taken at another institution

### **Gordon College/Gordon-Conwell Theological Seminary Course Agreement**

A Gordon College senior may take up to two courses at Gordon-Conwell Theological Seminary as a special student. Students must get advanced permission from the registrars of both institutions prior to enrolling, in addition to completing the special student application at Gordon-Conwell. Students who are interested in taking courses at Gordon-Conwell under these conditions should meet first with Gordon College's chair of the Department of Biblical Studies and Christian Ministries.

### **Bible at Gordon Program**

This program is a one-year, 32-credit concentration in the English Bible. It is designed for: (1) students who have already completed a B.A. or B.S. degree but who wish to do some intensive work in biblical and theological studies, either for their own personal growth or to fulfill the requirements of certain missions organizations, etc., and (2) students who have not completed college but want a year of work in this field.

Students electing this program will apply through the Admissions Office to be special students. Credits earned may be applied toward degree requirements if at a later time the student is accepted by the Admissions Office as a degree candidate.

Each student is assigned an academic advisor who will supervise and approve the selection of courses. Required courses are:

BCM101 Old Testament History, Literature and Theology

BCM103 New Testament History, Literature and Theology

BCM220 Introduction to Biblical Studies

Also required are at least one course from the department offerings in theology (BCM301, 302, 305, 306, 308 or 322) and an additional 16 credits elected from the following department offerings: BCM203, 204, 205, 209, 210, 211, 227, 232, 234, 302, 310, 313, 317, 322, 324 or 335. The program may be completed in one year as a full-time student.

### **Requirements for the Minor in Biblical Studies**

Students minoring in biblical studies are required to take seven courses (28 credits) in biblical studies. These are BCM101, BCM103, BCM308, an Old Testament course (BCM211, 227, 302 or 325), a New Testament (BCM203, 204, 205, 209, 210, 310, 317 or 324), a theology course (BCM301, 305, 306 or 322) and an open elective chosen from departmental offerings including biblical languages and exegesis courses (where the course is not being used to fulfill the core language requirement).



## Christian Ministries Major

The Christian ministries major brings together five academic areas of ministry study, offering concentrations in youth ministries, juvenile justice ministries, global Christianity, urban ministries, and outdoor education ministries. Each shares a common set of courses, values, theology and principles while maintaining unique distinctions concerning ministry contexts and foci. Students have the dual benefit of taking common coursework alongside other ministry majors with diverse interests and engaging in highly focused coursework that is specific to one ministry context.

The contextual concentrations prepare students to serve effectively within various ministries of churches, parachurch organizations and other agencies engaged in service and ministry. Coupled with Gordon College's broad liberal arts Core Curriculum and an extensive field experience, the Christian ministries major uniquely prepares students for ministry in a variety of contexts as well as an array of graduate study programs. The major requirements for Christian ministries will also qualify a student for a minor in biblical studies.

## Requirements for the Major in Christian Ministries

All Christian ministries majors and minors must attain a minimum grade of C (2.0) in all courses required for the major or minor including BCM101 and 103. Any required course in which a grade below C is received must be repeated until the minimum requirements are met.

### Foundations for Christian Ministries

- BCM203 Gospel of Matthew, BCM204 Luke/Acts or BCM317 Gospel of John
- BCM253 Leadership Theories and Practice
- BCM260 Christian Formation and Culture (may fulfill the Human Person thematic core requirement)
- BCM321 Evangelism and Discipleship
- BCM335 Biblical Hermeneutics or BCM220 Introduction to Biblical Studies

### Theology Option (*Select one, fulfills core theology requirement*)

- BCM301 Christian Doctrine
- BCM305 Development of Christian Thought
- BCM306 Christianity from the Reformation to the Present
- BCM308 Christian Theology
- BCM322 American Christianity

### Integrative Capstone

- BCM425/426 Practicum in Christian Ministries I, II
- BCM491 Senior Seminar

In addition, majors choose from one of the following contextual concentrations:

#### Youth Ministries

- BCM105 Foundations of Youth Ministries
- BCM241 Family and Adolescent Counseling
- BCM315 Educational Theories and Methods
- BCM320 Expository Communication
- Elective in Youth Ministries: *Select one*: BCM235, 275, 277, 318, 360, 371 or 377

**Juvenile Justice Ministries**

BCM235 Engaging High Risk Youth: Transformational Approaches

BCM237 Juvenile Delinquency and Its Contributing Factors

BCM315 Educational Theories and Methods

*Two of the following:*

BCM236 Juvenile Justice Ministry: The Role of the Youth Worker

BCM345 Effective Juvenile Justice Aftercare Models

BCM347 Contexts for Effective Institutional Juvenile Justice Ministry

**Global Christianity**

BCM215 Foundations for Global Christianity

BCM216 Contemporary Developments in the Global Church

BCM225 Preparation for World Missions *or*

BCM275 Leadership for Short-Term Missions

BCM314 Survey of World Religions

BCM315 Educational Theories and Methods

**Urban Ministries**

BUS201 Introduction to Urban Studies

BCM315 Educational Theories and Methods

BCM326 Church in the City

BCM380 Theology and Models of Urban Ministries

**Outdoor Education Ministries**

OEI241 Foundations of Outdoor Education

OEI243 Philosophies and Theories of Outdoor Education and Leadership

OEI343 Expeditionary Training (Wilderness Education Association Certification)

OEI370 Nature, Humans and Human Nature

**Double Major in Christian Ministries and Biblical Studies**

Christian ministries majors are encouraged to choose a second major in biblical studies. Students who do so must complete an additional five courses in biblical studies: BCM209, 322, 492 and two of the following: BCM205, 210, 211, 227, 232, 234, 291, 301, 302, 305, 306, 310, 313, 324 or 325. If BCM322 is taken for the theology option of the Christian ministries major, then an additional elective must be taken.

**Honors in Christian Ministries**

A student who researches and writes an honors thesis will be eligible to graduate with honors in Christian ministries. Under the direction of a faculty advisor, a candidate will complete 6 credits of independent research in the senior year (BCM471, 472 Research I, II) in conjunction with BCM491 Senior Seminar. For honors the thesis must be defended orally before the faculty toward the end of the spring term. The minimum GPA for honors candidates is 3.5 within the major and 3.0 overall.

**Requirements for the Christian Ministries Minors**

Students may choose to minor in any of the five contextual areas of Christian Ministries.

**Youth Ministries Minor**

BCM105 Foundations of Youth Ministries

BCM253 Leadership Theories and Practice

BCM315 Educational Theories and Methods

BCM321 Evangelism and Discipleship

Electives in Youth Ministries: 8 credits selected from BCM235, 260, 275, 277, 318, 360, 371, 377, 425 or 426

### **Juvenile Justice Ministries Minor**

BCM235 Engaging High-Risk Youth: Transformational Approaches

BCM236 Juvenile Justice Ministry

BCM237 Juvenile Delinquency and Its Contributing Factors

BCM253 Leadership Theories and Practice

BCM315 Educational Theories and Methods

BCM345 Effective Juvenile Justice Aftercare Models

BCM347 Contexts for Effective Institutional Juvenile Justice Ministry

### **Global Christianity Minor**

BCM215 Foundations for Global Christianity

BCM216 Contemporary Developments in the Global Church

BCM225 Preparation for World Missions

BCM314 Survey of World Religions

BCM317 Gospel of John or BCM203 Gospel of Matthew

BCM321 Evangelism and Discipleship

BCM427 Missions Practicum

### **Urban Ministries Minor**

BCM315 Educational Theories and Methods

BCM380 Theology and Models of Urban Ministries

BUS201 Introduction to Urban Studies

BUS326 Church in the City

BUS425 Urban Internship and Seminar

### **Outdoor Education Minor** (See Recreation and Leisure Studies Department)

OEI241 Foundations of Outdoor Education

OEI243 Philosophies and Theories of Outdoor Education and Leadership

OEI343 Expeditionary Training (Wilderness Education Association Certification)

OEI371 Nature, Humans and Human Nature

OEI425 Internship

### **Agricultural Missions**

An opportunity is offered during winter break for students interested in missions to take part in BCM291/BIO291 Sustainable Tropical Agriculture (4 credits). This biology missions course offers a unique opportunity for practical experience in agricultural missions. Taught at ECHO (Educational Concerns for Hunger Organization) in Fort Myers, Florida, and in Haiti or Honduras, the course studies tropical fruit trees and vegetables, tillage, aquaculture and appropriate technology. Travel to Haiti involves work with local farmers, agroforestry and aquaculture projects. Students assist in clinics and travel to villages with health and farm workers. Fulfills core Global Understanding theme. See Dr. Yuanming Zheng, biology, and Global Education Office.

## COURSE DESCRIPTIONS

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The Old Testament core requirement (BCM101) and the New Testament core requirement (BCM103) are generally taken during the first year. Both courses are prerequisite to all offerings in this department.

- \* **BCM101 Old Testament History, Literature and Theology (4)**—Examines Old Testament history and teaching against cultural, geographical and literary background of Ancient Near East. Archaeology, comparative history and literature; key theological themes foundational to New Testament and Western culture.
- \* **BCM103 New Testament History, Literature and Theology (4)**—Examines history and teachings of New Testament in political, social and religious contexts. Highlights important theological themes such as sin, grace, justification by faith, Kingdom of God.
- BCM105 Foundations of Youth Ministry (4)**—Examines purpose of youth ministry, youth in modern American culture, needs of youth and their parents, history and future of youth ministry profession, and elements of programming.
- \* **BCM201 Greek I (4)**—Introduces fundamentals of Greek of New Testament era. Emphasizes grammar and reading skills.
- \* **BCM202 Greek II (4)**—Continues Greek I; extensive reading in Johannine literature of Greek New Testament. *Prerequisite:* BCM201 (with a C or better) or equivalent.
- BCM203 Gospel of Matthew (4)**—Examines in detail the first Gospel in light of its literary and historical-cultural milieu. Attention given to the book's theological distinctives and reception history.
- BCM204 Luke/Acts (4)**—Studies Christian origins according to Gospel of Luke and Acts of the Apostles. Examines literary features, socio-cultural context and theological themes in narratives. Also comparative analysis of continuity and discontinuity in ministries of Jesus Christ of Nazareth and that of Paul of Tarsus. (Alternate years. Not offered 2013–14.)
- BCM205 Corinthian Correspondence (4)**—Surveys Paul's correspondence with Corinthian church, problems arising in clash of Christian faith with pagan culture, and relevance for today's church. (Alternate years. Not offered 2013–14.)
- BCM209 Romans and Galatians (4)**—Studies two of Paul's most important letters and basic Christian teachings against background of current thought concerning problems of sin, guilt, faith and religious experience.
- BCM210 Prison Epistles (4)**—Focuses on historical background, structure, theology and message of Ephesians, Philippians, Colossians and Philemon. Attention also given to issues of authority, literary genre, development of Pauline thought and contemporary relevance of documents studied. (Alternate years. Offered 2013–14.)
- BCM211 Pentateuch (4)**—Examines in detail history, culture and law of early Israel and role each played in development of Judaism and Christianity. (Alternate years. Offered 2013–14.)
- \* **BCM215 Foundations for Global Christianity (4)**—Comprehensive introduction to world Christian movement as involved in mission. Course provides systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Analysis of dynamics of growth of Christian movement from Apostolic era to present day. Fulfills core Global Understanding theme.

\* **BCM216 Contemporary Developments in World Missions (4)**—Analysis of recent developments and debates in mission circles. Addresses issues pertaining to traditional missionary service and tentmaking through teaching, government service, international business and healthcare. Special attention given to major leaders in evangelization of new peoples and nations and to diverse structures of mission outreach. Topics include contextualization, demographic shifts, cross-cultural family life, healthcare overseas, relationship between justice and evangelization, and liberation theology. Fulfills core Global Understanding theme.

**BCM220 Introduction to Biblical Studies (4)**—Introduces academic study of Bible and related topics; addresses historical and geographical backgrounds, literary and socio-anthropological approaches to text, selected theological issues and research methods.

**BCM225 Preparation for World Missions (2)**—Designed to be taken spring prior to students embarking on summer missions trips. Prepares students for cross-cultural summer missions experiences focusing on cultural analysis and sensitivity, and cross-cultural living.

**BCM227 Prophetic Literature (4)**—Studies history and exegesis of selected writings from prophets of ancient Israel. Views New Testament revelation in relation to and applied to modern thought and contemporary literature. (Alternate years. Offered 2013–14.)

**BCM232 Biblical Archaeology (4)**—Studies archaeological discoveries and documents which shed light on the Bible and its world. Emphasizes Dead Sea Scrolls. Field trips to museums. (Alternate years. Offered 2013–14.)

**BCM234 Modern Jewish Culture (4)**—Studies emergence of contemporary Judaism in comparison with biblical Judaism. Traditions in life of a Jew from birth to death. History of Christian-Jewish relations. Numerous field trips and discussions with rabbis. Not open to freshmen.

**BCM235 Engaging High-Risk Youth: Transformational Approaches (3)**—Provides comprehensive analysis of juvenile justice ministry, delinquency, and juvenile justice system. Lays theological, theoretical and philosophical methodology for working with juvenile offenders to offer opportunities for transformed character. Content grounded in Scripture, research-based evidence on resilience and transformational change theory.

**BCM236 Juvenile Justice Ministry: The Role of the Juvenile Justice Worker (3)**—Critiques transformational character development against incremental self-improvement for highest at-risk adolescents. Particular attention given to understanding one's own issues of pain, anger, unmet needs and prejudices. Explores and critiques 12-step recovery programs and expectations, motivations and pitfalls that occur over the course of such programs.

**BCM237 Juvenile Delinquency and Its Contributing Factors (3)**—Explores myriad complex internal and external risk factors contributing toward delinquency in children. Focused attention given to understanding impact of dysfunctional family systems, overstressed communities, learning and mental health issues, racial tension and disproportional minority confinement, gangs, criminal thinking patterns, and various types of addiction and substance abuse issues.

**BCM241 Family and Adolescent Counseling (4)**—Examines needs and problems of normal and troubled adolescent experience. Attention given to developing strategy of ministry through counseling.

**BCM253 Leadership Theories and Practice (4)**—Surveys variety of philosophies, styles, issues and current challenges for developing leadership in youth ministry. Students challenged to grow as leaders and develop personal philosophy of Christian leadership.

- \* **BCM260 Christian Formation in Cultural Contexts (4)**—Examines dynamics of Christian formation in adolescence within sociocultural environments of ancient and contemporary worlds. Emphasizes interrelated and distinct stages of faith formation, theological interplay between Christ and culture, and ways culture influences our understanding of God, ourselves and the Church. *Prerequisite:* BCM101, 103. Fulfills core Human Person theme.

**BCM270 Worship: Theology and Practice (2)**—Introduction to theological foundations, history and practice of Christian worship, with special reference to basic forms and practices. Designed to help students develop biblical and practical framework for understanding worship. (Offered alternate spring semesters.)

**BCM275 Leadership for Short-Term Missions (2)**—Provides overview of leadership principles, philosophy and practice related to short-term missions. Explores biblical theologies of missions, anthropological implications, and various legal and ethical issues related to short-term missions.

**BCM277 Future of Youth Ministries (2)**—Focuses on broadest possible understanding of youth ministries across cultures and traditions. Students engage in analysis and critique of variety of emerging movements in youth ministries. Course fee and participation at one of national youth ministry conventions required. (Offered alternate fall semesters.)

**BCM280 Digital Psalms (4)**—Introduces book of Psalms in terms of literary/poetic forms, dominant metaphors and theological motifs, and connection with Israel's ritual and historic traditions. Covers canonical ordering of individual psalms within five books of Psalter. Grapples with issues of imprecatory psalms, Messianic psalms and righteous sufferer. Use of Psalms for personal and corporate spiritual formation and worship. Develops digital skills necessary to re-express depth of meaning of a psalm in digital medium. Visualization and audio dramatization of select psalms transforms them from page text to full multimedia potential of modern digital devices via techniques of digital storytelling. (Alternate years. Not offered 2013–14.)

**BCM291 International Seminar: Historical and Geographical Settings of the Bible (4)**—Intensive three-week academic field study designed to introduce geography, history and archaeology of Israel. Regional studies, on-site lectures, preparatory lectures on campus and required map work prior to arrival help students apply geographical context of the land to biblical studies. (Summers.)

**BCM301 Christian Doctrine (4)**—Examines great doctrines of Christian faith. Emphasizes biblical bases of doctrines and application to life of Church and Christian. (Alternate years. Not offered 2013–14.)

**BCM302 Old Testament Theology (4)**—Jewish roots of Christian faith as developed throughout Old Testament Scriptures. Emphasizes humanity, covenant, Kingdom of God, Messianic teaching, sin, salvation, worship and Old Testament authority. (Alternate years. Offered 2013–14.)

**BCM303 Greek III (4)**—Requires translation of New Testament Greek materials; emphasizes vocabulary building and mastery of grammar. *Prerequisite:* BCM202 or equivalent.

**BCM304 Seminar in Greek Exegesis: Gospel of Mark (4)**—Introduces students to techniques of Greek exegesis through analysis of the Gospel of Mark. Exegesis papers written and discussed. Can be taken for senior seminar credit. *Prerequisite:* BCM303 or equivalent.

**BCM305 Development of Christian Thought (4)**—Studies historical development of selected doctrines from end of New Testament to Protestant Reformation. Reformation studied through life and teachings of Martin Luther. (Alternate years. Not offered 2013–14.)

**BCM306 Christianity from the Reformation to the Present (4)**—Traces historical development of Christian theology since Reformation; begins with study of John Calvin; concludes with 21<sup>st</sup>-century theological issues. No prerequisite. (Alternate years. Offered 2013–14.)

- \* **BCM308 Christian Theology (4)**—Introduces key ideas, traditions and people who have shaped the development of Christian theology from antiquity to the present. Considers importance of theology as foundation for Christian thought, as guide to the Church, and as a primary resource for living reflective lives and engaging broader world with the gospel. *Prerequisites:* BCM101, 103.

**BCM310 New Testament Theology (4)**—Studies major biblical-theological themes of New Testament: creation/new creation, covenant, salvation, Kingdom of God, Messiah, people of God, life in Christ, etc. Main focus on Old Testament antecedents of these themes and climactic fulfillment in Christ and New Testament. (Alternate years. Not offered 2013–14.)

- \* **BCM311 Hebrew I (4)**—Introduces fundamentals of biblical Hebrew; emphasizes grammar, vocabulary and syntax. (Alternate years. Not offered 2013–14.)
- \* **BCM312 Hebrew II (4)**—Continues Hebrew I; readings and exegesis of selected prose and poetic portions of Hebrew Bible. Exegesis paper required if taking course for senior seminar credit. *Prerequisite:* BCM311. (Alternate years. Not offered 2013–14.)

**BCM313 History of Israel (4)**—Studies geographical, economic, social, political, cultural and religious changes in ancient Israel from patriarchs to intertestamental period. Includes focus on land of the Bible stressing relevant biblical, historical and archaeological materials that inform our understanding of biblical Israel. (Alternate years. Not offered 2013–14.)

**BCM314 Survey of World Religions (4)**—Surveys major non-Christian religions of world. Focuses on history, belief structure and relationship to culture; key issues in presenting gospel message to adherents of each religion.

**BCM315 Educational Theories and Methods (4)**—Investigates historical and contemporary philosophies of education, educational theory, components of curriculum theory; evaluates and critiques published curricular materials, and designs teaching-learning experiences appropriate for Christian ministries.

**BCM317 Gospel of John (4)**—Studies Gospel of John from number of perspectives, emphasizing literary analysis, historical and exegetical issues as well as theological distinctives. (Alternate years. Offered 2013–14.)

**BCM318 Gender in the Church: Biblical and Theological Perspectives (4)**—Emphasizes critical study of Scripture that moves beyond experiential arguments concerning gender issues through historic overview, examining relevant Scripture passages alongside interpretations from various perspectives, outlining possibilities for feminist theology, and exploring contemporary gender issues in Church.

**BCM320 Expository Communication (2)**—Explores communication strategy and elements of homiletical theory in effective presentation of gospel message to youth. Opportunities to design and deliver youth talks.

**BCM321 Evangelism and Discipleship (4)**—Analyzes spiritual decision-making process, communication theory and strategy for contemporary culture, and art of persuasion; spiritual formation and nurture. Incorporates individual experiences in personal evangelism and small-group discipleship.

**BCM322 American Christianity (4)**—Studies development of Christianity in America from 17<sup>th</sup> century to today; people (e.g., Edwards, Rauschenbusch) and movements (e.g., Revivalism, Social Gospel Movement, Fundamentalism) which gave it form. Field trips to Boston. (Alternate years. Offered 2013–14.)

**BCM324 Pastoral Epistles (4)**—Studies New Testament documents known as “Pastoral Epistles,” I and II Timothy and Titus, focusing attention on background and occasion of each book, and, more importantly, structure and theology. Considers issues of authority and contemporary relevance to life of Church. (Alternate years. Offered 2013–14.)

**BCM325 Wisdom Literature (4)**—Examines wisdom writings of biblical period in historical and literary contexts to find meaning and practical application to today; Job, Ecclesiastes, Proverbs, Song of Solomon, Egyptian parallels; selected intertestamental writings and New Testament illustrations. (Alternate years. Offered 2013–14.)

**BCM/BUS326 Church and the City (4)**—See Off-Campus Programs.

**BCM335 Biblical Hermeneutics (4)**—Studies selected critical problems relating to origin, transmission and interpretation of biblical books. *Prerequisites:* BCM101, 103, 220. Nonmajors require permission of instructor.

**BCM345 Effective Juvenile Justice Aftercare Models (3)**—Explores theoretical aftercare models after experiencing several active programs in context of community outreach, and court and family advocacy. Analyzes effective case management and evaluation models useful for data collections, funding proposals, and enhancing ministry effectiveness. Models of residential aftercare, discipleship homes, community-based aftercare, and collaboration analyzed in detail.

**BCM347 Contexts for Effective Institutional Juvenile Justice Ministry (3)**—Focuses on program development within juvenile facilities. Innovative models examined and experienced within local juvenile facility, including Bible studies, drug and alcohol recovery groups, character development programs, retreats and chapel services, with emphasis on spiritual development in juvenile offenders. Students develop strategic program development plan.

**BCM360 Christian Apologetics (4)**—Introduction to Christian apologetics through critical analysis of theology pertaining to articulation of Christian faith. Challenges students to broaden understanding of what they believe and why they believe it, in order to develop personal statement of faith and verbally explain and defend faith in atmosphere of doubt.

**BCM371 Selected Topics (2–4)**—Upper-level seminar course focuses on select topics not regularly taught. Designated as repeatable with a different topic.



**BCM377 Future of the Church (2)**—Focuses on broadest possible understanding of contemporary church. Students engage in analysis and critique of variety of emerging movements in North American and global churches. Course fee and participation at church leadership conference required. (Offered alternate fall semesters.)

**BCM380 Theology and Models of Urban Youth Ministry (4)**—Orientation for inner-city ministry stressing strengths and resources of inner-city people and communities while dealing with dynamics of poverty, oppression, racism, gangs, drugs and crime. Discusses prevention and treatment responses of church and state. Students gain understanding of cross-cultural communication, community research, analysis of research, community development, change of suburban attitudes and development of youth programs. Offered in Boston through Center for Urban Ministerial Education. (Alternate years.)

**BCM425, 426 Practicum in Christian Ministries I, II (2-6; 2-6)**—Involves 400 hours of ministry experience in church or parachurch setting under supervision of on-site minister. Placements made in summer following junior year or during senior year. Practicum students attend on-campus meetings throughout academic year or are visited by instructor on-site in summer. Repeatable for elective credit if completed in a dissimilar context. International placements may fulfill core Global Understanding theme. *Pre- and/or concurrent requisites:* BCM105, 241, 253, 260, 320 and 321 or by permission of instructor.

**BCM427 Missions Practicum (0-8)**—Provides students with eight-week cross-cultural experience overseas. Practicum emphasizes completion of particular missions project under direction of field missionary or missions agency. Must be prearranged and approved by instructor. *Prerequisites:* BCM215, 216, 225 and 314. Fee.

**BCM428 Jewish Studies Concentration Internship (2)**—Provides students opportunity to serve within Jewish community, gaining firsthand experience on community projects and learning about Jews and Judaism with purpose of further fostering positive relationships between Jewish and Christian communities. *Prerequisites:* advance approval by supervising faculty member and registrar, and minimum cumulative GPA of 2.50.

**BCM471, 472 Research I, II (2, 4)**—Individual research for senior honors thesis in Christian ministries. *Prerequisites:* senior standing and permission of supervising faculty member.

**BCM491 Senior Seminar in Christian Ministries (4)**—Reading and research in selected area of ministry. Integrative experience brings to culmination various facets of ministry; for senior majors or minors. *Pre- and/or concurrent requisites:* BCM425, 426 or permission of instructor.

**BCM492 Senior Seminar in Biblical Studies (4)**—Reading and research in selected areas of Old Testament, New Testament or theology. Topics 2013–14: “The Writings of Abraham Joshua Heschel”; “Life, Ministry and Theology of John Wesley.” *Prerequisite:* permission of instructor.



## DEPARTMENT OF BIOLOGY

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**Chair Dorothy Boorse, Gregory Keller, Craig Story, Justin Topp, Yuanming Zheng.**  
**Part-time: Donna Seibert.**

**MISSION:** The mission of the Department of Biology is to graduate men and women with a foundational perspective of the diverse fields of biology and an awareness of their interrelations. A wide range of biology courses covering topics from molecular biology to ecosystem dynamics, together with required support courses in mathematics, chemistry and physics provide our students with the resources to be successful in the postundergraduate world of work and continued academic pursuit. Student research experiences, together with off-campus internship, cooperative education and summer work opportunities in biology are encouraged to clarify vocational direction. Throughout the biology program a serious effort is made to engage students in careful thought about the relationship of biology to the Christian faith and issues of global concern.

### Environmental Science

Gordon College participates in the program of Au Sable Institute of Environmental Studies in Washington state, Michigan, India and Costa Rica. Courses are designed to prepare students for work or further study in environmental endeavors. These courses may be taken by any Gordon student who meets the course prerequisites. In addition, through a combination of courses offered at Gordon and at Au Sable, a student may complete a biology major with an environmental concentration (see requirements below) or nonscience majors may minor in environmental studies (see Minors) and any student may earn certification from Au Sable as an environmental analyst. Au Sable courses taken during the summer are available at half the normal Gordon tuition. See course descriptions below and in Off-Campus Curriculum.

### Special Studies in Marine Biology

A summer Marine Biology Institute (offered in even-numbered years) and regular course offerings during the school year utilize diverse aquatic environments on or near the campus. See course descriptions.

Gordon belongs to the regional Marine Studies Consortium. Students may take courses through the Consortium, with an additional fee. These courses include Introduction to Marine Mammals, Coastal Zone Management, Biology of Fishes, Water Resources Planning and Management and others. Courses are held at other New England sites. Arrangements made through Biology Department Chair. Additional Information at [www1.assumption.edu:80/msc/courses.html](http://www1.assumption.edu:80/msc/courses.html).

### Requirements for the Major in Biology Leading to a Bachelor of Science

The requirements stated below are based on the assumption that a student majoring in these programs will begin with biology courses in the freshman year. However, not all students are firmly committed to a major when they enter college.

It is possible to tailor individual programs to fit the needs of students who wish to change majors or who, for any other reason, must start the course sequence late.

A biology major requires 38 credits: 20 credits of specified courses and 18 credits of electives. Majors normally take an introductory core of five courses in the sequence listed below, plus a senior seminar.

- BIO150    Biology I: Cells and Genetics
- BIO151    Biology II: Animal Biology

- BIO250 Biology III: Plants, Ecology and Evolution
- BIO260 Introduction to Research in Biology
- BIO316 Modern Genetics
- BIO491 Senior Seminar

An additional 18 credits in biology, including at least one upper-level plant course (e.g., botany, plant anatomy and physiology, ecology or approved Au Sable course) must be taken to complete a concentration below.

Either two additional upper-level electives in biology (300-level or above) or PHY121, 122 Introductory Physics I, II or PHY119, 120 General Physics I, II (non-calculus) must also be completed.

The following science and mathematics support courses are also required of all Bachelor of Science biology majors:

- CHE111, 112 Principles of Chemistry I, II
- CHE211, 212 Organic Chemistry I, II
- MAT134 Survey of Calculus or MAT141, 142 Calculus I, II
- MAT220 Biostatistics

Each student will complete the biology major by selecting a concentration below. The number of biology electives required for each program varies.

**Professional Concentration:** 18 credits of biology electives required, including at least one upper-level plant course.

### Health Professions Concentration

Biology is a popular choice of major for many students entering medicine or other health professions. Biology provides a breadth of experiences related to living organisms, including humans, which provides a solid foundation for those interested in pursuing medical-related fields. The B.A. in biology may be appropriate for those pursuing prenursing and physician's assistant programs, while the B.S. in biology may be more appropriate for the premedical, preveterinary, pre dental and prephysical therapy tracks.

Students interested in a career in the health professions fields should declare a health professions concentration and track. The specific requirements for different health professions tracks are listed under the Health Professions Program section of this catalog. Contact Dr. Craig Story, Director of Health Professions, for additional information.

### Biotechnology Concentration

The following courses are required:

- BIO341 Biochemistry
- BIO425 Internship
- ECB245 Principles of Management

Ten additional biology elective credits are required. The following courses are strongly recommended: BIO314 Microbiology, BIO321 Molecular Cell Biology and BIO333 Immunology. Also recommended: ECB377 Principles of Marketing and ECB424 Small Business Management.

**Environmental Concentration**

The following courses are required:

BIO222/NSM222 Environmental Science

BIO310 Ecology

CHE312 Instrumental Analysis

Two summer field courses at Au Sable Institute of Environmental Studies

BIO440 Advanced Techniques in Ecology and BIO304 Conservation Biology are recommended.

**Marine Biology Concentration**

The following courses are required:

BIO230 Introduction to Marine Science

BIO331 Marine Biology Institute

Biology electives (10 credits) approved by the department

BIO310 Ecology and courses from the Marine Studies Consortium or Au Sable Institute of Environmental Studies are strongly recommended.

**Requirements for the Major in Biology Leading to a Bachelor of Arts**

The biology major leading to a Bachelor of Arts requires 58 credits: 20 credits in specified courses, 26 credits of biology electives, two courses in chemistry and one course in biostatistics.

Majors normally take an introductory core of five courses in the sequence listed below, plus a senior seminar.

BIO150 Biology I: Cells and Genetics

BIO151 Biology II: Animal Biology

BIO250 Biology III: Plants, Ecology and Evolution

BIO260 Introduction to Research in Biology

BIO316 Modern Genetics

BIO491 Senior Seminar

Students select an additional 26 credits of biology electives in consultation with their advisor. These electives must include at least one upper-level plant course (e.g., botany, plant anatomy and physiology, ecology or approved Au Sable course) and at least three upper-level (300- or above) biology courses.

The following science and mathematics support courses are also required of all Bachelor of Arts biology majors:

CHE111, 112 Principles of Chemistry I, II

MAT220 Biostatistics

**Honors in Biology**

Majors who research and write an honors thesis will be eligible to graduate with honors. Under the guidance of a faculty advisor, candidates will develop a thesis proposal and register for 4–8 credits of research (BIO471, 472). In consultation with a faculty advisor, the candidate will select a thesis committee of three faculty members: the advisor as the chair of the committee and two other faculty members, one of which must be from a department outside the student's major. The role of the committee includes: first, to approve the research proposal from the candidate; second, to help shape and monitor the progress of the candidate's

research; and third, to read and approve the candidate's final thesis. Each candidate is responsible for calling periodic meetings with his/her thesis committee to report progress and receive feedback. The minimum GPA for an honors candidate is 3.50 in the major and 3.00 overall.

Completed research must be presented in the biology senior seminar class or in a scheduled seminar open to the public, and defended orally with the Honors Thesis Committee prior to exam week. Once the committee approves the thesis, four bound copies of the final thesis must be produced by the candidate, each with a cover page followed by a signed signature page following the format of "The Guidelines for Honors Theses within the Department of Biology, Gordon College." Once bound, the thesis will be distributed to the candidate, the advisor, the Department of Biology and the Jenks Library.

### Requirements for the Minor in Biology

Requirements are 24 credits of biology electives of which 16 credits must be laboratory courses and at least two courses must be at the 300 level or above.

### Requirements for the Minor in Neuroscience

This interdisciplinary minor (24 credits) draws from biology, psychology, chemistry and kinesiology. See Dr. Bryan Auday, director, and additional information under Psychology Department.

### Requirements for the Double Major with Middle School or Secondary Education

Students planning to teach biology at the middle school or secondary level should consult the education and biology chairs for specific requirements. The Bachelor of Arts in biology is recommended.

## COURSE DESCRIPTIONS

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\* **NSM202 The Scientific Enterprise (4)**—See Core Curriculum.

\* **BIO/NSM222 Environmental Science (4)**—Fulfills core Civic Responsibility or Natural World theme. May be taken by biology majors for elective credit. See divisional course descriptions.

**BIO150 Biology I: Cells and Genetics (4)**—Introduces fundamental concepts in biology including an overview of cell structure and metabolism, photosynthesis and respiration. Cellular macromolecules and flow of information in the cell from DNA to protein covered as well as examples of physiological integration up to the organism level. Offered each fall semester. Lab fee.

**BIO151 Biology II: Animal Biology (4)**—Introduces interrelationships of protozoans and animals by study of their morphology, taxonomy and physiology. Offered each spring semester. Lab fee.

**HLP200, 201 Health Professions Seminars I, II (0, 0)**—Provides interaction between students interested in medicine and allied health and practicing physicians, residents in training, medical students, researchers and paramedical professionals; prepares premed students for study of medicine. Required of most health professions minors or concentrations, sophomore and junior years. Course fee.

\* **BIO/KIN213, 214 Human Anatomy and Physiology I, II (4, 4)**—See KIN213, 214 course description. Lab fee.

- \* **BIO225 Nutrition (4)**—Explores fundamentals of current nutritional science; emphasizes physiological basis. Analyzes proteins, lipids, carbohydrates, vitamins, minerals and their major functions, and importance of water. Encompasses whole person and integral role of nutrition in human health. Fulfills core Natural World theme. *Prerequisite:* BIO150. (Alternate years.)

**BIO230 Introduction to Marine Science (4)**—Explores marine systems. Includes in-depth study of geological, chemical, physical and biological oceanography. Emphasizes field experience. *Prerequisite:* BIO150. (Alternate years.) Lab fee.

**BIO250 Biology III: Plants, Ecology and Evolution (4)**—Introduces complex issues of evolution and ecology, focusing on plant biology. Discusses different ways Christians have addressed controversial issues in biology. Offered fall semester. Lab fee.

**BIO260 Introduction to Research in Biology (2)**—Emphasizes skills necessary to become working scientist and sets stage for upper-level biology courses. Meets once per week.

**HLP300, 301 Health Professions Seminars III, IV (0, 2)**—Provides interaction between students interested in medicine and allied health and practicing physicians, residents in training, medical students, researchers and paramedical professionals; prepares premed students for study of medicine. Required of health professions minor or concentration, junior year. HLP301 may be applied to biology elective requirements. *Prerequisites:* HLP200, 201. Course fee.

- \* **BIO302 Crops and Society (4)**—Studies major food crops in world agriculture: adaptation, production, utilization, morphology and reproduction. Focus on social, economic, political, cultural and environmental issues pertaining to past and modern agricultural practices. Fulfills core Natural World theme. (Alternate years.)
- \* **BIO304 Conservation Biology (4)**—Ecological, population and genetic factors that influence biological diversity presented from biological, social and faith-based perspectives. Topics include theoretical concepts and practical applications to preserve and protect ecosystems, habitats and species in decline with emphasis on sustainability and stewardship. *Prerequisite:* BIO222 or BIO250. (Alternate years. Offered fall of odd years.) Fulfills core Civic Responsibility theme.

**BIO308 Botany (4)**—Surveys plant diversity of vascular and nonvascular plants. Studies vascular plants of New England in natural habitats through field trips and in laboratory. Visits to botanical gardens, local farm and greenhouses. Weekly laboratory. *Prerequisite:* BIO250. Lab fee.

- \* **BIO310 Ecology (4)**—Focuses on general principles of ecology including theory, classification of biota and field techniques. Central independent project with hypothesis test and poster presentation. *Prerequisite:* BIO250. Fulfills core Natural World theme. (Alternate years.) Lab fee.

**BIO312 Animal Physiology (4)**—Explores functions of living animals: how they eat, breathe, move and maintain physiological balance under environmental perturbations. Weekly laboratory. *Prerequisites:* BIO150, 151. (Alternate years. Offered spring semester, odd calendar years.) Lab fee.

**BIO314 Microbiology (4)**—Surveys growth, metabolism, molecular genetics, immunology and ecology of bacteria and viruses. Weekly laboratory. *Prerequisite:* BIO150. (Alternate years. Not offered 2013–14.) Lab fee.

**BIO316 Modern Genetics (4)**—Examines genetics, covering classical, cellular, molecular, population, microbial and developmental genetics. Weekly laboratory. *Prerequisites:* BIO150, 151. Lab fee.

**BIO321 Molecular Cell Biology (4)**—Surveys subcellular structures, composition and function at the molecular level. Emphasis given to regulatory mechanisms of genetic information flow from DNA to protein, cell-cell signaling and cell cycle control. Medical aspects of molecular biology discussed. *Prerequisites:* BIO150, 151 or equivalent. (Alternate years.) Lab fee.

**BIO331 Marine Biology Institute (4)**—Introduces marine organisms through lecture, laboratory and extensive field experiences. Emphasizes ecology, morphology and taxonomy. *Prerequisites:* BIO151, 230 or approval of instructor. (Alternate years. Not offered 2013-14.) Lab fee.

**BIO333 Immunology (4)**—Examines innate antibody-mediated and cell-mediated immunity. Incorporates recent information from molecular cell biology; major histocompatibility complex, T and B cell receptors and interactions, cytokines, tumor immunology. Weekly experimental labs. *Prerequisites:* BIO150, 151. (Alternate years. Offered spring of even years.) Lab fee.

**BIO340 Field Ornithology (2)**—Studies ecology, behavior and identification of birds; identification of winter and spring bird fauna by sight and sound. Includes field study of major habitats. *Prerequisite:* BIO151 or 222. (Alternate years. Offered spring of even calendar years.) Lab fee.

**BIO341/CH341 Biochemistry (4)**—Explores inner workings of cellular metabolism, starting with basic biomolecules such as amino acids and building to biosynthesis and maintenance of body homeostasis. *Prerequisites:* CHE211, 212; BIO150. Lab fee.

**BIO371 Selected Topics (2 or 4)**—Explores topic not regularly offered. Designated as repeated for credit; students may enroll more than once if topic changes. *Prerequisites* set by instructor. If a selected topic course is approved to fulfill a core theme, it will be identified as a Core option when offered.

**BIO425 Internship (variable)**—Supervised internship off campus combining on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisite:* minimum cumulative GPA of 2.50.

**BIO440 Advanced Techniques in Ecology (2 or 4)**—Focus on field techniques, including use of GPS, and on data analysis of community and population ecology data. Connections with local groups will lead to field project. Individual research. *Prerequisites:* BIO150, 151, 250. (Alternate years.)

**BIO471, 472 Research I, II (Variable)**—Opportunity for upper-class biology majors to pursue specific problem. Involves participation in ongoing research of biology staff or problem outlined by student before course begins. Maximum two terms. (Variable credit with maximum of 4 credits per term.) *Prerequisite:* permission of instructor.

**BIO491 Senior Seminar: Topics in Biology (2)**—Capstone course explores spectrum of subjects relevant to modern biological enterprise including bioethical, environmental and origins issues. Students prepare and present topical paper reviewing current literature on relevant subject and prepare résumé for career planning purposes.



## **MARINE STUDIES CONSORTIUM**

Gordon is a member of the Marine Studies Consortium, which offers students the opportunity to take courses in marine biology through the Consortium, for an additional fee. Courses include Introduction to Marine Mammals, Coastal Zone Management, Biology of Fishes, Water Resources Planning and Management, etc. Courses are held at other New England sites. See [www1.assumption.edu:80/msc/courses.html](http://www1.assumption.edu:80/msc/courses.html). Arrangements made through Biology Department Chair.

## **AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES**

Gordon is one of the charter members of Au Sable Institute, an environmental science program that teaches field courses for a variety of Christian liberal arts colleges. Campuses are located in Michigan and Washington state, with additional courses offered in India and Costa Rica. Au Sable students can get certificates as naturalists or as land, water or environmental resources analysts. Offerings may vary annually. See Au Sable representative Dr. Dorothy Boorse. Course information is available on the Au Sable website at [www.ausable.org](http://www.ausable.org).

## DEPARTMENT OF CHEMISTRY

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**Chair Irvin Levy, Dwight Tshudy.**

**MISSION:** The Department of Chemistry seeks to provide students majoring in chemistry and related disciplines with a broad understanding of the principal areas within the discipline. As a central scientific discipline, chemistry offers insight into the structure, properties, and behavior of atoms and molecules. Students successfully completing one of the major concentrations are prepared either to complete their education in graduate programs in chemistry and related fields or medicine, or to take professional positions in secondary education, industry or other scientific organizations.

As part of a Christian liberal arts college, the department further seeks to develop within its students the conviction that scientific endeavor is worthy of Christian commitment and can be integrated with Christian faith. Students are encouraged to develop an appreciation for the place of the sciences in a liberal education and to gain an understanding of the relationship of the natural sciences to society and its problems.

### Requirements for the Major in Chemistry

To earn the major in chemistry a student will complete one of the three concentrations below while maintaining a cumulative grade point average of 2.0 within the major. Students double-majoring in chemistry and another science major such as biology or physics should consult with the Chemistry Department chair for specific requirements since some courses taken in one major program may satisfy requirements in the other major. Students completing the chemistry major are waived from the NSM 202 core course requirement.

#### Professional Concentration

Requirements for the professional concentration include:

CHE111, 112	Principles of Chemistry I, II
CHE211, 212	Organic Chemistry I, II
CHE311	Quantitative Analysis
CHE312	Instrumental Analysis
CHE315, 316	Physical Chemistry I, II
CHE391, 392	Junior Seminar I, II
CHE411	Inorganic Chemistry
CHE491, 492	Senior Seminar I, II
MAT141, 142	Calculus I, II
MAT223	Calculus III
PHY121, 122	Introductory Physics I, II

*Eight additional credits from the following:*

CHE341, 371, 372, 471, 472 or approved courses in any science or mathematics at the 200 level or higher.

#### Biochemistry Concentration

Requirements for the biochemistry concentration include:

CHE111, 112	Principles of Chemistry I, II
CHE211, 212	Organic Chemistry I, II
CHE311	Quantitative Analysis
CHE312	Instrumental Analysis

CHE315	Physical Chemistry I
CHE341	Biochemistry
CHE391, 392	Junior Seminar I, II
CHE491, 492	Senior Seminar I, II
BIO150	Biology I
BIO316	Modern Genetics or BIO321 Molecular Cell Biology
MAT141, 142	Calculus I, II
MAT223	Calculus III
PHY121, 122	Introductory Physics I, II

*Eight additional credits from the following:*

- BIO316 or BIO321 (whichever not used above)
- BIO312 Animal Physiology
- BIO314 Microbiology
- Approved CHE37X course
- Approved research project

### Health Professions Concentration

Chemistry is a popular choice of major for students entering medicine or other health professions. Focusing study on the subdiscipline of biochemistry can be very helpful in understanding the molecular basis of areas such as drug action, and would be recommended for a student interested in this level of detail. Chemistry is a math-intensive and exacting science appropriate for students pursuing premedical, pre dental and prepharmacy interests.

Students interested in a career in health professions should complete the requirements for the professional concentration above plus declare a health professions concentration. Specific requirements for different health professions tracks are listed under the Health Professions Program in the catalog. Biochemistry may be substituted for Inorganic Chemistry. Contact Dr. Dwight Tshudy, Chemistry Department or Dr. Craig Story, Director of Health Professions, for additional information.

### Honors in Chemistry

To earn honors in chemistry a student will complete the professional concentration, including CHE471, 472 Research I, II as the electives, along with 12 credits of coursework from one of the three honors tracks listed below. In addition, the student will write an honors thesis based on work done in CHE471, 472 and make a formal oral presentation of this work. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

#### Physical Sciences Honors Track

- PHY214 Mathematical Methods in Physics I
- 8 credits of physical science, mathematics or computer science electives

#### Life Sciences Honors Track

- BIO321 Molecular Cell Biology
- CHE341 Biochemistry
- 4-credit life science elective

#### Individually Designed Honors Track

A 12-credit program in a chemistry-related area of special interest, designed by the student and approved by the chemistry faculty.

## Requirements for the Double Major with Middle School or Secondary Education

Students pursuing licensure in middle school or secondary education and chemistry will substitute CHE341 Biochemistry for CHE411 Inorganic Chemistry, and may use specific education courses (12 credits) to satisfy the requirement of eight credits of chemistry electives for the professional concentration. See Chemistry and Education Department chairs for other required courses.

## Requirements for the Minor in Chemistry

To minor in chemistry a student must complete a minimum of 24 credits of chemistry courses of which 8 credits must be at the 300-level or above.

## COURSE DESCRIPTIONS

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\* **NSM202 Scientific Enterprise (4)**—See Core Curriculum.

\* **NSM216 Introduction to Geology (4)**—Fulfills core Natural World theme. See divisional course descriptions.

**CHE111 Principles of Chemistry I (4)**—Presents fundamental principles and concepts of chemistry: stoichiometry; atomic structure; thermochemistry; elementary quantum theory; chemical periodicity; chemical bonding; molecular structure and geometry; properties of gases, liquids, solids and solutions; kinetic theory; and phase equilibria. Laboratory emphasizes quantitative measurement and develops investigative techniques and ability to interpret results. Previous high school or introductory college chemistry course strongly recommended. Lab fee.

**CHE112 Principles of Chemistry II (4)**—Continues presentation of fundamental principles and concepts of chemistry: chemical kinetics, chemical equilibria, elementary thermodynamics and electrochemistry. Laboratory emphasizes quantitative measurement and develops investigative techniques and ability to interpret results. *Prerequisite:* CHE111 or equivalent. Lab fee.

\* **CH201 Forensics (4)**—Explores nature of forensic investigations and how chemical, physical and biological properties can be used in understanding past events. Forensic science used as framework for studying basic science concepts along with aspects of criminal justice system. Hands-on use of techniques and instrumental tools shows how they help solve crime or provide insight on historical events. Readings and discussions explore strengths and limitations of science and how science impacts determination and delivery of justice in society. Fulfills core Natural World or Civic Responsibility theme. Lab fee.

**CHE211 Organic Chemistry I (4)**—Considers importance of carbon chemistry in our lives and world, and emphasizes application of principles of green chemistry in this field. Surveys representative organic compounds; discusses alkanes, alkenes and alkynes, and structure, properties, synthesis and reactions of these molecules. Lab focuses on development of basic macro and micro techniques common to organic chemistry. *Prerequisite:* CHE112. Lab fee.

**CHE212 Organic Chemistry II (4)**—Continues discussion of classes of organic molecules including aromatic and organometallic compounds, alcohols, ethers, amines and carbonyl compounds, with continued emphasis on applying principles of green chemistry in organic chemistry. Emphasizes elucidation of molecular structure via instrumental techniques such as IR and NMR. Laboratory builds upon techniques with additional preparative chemistry and with classification and identification of unknown compounds. *Prerequisite:* CHE211. Lab fee.

**CHE311 Quantitative Analysis (4)**—Analytic chemistry course surveys classical analytical applications of statistics, chemical equilibria and electrochemistry. Laboratory includes acid-base, precipitation, redox, potentiometry and complexation methods along with use of computer software to collect and analyze data. *Prerequisite:* CHE112. Lab fee.

**CHE312 Instrumental Analysis (4)**—Analytic course introduces instrumental methods of quantitative and qualitative analysis, including chromatography (gas and liquid), spectroscopy (UV-Vis, fluorescence, FTIR, AA, mass) and associated hyphenated techniques (gas chromatography mass spectrometry). Laboratory emphasizes environmental and bioanalytical applications. *Prerequisite:* CHE311, or CHE112 and permission of instructor. Lab fee.

**CHE315 Physical Chemistry I (4)**—Examines thermodynamics and kinetics. Thermodynamics topics: gas equations of state and kinetic theory of gases; laws of thermodynamics; entropy; free energy; chemical equilibrium; and phase equilibrium of one- and two-component systems. Kinetics topics: empirical chemical kinetics and reaction rate theory. Laboratory involves experiments in calorimetry and empirical kinetics. *Prerequisites:* CHE112 and PHY122. Lab fee. (Alternate years. Not offered 2013–14.)

**CHE316 Physical Chemistry II (4)**—Considers quantum chemistry and spectroscopy. Topics include postulates of quantum mechanics, particle in a box, harmonic oscillator and vibrational spectra, rigid rotor and rotational spectra, vibration-rotation spectra, hydrogen atom, many-electron atoms, and atomic spectra. Laboratory demonstrates application of spectroscopic theory to actual molecular spectra. *Prerequisites:* CHE112 and PHY122. Lab fee. (Alternate years. Not offered 2013–14.)

**CHE341/BIO341 Biochemistry (4)**—See BIO341 course description. Lab fee.

**CHE371, 372 Selected Topics in Chemistry I, II (2, 2)**—Examines topics of instructor's choice not covered elsewhere in curriculum. Recent topics include green chemistry, medicinal chemistry, computational organic chemistry, statistical mechanics and science and public policy. Designated as repeatable; students may enroll more than once if topic is different.

**CHE391, 392 Junior Seminar I, II (0, 0)**—Explores theological, philosophical and ethical issues related to chemistry and physics. Also considers opportunities for postbaccalaureate education and employment.

**CHE411 Inorganic Chemistry (4)**—Advanced course emphasizing coordination chemistry of the transition metal elements. Topics include symmetry and group theory; vibrational spectroscopy; molecular orbital theory; structures, bonding, electronic spectra, reactions and mechanisms of coordination complexes; and structures and reactions of organometallic compounds. *Prerequisite:* CHE112. (Alternate years. Offered 2013–14.)

**CHE471, 472 Research I, II (1–4, 1–4)**—Research under supervision of faculty member in chemistry or related science. Library searches, laboratory investigation, and written and oral reports may be required.

**CHE473, 474, 475, 476 Research III, IV, V, VI (all 1–4)**—Ongoing research under supervision of faculty member in chemistry or related science.

**CHE491, 492 Senior Seminar I, II (1, 1)**—Explores theological, philosophical and ethical issues related to chemistry and physics. Also considers opportunities for postbaccalaureate education and employment. Requires students to prepare and deliver oral presentations using presentation software.

## DEPARTMENT OF COMMUNICATION ARTS

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**Chair** Catherine Cobbey, Nathan Baxter, Virginia Todd Burton.

**Part-time:** Kirby Francis, Jo Kadlecak, John Sarrouf.

**MISSION:** The Communication Arts Department cultivates wisdom in understanding, evaluating and creating visual stories. Recognizing the responsibilities of meaning-making through the interplay of visual and verbal symbols, we explore how forms of visual storytelling mediate culture and human relations in our participatory, global context of media convergence. We seek to reflect the image of God as Creator and Mediator, developing creative and critical sensibilities shaped in the traditions of Christian theology and communication theory.

### Requirements for the Communication Arts Major

#### **Foundations** (*12 credits*)

Three courses introduce foundational concepts and competencies for understanding, evaluating and creating visual stories.

- COM101 Visual Storytelling
- COM152 Media and Society
- COM205 Perspectives on Communication

To develop concepts and competencies more specific to particular media forms and cultural contexts, students select a blend of introductory, intermediate and advanced courses suited to their vocation.

#### **Introductory Development** *Three of the following (12 credits):*

- COM222 Journalism
- COM240 Public Speaking
- COM254 Introduction to Production
- COM217 Introduction to Screenwriting
- COM356 Media Criticism

#### **Intermediate and Advanced Development** *Four of the following (16 credits):*

*Note: The two subsets are to guide selection decisions. Students may also complete this level's required credits by successfully completing a semester at the Los Angeles Film Studies Center.*

##### **Understanding/Evaluation-Oriented Courses**

- COM248 Intercultural Communication
- COM310 Contemporary Communication Theory
- COM358 Film and TV Genres
- COM371 Selected Topics

##### **Production/Evaluation-Oriented Courses**

- COM317 Intermediate Screenwriting
- COM324 Feature Writing
- COM325 Public Relations and Advertising
- COM344 Persuasion
- COM350 Intermediate Production
- COM371 Selected Topics
- COM425 Internship

#### **Capstone Experience** (*4 credits*)

- COM491 Senior Seminar

**Los Angeles Film Studies**

Students pursuing filmmaking are encouraged to consider attending the Los Angeles Film Studies Center during their junior or senior year. This competitive 16-credit semester-long experience, sponsored by the Council for Christian Colleges & Universities, includes an internship and courses in production, screenwriting and the study of the film industry. Acceptance into the program is by application, and enrollment cannot be guaranteed. See Interdisciplinary/Off-Campus Programs.

**Requirements for the Minor in Communication Arts**

All minors are required to take a minimum of 20 credit hours in the department selected in consultation with departmental chair. Two of the three foundations courses are required for the minor: COM101 Visual Storytelling, COM152 Media and Society and COM205 Perspectives on Communication. The remaining credits must include at least one 300-level course. Students select remaining courses in consultation with the department chair or minor advisor.



## COURSE DESCRIPTIONS

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**COM101 Visual Storytelling (4)**—Develops knowledge and skills in applying basic media storytelling structures and techniques (including documentary, public relations, advertising and scriptwriting) and basic visual design (including color theory, movement and composition). *Prerequisite:* major or minor or permission of chair.

- \* **COM152 Media and Society (4)**—Examines how media of mass communication both reflect and influence our culture. Considers how knowledge of environment and models for social interaction are affected by mediated communication, and how financial and organizational structures of media influence content and approach. Fulfills core Civic Responsibility theme.

**COM205 Perspectives on Communication (4)**—Examines foundational concepts and methods for understanding and evaluating communication with a focus on theory relevant to visual storytelling. Introduces how core sensibilities about responsible communication are developed through interacting with Christian theology and with rhetorical, semiotic, sociocultural and critical traditions of communication theory.

**COM217 Introduction to Screenwriting (4)**—Examines principles of screenwriting with constant practice. Students complete multiple short-format screenplays. Coursework includes extensive analysis of student work and established models. *Prerequisite:* COM101 or ENG212.

**COM222 Journalism (4)**—Studies all facets of reporting news. Experience in techniques of interviewing, information gathering and writing news stories.

**COM240 Public Speaking (4)**—Introduces fundamental skills and perspectives of presentational speaking. Cultivates discernment of timing and appropriateness in speech that serves listeners in their circumstances, helping them respond freely, lovingly and truthfully.

**COM242 Interpersonal Communication (4)**—Examines how communication functions in relationships of mutual influence. Based on understanding verbal and nonverbal skills, explores models for listening and responding, managing conflict, and developing and adjusting various kinds of relationships. (Alternate years.)

- \* **COM248 Intercultural Communication (4)**—Studies communication dynamics of intercultural engagement. Explores how communication practices disclose and articulate cultural diversity. Emphasizes awareness of cultural values and pursues incarnational model for reducing cultural misunderstandings and enhancing appreciative interaction. Fulfills core Global Understanding theme.

**COM254 Introduction to Production (4)**—Introduces basic equipment, pre-through postproduction procedures and techniques, and aesthetic and narrative perspectives in digital video production. Students complete individual and group productions. *Prerequisites:* COM101. Lab fee.

**COM310 Contemporary Communication Theories (4)**—Surveys influential perspectives on communication developed during past 100 years. Examines social-scientific, humanistic and performative schools of thought on how symbolic action can be understood and adjusted. *Prerequisite:* COM205 or permission of instructor. (Alternate years.)

**COM317 Intermediate Screenwriting (4)**—Builds on foundations of screenwriting with constant practice. Students work towards completion of feature length screenplay. Coursework includes extensive analysis of student work and established models. *Prerequisite:* COM217.



**COM324 Feature Writing (4)**—Examines principles and practice in writing features and articles; rewriting process; how to interview, get stories, and get published.

*Prerequisite:* COM222. (Alternate years.)

**COM325 Public Relations and Advertising (4)**—Studies and practices many forms of advertising and public relations including press releases, public service announcements, coverage memos, media alerts, features, newsletters, social media, backgrounders and presentations. *Prerequisite:* COM101.

**COM344 Persuasion (4)**—Examines elements, domains, implications and challenges of persuasion. Engages variety of theories for understanding and evaluating persuasion, grappling with issues of effectiveness, ethics and eloquence in interplay of creativity and critique. *Prerequisites:* COM152, 205 or permission of instructor. (Alternate years.)

**COM350 Intermediate Production (4)**—Explores roles in filmmaking process (writing, directing, producing, cinematography, production design, sound recording and design, and editing). Students complete production of short film while developing more advanced understanding of visual aesthetics and cultural impact of film. Designated as repeatable one time for a total of 8 credits. *Prerequisite:* COM254. Lab fee.

- \* **COM356 Media Criticism (4)**—Studies criteria by which people evaluate the visual media of film and television. Students learn and practice established and innovative critical approaches, articulating meaning and value of wide range of visual texts. Fulfills core Aesthetic Sensibilities and Practices theme.
- \* **COM358 Film and TV Genres (4)**—Studies film and television genres, including history and theory of creating and understanding visual media by type. Examines definitions, meanings, cultural roles and blending of genres. Creative and analytic projects required. Fulfills core Aesthetic Sensibilities and Practices theme.

**COM371 Selected Topics (2 or 4)**—Explores topics not regularly taught but of interest to majors. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor. Lab fee for some topics.

**COM381 Independent Study (2 or 4)**—See description under independent courses. Lab fee for some topics.

**COM425 Internship (2 or 4)**—Supervised learning experience in appropriate professional setting combining on-the-job work experience with related academic study. Interns maintain journal, produce portfolio and write reflective paper in addition to on-site assignments. Must be prearranged with supervisor and Registrar's Office. *Prerequisites:* junior or senior class standing, previous coursework in field of interest and minimum cumulative GPA of 2.50.

**COM491 Senior Seminar (4)**—Synthesizes and extends concepts and skills developed throughout communication arts major. Capstone course focuses on appraising and responding to powerful and pervasive influence of media in contemporary culture. Students develop both critical and creative thesis projects. *Prerequisites:* senior standing and major. Lab fee for some topics.

## DEPARTMENT OF ECONOMICS AND BUSINESS

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**Chair Kent Seibert, Andy Moore, Stephen Smith, Andrew Stuart, Alice Tsang. Part-time: Margaret Niehaus, Meirwyn Walters.**

**MISSION:** The Department of Economics and Business seeks to prepare students for lives of service and leadership in a variety of settings, from the business firm to government, in the national and world economies. The department strives to graduate men and women with solid technical preparation, personal integrity, and concern for issues of justice and stewardship, well equipped for graduate studies and service in business and economics. The department seeks to develop students' intellectual maturity and Christian character through the careful study and application of economic and business principles within the moral framework of the Christian faith.

### Majors within the Department and Common Requirements

The Department of Economics and Business offers four distinct majors: accounting, business administration, economics and finance. Within the business major it is possible to earn an international business concentration. Additionally, the department jointly sponsors with the Political Science Department the international affairs major (see Interdisciplinary and Off-Campus Curriculum).

All students majoring in accounting, business administration, economics or finance are required to take the following courses:

#### Foundations

- ECB201 Principles of Microeconomics
- ECB202 Principles of Macroeconomics
- ECB211 Statistics for Business and Economics
- ECB311 Intermediate Microeconomics

*One of the following courses or equivalent validation:*

- MAT134 Survey of Calculus
- MAT141 Calculus I

Additional requirements for these majors are listed below. Double majors must completely satisfy the separate requirements for each major. Triple majors in the department are not permitted.

### Requirements for the Major in Accounting

The accounting major provides the opportunity to see the application of economic theory in the design of a system intended to give financial data users the ability to make informed economic decisions. The accounting major stresses the development of an understanding of generally accepted accounting principles. The educational background necessary to sit for the CPA (Certified Public Accountant) examination requires the completion of 150 credits. The student's advisor should be consulted for more details.

Within the Department of Economics and Business the student will complete at least 58 credits. Required courses in addition to the Foundations above are:

- ECB217, 218 Principles of Accounting I, II
- ECB320 Business Law
- ECB347 Financial Management
- ECB352, 353 Intermediate Accounting I, II
- ECB362 Cost Accounting

- ECB364 Federal Income Taxation
- ECB443 Auditing
- ECB492 Senior Seminar: Management, Policy and Ethics

*One of the following courses:*

- ECB245 Principles of Management
- ECB277 Principles of Marketing

Double majors in accounting and business administration will not be allowed to use the following accounting courses as electives for their business administration major: ECB352, 353, 362, 364, 443. Students must continuously maintain a 2.0 GPA within the major.

### **Requirements for the Major in Business Administration**

The business administration major builds on a foundation of economic theory and is designed to stress the fundamentals of management, marketing, accounting, finance and quantitative methods. The graduate with this major should be well prepared for a professional career in business or for further training in business or other areas.

Within the Department of Economics and Business, students will complete at least 48 credits. Required courses in addition to the Foundations above are:

- ECB217, 218 Principles of Accounting I, II
- ECB245 Principles of Management
- ECB277 Principles of Marketing
- ECB347 Financial Management
- ECB492 Senior Seminar: Management, Policy and Ethics

An additional 8 credits of economics and business coursework within the major at or above the 300 level, including NPO308, MAT325, CPS356.

Double majors in accounting and business administration will not be allowed to use the following courses as electives for their business administration major: ECB352, 353, 362, 364, 443. Students must continuously maintain a 2.0 GPA within the major.

### **International Business Concentration**

A student majoring in business administration may elect to complete a concentration in international business as an alternative format for the business administration major. When this is done the student will receive a degree in business administration with a concentration in international business. In addition to the Foundations above, requirements for this concentration include:

- ECB217, 218 Principles of Accounting I, II
- ECB245 Principles of Management
- ECB277 Principles of Marketing
- ECB347 Financial Management
- ECB366 International Economics

*One of the following:*

- ECB369 International Capitalisms: Asia, U.S. and Europe
- ECB305 Economic Development
- ECB440 International Business
- ECB492 Senior Seminar: Management, Policy and Ethics

Foreign language: 12 credits of first-year and intermediate (second-year) language or proficiency at the 201 level (first semester of second year)

## Requirements for the Major in Economics

The economics major is built on a solid base of economic theory to which the student will add applied and policy-oriented courses. Where the curriculum does not offer specific courses, there is opportunity for independent study courses. The graduate with a major in economics should be well prepared for a professional career in business or government, or for graduate or professional training in areas such as economics, law, business administration and public policy.

Within the Department of Economics and Business, students will complete at least 36 credits. Required courses in addition to the Foundations above are:

- ECB324 Intermediate Macroeconomics
- ECB341 Christian Teaching on the Economy
- ECB491 Senior Seminar: Economic Policy

An additional 12 credits of coursework from the approved list below:

- ECB304 Poverty in the United States
- ECB305 Economic Development
- ECB307 Environmental Economics
- ECB313 Econometrics
- ECB330 Financial Markets and Institutions
- ECB366 International Economics
- ECB369 International Capitalisms
- ECB372 Investment Analysis
- ECB416 International Political Economy
- ECB425 Internship
- MAT325 Operations Research
- MAT371 Selected Topics: Voting and Choice

Students interested in graduate work in economics should elect Calculus I, II and III (MAT141–142 and MAT223); plus either ECB313 Econometrics, or the calculus-based MAT318 Probability and MAT319 Statistics; MAT318–319 also waives ECB211. Students must continuously maintain a 2.0 GPA within the major.

## Requirements for the Major in Finance

The finance major utilizes foundational and elective courses from both accounting and economics to develop the tools and understandings essential to competent financial theory and practice. This knowledge base is extended and specialized to the finance discipline through study of international capital markets and financial institutions, financial planning and control, capital budgeting and development of capital resources, culminating in the senior-level ECB467 Advanced Corporate Finance. The two elective courses allow students to emphasize either corporate finance or financial markets/institutions.

Within the Department of Economics and Business the student will complete at least 60 credits. Required courses in addition to the Foundations above are:

- ECB217, 218 Principles of Accounting I, II
- ECB320 Business Law
- ECB330 Financial Markets and Institutions
- ECB347 Financial Management
- ECB366 International Economics
- ECB372 Investment Analysis
- ECB467 Advanced Corporate Finance
- ECB492 Senior Seminar

An additional 8 credits of elective courses from the approved list below:

- ECB245 Principles of Management
- ECB277 Principles of Marketing
- ECB305 Economic Development
- ECB313 Econometrics
- ECB324 Intermediate Macroeconomics
- ECB362 Cost Accounting
- ECB364 Federal Income Taxes
- ECB369 International Capitalisms
- ECB374 Small Business Management
- ECB440 International Business

Students interested in graduate work in finance should elect Calculus I, II and III (MAT141–142 and MAT223); plus either ECB313 Econometrics, or the calculus-based MAT318 Probability and MAT319 Statistics; MAT318–319 also waives ECB211. Students must continuously maintain a 2.0 GPA within the major.

### Major in International Affairs

The Economics and Business Department jointly sponsors an international affairs major with the Political Science Department. See program description under International Affairs.

### Honors in Accounting, Business Administration, Economics and Finance

In exceptional cases, majors in the Economics and Business Department may earn honors in accounting, business administration, economics or finance by researching and writing an honors thesis over the senior year. Under the direction of a faculty advisor, candidates will develop a thesis proposal in the spring prior to the senior year and, with department approval, register for and complete 8 credits of independent research in the senior year (ECB471, 472 Research I, II). For honors the thesis must be of high quality and be defended orally in front of department faculty toward the end of spring term. The minimum GPA for honors candidates is 3.50 in the major and 3.00 overall.

An honors thesis should be considered by students intending to complete advanced degrees in any economics or business fields. See department faculty for details.

### International Seminar: Development of Modern China

The Economics and Business and History Departments offer intensive combination of study and travel to China which focuses on one of the world's largest economies. Students prepare through meetings and assigned reading during spring semester, then travel to key sites of historical and economic development interest. Spring/summer 2013. Earns 4 semester hours of credit through either the Economics and Business Department or History Department. With COR210 and 211, fulfills core Global Understanding theme. Contact Global Education Office to apply.

### Requirements for the Minor in Accounting

- ECB201 Principles of Microeconomics
  - ECB217, 218 Principles of Accounting I, II
  - ECB352, 353 Intermediate Accounting I, II
- Four credits of electives from the following:*
- ECB362 Cost Accounting
  - ECB364 Federal Income Taxation
  - ECB443 Auditing

## Requirements for the Minor in Business Administration

ECB201 Principles of Microeconomics  
ECB217 Principles of Accounting I  
ECB245 Principles of Management  
Additional 12 credits in business, worked out with advisor

## Requirements for the Minor in Economics

ECB201 Principles of Microeconomics  
ECB202 Principles of Macroeconomics  
ECB311 Intermediate Microeconomics  
Additional 12 credits in economics, worked out with advisor

International affairs majors who wish to minor in economics must take ECB311 and at least 4 credits of economics beyond what is required for the international affairs major.

## Minor in Nonprofit Organization Management

This minor, open to students in any major, helps prepare students for professional careers in nonprofit organizations or volunteer work in community, church or other ministries. The minor consists of 24 credits.

ECB201 Principles of Microeconomics  
ECB245 Principles of Management  
NPO205 Introduction to Nonprofits  
NPO308 Resource Development in Nonprofit Organizations  
NPO337 Financial Management in Nonprofit Organizations  
NPO425 Internship

## Minor in East Asian Studies

The 20-credit minor in East Asian Studies combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. Due to staff transitions, the history courses required for the minor are not currently available but are expected to be offered again in the future. See Interdisciplinary and Off-Campus Curriculum.

## COURSE DESCRIPTIONS

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**ECB111 Personal Finance (2)**—Equips students from all disciplines to manage personal and family financial life in ways both faithful to biblical principles and financially sound. Course covers practical topics such as managing credit and debt, investing, planning for retirement, taxes, charitable giving, estate planning and insurance. *Prerequisite:* junior or senior standing.

- \* **ECB201 Principles of Microeconomics (4)**—Introduces the discipline; scarcity and comparative economic systems; pricing system within market economy; output and input markets; efficiency and equity of resource allocation in context of Christian teaching. Fulfills core Civic Responsibility theme.

**ECB202 Principles of Macroeconomics (4)**—Introduces economics of inflation, recession, unemployment, economic growth. Includes role of Federal Reserve, consequences of budget deficits, effects of international trade on U.S. economy, assessment of current policy. *Prerequisite:* ECB201.

**ECB211 Statistics in Business and Economics (4)**—Explores basic tools of descriptive and inferential statistics; applies probability theory, estimation, hypothesis testing and regression techniques to business and economic analysis.

**ECB217, 218 Principles of Accounting I, II (4, 4)**—Considers underlying theory and analytical aspects of accounting as control device and management tool; construction and interpretation of basic financial statements. ECB217 is prerequisite for ECB218.

**ECB245 Principles of Management (4)**—Studies fundamental concepts of planning, organizing, leading and controlling in context of individual and organizational behavior; productive and efficient management of human and material resources; role of faith in informing business practices and decision making. *Prerequisite:* sophomore standing. **ECB277 Principles of Marketing (4)**—Studies modern marketing principles and practices, focusing on basic components of marketing such as consumer behavior, marketing research, product distribution, promotion and pricing. Examines strategic marketing planning, international marketing, service and nonprofit marketing. *Prerequisite:* ECB201.

- \* **ECB291/HIS291 International Seminar: Development of Modern China (4)**—Summer study and travel program. See departmental information. With COR210 and 211, fulfills core Global Understanding theme. Spring/summer 2013.

**ECB304 Poverty in the United States (2)**—Interdisciplinary examination of: amount, causes and nature of poverty in the U.S.; assistance programs (private and public); biblical teaching regarding poverty assistance. *Prerequisite:* ECB201. (Offered periodically.)

**ECB305 Economic Development (4)**—Analyzes developing economies; surveys and critiques various development strategies; agricultural, industrial and trade policies and their effect on economic growth and human welfare. *Prerequisite:* ECB202.

**ECB307 Environmental Economics (2)**—Studies environmental issues and policy; employs basic principles of economics. Topics include market failure, cost-benefit analysis, and assessment of alternative policies. *Prerequisite:* ECB201 or permission of instructor. (Offered periodically.)

**ECB311 Intermediate Microeconomics (4)**—Analyzes individual decision units within the economy (principally households and business firms); product and factor market analysis. *Prerequisites:* ECB201, MAT134 or equivalent.

**ECB313 Econometrics (4)**—Explores development, testing and application of multiple regression models in economic and business analysis and forecasting. *Prerequisite:* ECB211.

**ECB320 Business Law (4)**—Examines legal environment and role of courts, administrative agencies and regulatory authorities in shaping business policies and activities; law of contracts regarding individual's relationships within business community. *Prerequisite:* junior standing or permission of instructor.

**ECB324 Intermediate Macroeconomics (4)**—Develops macroeconomic models to analyze problems of inflation and unemployment; surveys and evaluates alternative policy proposals. Current issues stressed. *Prerequisites:* ECB202, 211 and MAT134 or equivalent.

**ECB330 Financial Markets and Institutions (4)**—Examines function of financial institutions and markets in economy including roles commercial banks and other financial intermediaries and markets for financial assets play in raising funds and determining security prices. *Prerequisite:* ECB202.

**ECB341 Christian Teaching on the Economy (2)**—Studies broad range of historic and contemporary Christian teaching on variety of economic issues. Explores biblical and theological basis for diverse Christian views (e.g., Reformed, Roman Catholic, Anabaptist, evangelical) and relevance of Christian teaching for contemporary policy debates. *Prerequisite:* ECB202.

**ECB346 Human Resource Management (4)**—Introduces human resource planning, job analysis and design, recruiting and staffing, training and development, performance appraisal, compensation, organization development, quality of work life, and government regulation in HRM field; develops awareness of personal interests, strengths and limitations, and Christian values relevant to HRM. *Prerequisite:* ECB245 or permission of instructor.

**ECB347 Financial Management (4)**—Develops facility with analytical tools and understanding of business principles necessary to make optimal decisions in management of firm and to provide access to required financial resources. Topics include use of metrics, working capital management, optimal capital structure and capital budgeting. *Prerequisites:* ECB202, 211, 217.

**ECB348 Organizational Behavior (4)**—Examination of human behavior in work organizations. Focuses on enhancing individual and organizational performance by understanding perception, personality, motivation, decision making, teams, leadership, organization structure and culture. Involves extensive group work. *Prerequisites:* ECB245, junior standing and permission of instructor.

- \* **ECB349 Leadership in and of Organizations (4)**—Introduces theories, research and practical models of leadership in organizations. Interactive course exposes students to examples of successful and unsuccessful leaders, leadership in relation to Christianity; explores students' own leadership abilities. Emphasis given to business organization leaders, though leaders from a variety of fields covered. Fulfills core Civic Responsibility theme. *Prerequisite:* ECB245 or permission of instructor.

**ECB352, 353 Intermediate Accounting I, II (4, 4)**—Examines generally accepted accounting principles and underlying theory related to preparation of financial statements; current balance sheet valuation and income determination issues. *Prerequisites:* ECB218 for ECB352; ECB352 for ECB353.

**ECB362 Cost Accounting (4)**—Examines accounting problems related to determination of cost of goods and services in manufacturing or service organization; cost behavior, job order and process cost systems, budgeting and standard costing. *Prerequisites:* ECB201, 218.

**ECB364 Federal Income Taxation (4)**—Surveys basic provisions of federal income tax law as it affects both individuals and businesses; stresses federal tax policy and tax planning. *Prerequisite:* ECB218.

**ECB366 International Economics (4)**—Studies causes and consequences of trade between nations; trade restrictions; policy implications in developed and developing countries. Examines structure of international monetary system; balance of payments, foreign exchange markets and international capital flows. *Prerequisites:* ECB201, 202.

**ECB369 International Capitalisms: Asia, U.S. and Europe (2)**—Though internationally oriented, institutions and practices of capitalism differ across advanced industrial nations. How do these differences matter? What policies best promote prosperity in already-rich nations, given their interdependence? Considers nature of economic growth, international repercussions, competitiveness; highlights recent Japanese/U.S. experience. *Prerequisite:* ECB202. (Offered periodically.)



**ECB371 Selected Topics (2 or 4)**—Explores theoretical or applied topic not regularly taught. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor.

**ECB372 Investment Analysis (4)**—Introduction to investment in financial assets including fixed income securities, common stock and derivative securities, with emphasis on development of investment objectives, security valuation and portfolio management. *Prerequisite:* ECB347 or permission of instructor.

**ECB374 Small Business Management (4)**—Considers marketing and management aspects of small business; startup issues including financing, budgeting, marketing, advertising, pricing and staffing. Social entrepreneurship and Christian business principles explored. Students prepare a business proposal. *Prerequisites:* ECB218, 277 or permission of instructor.

**ECB381 Independent Study (2 or 4)**—See Independent Study under Interdisciplinary/Off-Campus courses.

**ECB416/POL416 International Political Economy (4)**—Examines political aspects of international economic relations; global economy, development of international economic organizations and role of key national and transnational actors (e.g., United States and U.S.-based multinational corporations). Alternative theoretical approaches presented. *Prerequisites:* junior standing, POL106 and ECB202.

**ECB425, 426 Internship I, II (2-4, 2-4)**—Combines on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. Four credits maximum toward major. *Prerequisite:* minimum cumulative GPA of 2.50.



Presidential Fellows develop vital leadership skills serving in close partnerships with the College's senior leaders.

**ECB440 International Business (4)**—Explores business from comprehensive global view. Examines marketing, management and financial factors managers consider upon entering international markets. Surveys human and cultural problems, organizational structures and issues of social responsibility and ethics surrounding multinational corporations. *Prerequisites:* ECB218, 245, and 277; or permission of instructor. (Alternate years.)

**ECB443 Auditing (4)**—Examines role of auditing function in society including study of generally accepted auditing standards; the attest function and ethical standards of the profession. *Prerequisite:* ECB353 or permission of instructor.

**ECB467 Advanced Corporate Finance (4)**—Advanced investigation of strategic issues in corporate finance including merger/acquisition analysis and firm valuation; bankruptcy and reorganization of firm; optimal capital structure; capital budgeting models incorporating uncertainty; risk management credit policy and bond refunding analysis; and integrative extension of international financial management. *Prerequisites:* ECB330, 347, 366.

**ECB471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis. *Prerequisites:* senior standing and permission of the department.

**ECB491 Senior Seminar: Economic Policy (4)**—Explores strengths and limitations of discipline of economics and its assumptions of rational, self-interested behavior. Requires preparation and presentation of research on a current policy issue. *Prerequisite:* senior standing.

**ECB492 Senior Seminar: Management, Policy and Ethics (4)**—Case studies and discussion are used as integrative tools for analyzing strategic issues and ethical considerations in business. *Prerequisite:* senior standing as an accounting, business or finance major.

## NONPROFIT ORGANIZATION MANAGEMENT

**NPO205 Introduction to Nonprofits (4)**—Explores foundational issues related to functions and responsibilities assumed by nonprofit organizations in United States and around the world. Examines mission creation and governance of nonprofit organizations, relationships with government and for-profit sectors, and the unique role of nonprofit organizations in society.

**NPO308 Resource Development in Nonprofit Organizations (4)**—Examines development of financial and human resources of nonprofit organizations. Considers issues related to alternative funding sources, grantseeking and grant writing, constituent relations, public relations, management of volunteers, functions of governing boards, marketing of services and employee recruitment, training and motivation. *Prerequisites:* ECB245, NPO205.

**NPO337 Financial Management of Nonprofit Organizations (4)**—Develops understanding of financial issues of nonprofit organizations, including operational and capital budgeting, financial analysis, cash flow management, endowment growth and investment decision making, program management, financial performance review, and reading and understanding financial reports. *Prerequisites:* ECB201, NPO205.

**NPO425 Internship (4)**—Completion of internship with nonprofit organization consisting of 160 hours on the job and in classroom. Internship experience designed to give student exposure to administrative functions of nonprofit organization operating in field related to student's major area of study. Classroom discussion sessions and written assignments intended to demonstrate understanding of structure and operation of nonprofit organization and accomplishments of student. *Prerequisites:* minimum of 16 credits toward completion of minor.

## DEPARTMENT OF EDUCATION

**Early Childhood, Elementary and Special Education Chair, Priscilla Nelson; Middle School, Secondary and ESL Chair, Janis Flint-Ferguson; Licensure Officer, Janet Arndt. Part-time: Julia D'Onofrio, Mary Beth Goodell, Mariann Illingworth, Kathleen Mort, Suzette Persenaire, Ryan Plosker, Barbara Sachs, Andrea Serino, Carolyn Sawyer.**

**MISSION:** The Department of Education strives to prepare teachers who are knowledgeable in their content areas, well informed about research-based curriculum and instructional practices, and grounded in the foundation of their Christian faith. Teachers are equipped to effectively meet the needs of diverse student populations in public and private schools in the United States and abroad.

In agreement with the U.S. Department of Education Title II guidelines, Gordon College Education Department reports the following results of the Massachusetts Test for Educator Licensure (MTEL)\*:

Communication and Literacy Test	100% passing rate
Foundations of Reading	100% passing rate
Academic Content Areas:	
Elementary (General Curriculum)	100% passing rate
Early Childhood	Unavailable*
Moderate Disabilities	Unavailable*
English as a Second Language	Unavailable
Academic Content Areas Aggregate	98% passing rate

### Requirements for a Liberal Arts Second Major

All education majors must complete an appropriate second liberal arts major in keeping with the licensure requirements of the Massachusetts Department of Elementary and Secondary Education. Acceptable second majors are listed under each education major's requirements.

### New Licensure Requirements for English as a Second Language

Teacher licensure starting this year will require teachers to hold an ESL license or to have taken an ESL endorsement course. To comply with the new regulations, Gordon College offers a concentration in English as a Second Language (ESL) which may be completed alongside the early childhood, elementary, middle school or secondary education majors. If scheduling does not allow a student to complete the courses required for an ESL license, there is an option of earning ESL endorsement.

### Requirements for the Major in Early Childhood Education

The student seeking the licensure of Early Childhood: Teacher of Students with and without Disabilities (PreK-2) is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an acceptable liberal arts major (art, biology, chemistry, English, history, linguistics, mathematics, physics, psychology, Spanish, French or German). The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* In addition to the requirements for an initial teaching license, all students must earn either the ESL licensure program or ESL endorsement. See departmental advisor.

\* Colleges/universities submitting fewer than 10 tests from any field do not receive score results from the Massachusetts Department of Elementary and Secondary Education.

† The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Elementary and Secondary Education licensure standards.

The following courses are required for an early childhood education major:

EDU112	Introduction to Early Childhood with and without Disabilities
EDU221	Foundations of Early Childhood Education
EDU225	Human Development and Learning
EDU231	Children's Literature
EDU238	The Exceptional Child
EDU270	Math Methods
EDU302	Disabilities and the Young Child
EDU345	Introduction to Teaching Reading
EDU346	Early Childhood Reading and Language Arts (PreK–Grade 2)
EDU348	Assessment for the Classroom Teacher
EDU438	Classroom Management: Early/Elementary
EDU440	Education Methods: Science and Health
EDU442	Education Methods: Social Studies
EDU479	Early Childhood Practicum I (6 credits)—Grade 1 or 2
EDU480	Early Childhood Practicum II (6 credits)—PreK or K
MAT205	Concepts of Mathematics I

### **Requirements for the Early Childhood Education and Teacher of English as a Second Language (ESL) Licensure Program (PreK–6)**

The student seeking an additional licensure of English as a Second Language (ESL, PreK–6) must also complete a major in early childhood education *with* an approved liberal arts major. The student is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, and choose core humanities, social and natural science options which meet licensure requirements as defined by the Department of Education. Students must demonstrate a command of the English language (oral and written) at a level of proficiency set by the Massachusetts Department of Elementary and Secondary Education. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to completing the elementary early childhood education major requirements, the following courses are required for the concentration leading to licensure as an elementary teacher of English as a Second Language (ESL) PreK–6:

EDU300	Theories of Language Acquisition
EDU301	Methods of Second Language Teaching
EDU303	Teaching English as a Second Language Using Sheltered English
EDU400	Teaching English as a Second Language Practicum, PreK–6 (8 credits)

### **Requirements for the Major in Elementary Education**

The student seeking the licensure of Elementary Education (1–6) is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an acceptable liberal arts major (biology, chemistry, English, history, linguistics, mathematics, physics, Spanish, French or German). The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* In addition to the requirements for an initial teaching license, all students must earn either the ESL licensure program or ESL endorsement. See departmental advisor.

\* The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Elementary and Secondary Education licensure standards.

The following courses are required for an elementary education major:

EDU113	Introduction to Elementary Education
EDU225	Human Development and Learning
EDU231	Children's Literature
EDU238	The Exceptional Child
EDU270	Math Methods
EDU345	Introduction to Teaching Reading
EDU347	Elementary Reading and Language Arts (Grades 1–6)
EDU348	Assessment for the Classroom Teacher
EDU438	Classroom Management: Early/Elementary
EDU440	Education Methods: Science and Health
EDU442	Education Methods: Social Studies
EDU481	Elementary School Practicum (12–16 credits; 8 credits for dual licensure)
MAT205	Concepts of Mathematics I
MAT206	Concepts of Mathematics II

### **Requirements for the Major in Elementary Art Education (PreK–8)**

The student seeking the licensure of Elementary Art Education (PreK–8) is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete a major in art. The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See education and art advisors.

The following courses are required for an elementary/art education major:

EDU113	Introduction to Elementary Education
EDU225	Human Development and Learning
EDU231	Children's Literature
EDU238	The Exceptional Child
EDU270	Math Methods
EDU304	Creative Arts
EDU345	Introduction to Teaching Reading
EDU347	Elementary Reading and Language Arts (Grades 1–6)
EDU348	Assessment for the Classroom Teacher
EDU438	Classroom Management: Early/Elementary
EDU440	Education Methods: Science and Health
EDU442	Education Methods: Social Studies
EDU485	Elementary School Art Practicum (12–16 credits)
MAT205	Concepts of Mathematics

### **Requirements for the Elementary Education and Teacher of English as a Second Language (ESL) Licensure Program (PreK–6)**

The student seeking an additional licensure of English as a Second Language (ESL, PreK–6) must also complete a major in elementary education *with* an approved liberal arts major. The student is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, and choose core humanities, social and natural science options which meet licensure requirements as defined by the Department of Education. Students must demonstrate a command of the English language (oral and written) at a level of proficiency set by the Massachusetts Department of Elementary and Secondary Education. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to completing the elementary education major requirements, the following courses are required for the concentration leading to licensure as an elementary teacher of English as a Second Language (ESL) PreK-6:

- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching
- EDU303 Teaching English as a Second Language Using Sheltered English
- EDU400 Teaching English as a Second Language Practicum, PreK-6 (8 credits)

### **Requirements for the Major in Elementary Education and Special Education (PreK-8)**

The student seeking licensure as a Teacher of Students with Moderate Disabilities (PreK-8) must also complete a major in elementary education. The student is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an acceptable liberal arts major (biology, chemistry, English, history, linguistics, mathematics, physics, Spanish, French or German). The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisor.

In addition to elementary education major course requirements, the following courses are required for the elementary and special education PreK-8 licensure program:

- EDU342 Special Education Assessment and Intervention
- EDU407 Special Education Seminar
- EDU428 Language and Learning Disabilities
- EDU481 Elementary Education Practicum (8 credits)
- EDU482 Special Education Practicum (PreK-8) (8 credits)

### **Requirements for the Major in Middle School Education**

The student seeking licensure as a Teacher of Middle School (5-8) is required to maintain a minimum 2.70 cumulative GPA, earn a C or better in education classes, choose core options which meet licensure requirements as defined by the Department of Education, and complete an acceptable liberal arts major (art, biology, chemistry, English, history, mathematics, physics, Spanish, French or German). The student must apply for acceptance into the program during the sophomore year and must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* To meet state requirements for licensure, all middle school students must complete the ESL licensure concentration. Majors who are unable to complete the ESL program will be required to obtain an ESL endorsement as defined by the DESE. See departmental and liberal arts major advisors.

The following courses are required for a middle school education major:

- EDU118 Schools in Society
- EDU226 Adolescent Development and Learning
- EDU238 The Exceptional Child
- EDU310 Middle School: Philosophy and Organization
- EDU352 Teaching Reading in the Content Area
- EDU420 Middle School: Methods and Curriculum
- EDU439 Classroom Management: Middle/Secondary
- EDU483 Middle School Practicum (12-16 credits)

\* The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Elementary and Secondary Education licensure standards.

## Requirements for the Major in Secondary Education

A student preparing to teach at the high school level (8–12) is required to maintain a cumulative GPA of 2.70, earn a C or better in education classes, complete the Core Curriculum of the College as defined for the Division of Education and to complete an acceptable liberal arts major (art, biology, chemistry, English, history, mathematics, physics, Spanish, French or German). Students must apply for acceptance into the program during the sophomore year. Applicants must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* To meet state requirements for licensure, all secondary students must complete the ESL licensure concentration. Majors who are unable to complete the ESL program will be required to obtain an ESL endorsement as defined by the DESE. See departmental advisor and liberal arts major advisor.

The following courses are required for the major in secondary education:

- EDU118 Schools in Society
- EDU226 Adolescent Development and Learning
- EDU238 The Exceptional Child
- EDU352 Teaching Reading in the Content Areas
- EDU421 Secondary Education Methods, Organization and Curriculum
- EDU439 Classroom Management: Middle/Secondary
- EDU484 Secondary School Practicum (12–16 credits; 8 credits if seeking dual licensure)

## Requirements for the Middle School/Secondary Education and English as a Second Language (ESL) Licensure Program (5–12)

Student seeking an additional licensure in English as a Second Language (ESL, 5–12) must also complete an education major with an approved liberal arts major. The student is required to maintain a 2.70 cumulative GPA, earn a C or better in education classes, complete the Core Curriculum of the College and demonstrate a command of the English language (oral and written) at a level of proficiency set by the Massachusetts Department of Elementary and Secondary Education. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to the middle school or secondary education major requirements, the following courses are required for ESL licensure:

- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching
- EDU303 Teaching English as a Second Language Using Sheltered English
- EDU345 Introduction to Teaching Reading
- EDU352 Reading in the Content Area
- EDU400 Teaching English as a Second Language Practicum (Level 5–12) (8 credits)

## Requirements for the Middle School/Secondary Education and Special Education Licensure Program (5–12)

Students seeking licensure as a Teacher of Students with Moderate Disabilities (5–12) must also complete an education major and a liberal arts major in a specific subject taught in grades 5–12 (such as math, English, history or science), complete the Core Curriculum of the College, maintain a cumulative GPA of 2.70 and earn a C or better in education classes. The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to the education major requirements and an appropriate liberal arts major, students must complete the following courses for secondary special education licensure:

EDU342	Special Education Assessment and Intervention
EDU345	Introduction to Teaching Reading
EDU347	Elementary Reading and Language Arts (Grades 1–6) or EDU352 Reading in the Content Area
EDU348	Assessment and the Classroom Teacher
EDU407	Special Education Seminar
EDU428	Language and Learning Disabilities
EDU441	Methods of Secondary Special Education
EDU482	Special Education Practicum, 5–12 (8 credits)
MAT205, 206	Concepts of Mathematics I, II
HIS115	Survey of American History

## COURSE DESCRIPTIONS

**EDU112–114 Introduction to Education** courses explore the teaching profession, provide opportunities to observe and reflect upon classroom interactions at appropriate grade levels and content areas. Field experience required. Materials fee.

### **EDU112 Introduction to Early Childhood Education (2)**

### **EDU113 Introduction to Elementary Education (2)**

### **EDU114 Introduction to Special Education (2)**

- \* **EDU118 Schools in Society (4)**—Introduces history and philosophy of American education with particular focus on issues facing communities, schools and teachers today. Fulfills core Civic Responsibility theme. Materials fee.

**EDU175 Applications of Learning Theory (2)**—Examines topics from learning theory such as memory, metacognition and higher order thinking, and explores their application to personal learning settings.

**EDU221 Foundations of Early Childhood Education (2)**—Explores early childhood education; historical development, influential leaders, contemporary issues, career opportunities. Field experience required. *Prerequisite:* EDU 112.

- \* **EDU225 Human Development and Learning (4)**—Studies aspects of development from birth through early adolescence; emphasizes learning process. Examines theory and research. Field experience required. Fulfills core Human Person theme.
- \* **EDU226 Adolescent Development and Learning (4)**—Considers theories of adolescent development, learning theories and social context within which today's adolescents grow and learn. Fulfills core Human Person theme.

**EDU231 Children's Literature (2)**—Studies contemporary children's literature; selecting, introducing and using quality literature that includes diverse backgrounds and learning styles with preschool and elementary children. Materials fee.

- \* **EDU232 Adolescent Literature (4)**—Studies emerging field of adolescent literature, its history, its canon and its artistic quality. Focuses on critical analysis of literature and aesthetic appeal of genres used to address issues relevant to a specific audience. Fulfills core Aesthetic Sensibilities and Practices theme and literature requirement.

**EDU238 The Exceptional Child (2)**—Explores historical, legal and educational issues related to children and adolescents with low- and high-incidence disabilities. Field experience required. *Prerequisites:* EDU112 or 113, 118, 225 or 226, or PSY244.



**EDU270 Math Methods (3)**—Analyzes and applies theory for teaching math PreK–8. Field experience required. Materials fee. *Prerequisite:* concurrent enrollment in MAT205 or 206.

**EDU300 Theories of Language Acquisition (2)**—Introduces current theories of language acquisition; models of language instruction and literacy development.

**EDU301 Methods of Second Language Teaching (2)**—Examines teaching strategies for developing language skills; assessment techniques at elementary and secondary levels; historical, philosophical and legal bases for ESL and bilingual education. *Prerequisite:* EDU300.

**EDU302 Disabilities and the Young Child (2)**—Explores implications of handicapping conditions and young children in preschool and school settings; identification, service delivery models and teaching/learning strategies. Field experience required. *Prerequisite:* early childhood major and program acceptance. Materials fee.

**EDU303 Teaching English as a Second Language Using Sheltered English (2)**—Introduces students to skills and knowledge needed to shelter content instruction for English language learners. Identifies and experiments with variety of research-based and effective strategies and approaches so second language learners will understand English content. *Prerequisite:* EDU300.

**EDU304 Creative Arts (2)**—Integrates music, art and drama into preschool and elementary school course content. Materials fee. (Alternate years.)

**EDU310 Middle School: Philosophy and Organization (2)**—Explores philosophical, historical, sociological issues in middle school curriculum and structure; multidisciplinary structures, school organization and schedules. *Prerequisite:* EDU226. (Alternate years.)

**EDU332 Foundations of Christian Schools (2)**—Examines distinctives of Christian school history, philosophy, governance, standards, curriculum, methodology and teaching qualifications. Through extensive reading, writing, class discussion and field trips, students will synthesize and analyze unique and compelling components of Christian school education.

**EDU342 Special Education Assessment and Intervention (2)**—Focuses on evaluation process for students with disabilities as well as identifying and developing appropriate interventions to meet these students' needs. Field experience required. *Prerequisites:* EDU238, special education major and program acceptance.

**EDU345 Introduction to Teaching Reading (2)**—Explores history, theories, scientifically based reading research, developmental stages, and five components of reading and literacy instruction for children with and without disabilities as well as English language learners. *Prerequisite:* approval for teacher education program.

**EDU346 Early Childhood Reading and Language Arts: PreK–Grade 2 (3)**—Focuses on science of reading and explores teaching methods, strategies and materials in reading, writing, speaking and listening for typical and atypical learners. Field experience required. *Prerequisites:* program approval for early childhood education and EDU345. Materials fee.

**EDU347 Elementary Reading and Language Arts (Grades 1–6) (3)**—Explores teaching theories, methods, strategies and materials in reading, writing, listening and speaking for elementary learners with and without disabilities. Field experience required. *Prerequisites:* program approval for teacher education and EDU345. Materials fee.

**EDU348 Assessment for the Classroom Teacher (2)**—Further develops preservice teacher's conceptual and technical skills in reading assessment. Preservice teachers look at assessment of student performance as it aligns to instruction and curriculum. Examines role that validity, reliability, test bias and item construction play in ensuring a quality and meaningful assessment instrument. Taken concurrently with EDU346 or 347. Materials fee.

**EDU352 Teaching Reading in the Content Areas (4)**—Explores teaching theories, methods, strategies and assessment materials for teaching literacy and independent learning skills to middle school and secondary students with and without learning disabilities. Field experience required. *Prerequisites:* EDU226 and approval for teacher education program. Materials fee.

- \* **EDU366 Contexts of the Urban School (4)**—Explores American urban school systems and cultures, examining values, politics, economics and social dynamics of urban school culture and how to respond as Christians. Fulfills core Global Understanding theme.

**EDU371 Selected Topics (1–4)**—Examines selected topics appropriate for educators. Designated as repeatable with different topic. *Prerequisite:* permission of instructor and department chair.

**EDU407 Special Education Seminar (2)**—Analyzes issues in special education; classroom management and individualization techniques. *Prerequisites:* senior standing and full approval for special education program. Field experience required. Materials fee.

**EDU420 Middle School: Methods and Curriculum (4)**—Analysis of curricular issues of middle school. Examination of research and practice in methods and strategies of teaching in content areas, teaming, and interdisciplinary planning. Field experience required. *Prerequisites:* senior standing and full approval for middle school major. Materials fee.

**EDU421 Secondary Education: Methods, Organization and Curriculum (4)**—Analysis of current curricular issues; examination of research and practice in methods of teaching in content areas and instructional sessions for students with and without disabilities. Field experience required. *Prerequisites:* senior standing and full approval for secondary education program. Materials fee.

**EDU427 Internship (2–6)**—Supervised teaching experience in appropriate setting. Must be prearranged and approved by instructor. *Prerequisite:* permission of the Department of Education.

**EDU428 Language and Learning Disabilities (2)**—Historical/theoretical analysis of developmental language and learning disabilities; identification determination; research-based interventions and strategies to help students with LDs in grades PreK–8 access general curriculum and achieve full potential. Field experience required. *Prerequisites:* senior standing and full approval for special education program. Materials fee.

**EDU438 Classroom Management: Early/Elementary (2)**—Considers behavioral theory and practical means of working with learners with and without disabilities in early childhood and elementary classroom settings. *Corequisites:* EDU440, 441.

**EDU439 Classroom Management: Middle/Secondary (2)**—Considers behavioral theory and practical means of working with learners with and without disabilities in middle school and secondary classroom settings. *Corequisite:* EDU420 or 421.

**EDU440 Education Methods: Science and Health (2)**—Methods, curriculum and evaluation of health, science and physical education for early childhood, special education and elementary education majors. Field experience required. *Prerequisites:* senior standing and full approval for teacher education program. Materials fee.

**EDU441 Methods of Secondary Special Education (2)**—Explores unique curriculum, evaluation techniques and teaching methods for adolescent learner with disabilities. Includes transitional and vocational issues. Field experience required. *Prerequisites:* full approval for special education program and senior standing.

**EDU442 Education Methods: Social Studies (2)**—Methods, curriculum and evaluation of social studies for early childhood, special education and elementary education majors. Field experience required. *Prerequisites:* senior standing and full approval for teacher education program. Materials fee.

## **PRACTICA**

Teacher candidates are placed in an appropriate school setting for a 12-credit (15-week) student teaching experience supervised by College faculty and cooperating practitioner(s). A portion of that time may be waived for students seeking two licenses to allow for the second practicum. Teacher candidates should consult with their education advisors regarding any variation in the length of their full-time practica and must apply for their practica during the year prior to their student teaching. *Prerequisites:* full approval in the appropriate teacher education program, successful completion of major coursework, passing of all relevant Massachusetts Tests for Educator Licensure (MTEL), and recommendations of prepracticum supervisors. Teacher candidates must be registered and finalized prior to starting their teaching assignment.

**EDU400 Teaching English as a Second Language Practicum (6-16)**—Level PreK-6 or 5-12. Materials fee.

**EDU479, 480 Early Childhood Practicum I, II (6, 6)**—Students are placed in grade 1 or 2 for Practicum I and in PreK or kindergarten for Practicum II. At least one practicum must include children with disabilities. Materials fee.

**EDU481 Elementary School Practicum (12-16; 8 if seeking dual licensure)**  
Materials fee.

**EDU482 Special Education Practicum (12-16; 8 if seeking dual licensure)**—PreK-8 or 5-12. Materials fee.

**EDU483 Middle School Practicum (12-16; 8 if seeking dual licensure)** Materials fee.

**EDU484 Secondary School Practicum (12-16; 8 if seeking dual licensure)**  
Materials fee.

**EDU485 Elementary School Art Practicum (12-16)** Materials fee.

## DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**Chair Andrew Logemann, Paul Borgman, Andrea Frankwitz, Lynn Marcotte, Mark Stevick, Chad Stutz. Part-Time: Lori Ambacher, Patricia Anders, Jonathan Bennett, Anne Blackwill, Carolyn Kerr, Bryan Parys, Glenn Smith.**

**MISSION:** The Department of English instructs students in literary analysis, critical theory and writing, chiefly exploring literature written in English but also translations of significant texts. In both literature and critical theory, an informed analysis is drawn from a close reading of the text and the published critical responses to that literature. The department teaches technical and compositional skills through courses in writing fiction and nonfiction prose, poetry and theatre-film scripts. Students reflect on the ways a literary text informs their Christian experience, whether directly or indirectly, thus enhancing their appreciation of literary work.

### Requirements for the Major in English (40 credits)

Students are required to take 10 courses in the study of literature, composition and theory from the major curriculum including:

ENG211 Introduction to the Study of Language and Literature (a prerequisite for all 300- and 400-level courses)

One additional 200-level course

Three 300-level courses

Two 400-level courses taken after 4 credits of 300-level courses

The remainder of the courses may be taken according to interest and category so that the student takes:

Four courses in British and American literature with at least one from each

Two courses in comparative/global literature (but only one of ENG260 or ENG360)

Three courses in writing, rhetoric and/or theory

Students with a major or minor in English must maintain a cumulative GPA of 2.0 for all coursework in the major or minor.

### Creative Writing Concentration

English majors may apply for a concentration in creative writing. To be considered, students must have completed two creative writing courses and submit an application with two writing samples of poetry, prose or playscripts. See department chair for application. The concentration requires 20 credits (two courses beyond the standard major requirements).

ENG212 Introduction to Creative Writing

*Four courses from the following:*

ENG218 Creative Writing: Nonfiction

ENG314 Creative Writing: Fiction

ENG315 Creative Writing: Playwriting

ENG316 Creative Writing: Poetry

COM217 Introduction to Screenwriting *or*

COM317 Intermediate Screenwriting

ENG419 Advanced Studies in Creative Writing

ENG420 Literary Criticism

ENG440 The Literary Journal

ENG486 Poetics

## Requirements for Honors in English Language and Literature

Seniors who maintain at least a 3.50 GPA in the major (with no grade lower than a B) and a 3.0 GPA overall may apply to graduate with honors in English language and literature upon completion of major requirements. Students work with a faculty advisor to develop an independent study with a substantial research project in literature or creative writing, culminating in a written honors thesis delivered to departmental faculty and students in the spring of the senior year. See department chair.

## English Minor

With departmental advice nonmajors may design a 20-credit English minor with courses selected from 200- through 400-level English courses. ENG211 is required for the minor.

## Requirements for the Double Major with Middle School or Secondary Education

Students seeking licensure in English at the middle school or secondary level should consult the education and English chairs for specific requirements needed for Massachusetts licensure.

## COURSE DESCRIPTIONS

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### CORE CURRICULUM

- \* **ENG141 Western Literature (4)**—Studies selected literary works in European cultural tradition from ancient Greece through the modern period. Fulfills core Human Person theme.
- \* **ENG143 Women's Literature (4)**—Studies selected works by women authors. Focuses on gender issues, women's styles. Fulfills core Human Person theme.
- \* **ENG145 Nobel Literature (4)**—Studies selected literary works by winners of Nobel Prize for Literature. Fulfills core Global Understanding theme.
- \* **ENG146 Aesthetic Aspects in Literature (4)**—Studies selected literature from across the centuries in various genres (poetry, short stories, essays, novels and drama) focusing on aesthetic issues of beauty, truth and experience. Fulfills core Aesthetic Sensibilities theme.
- \* **ENG147 Science and Literature (4)**—Analyzes literature with scientific topics and scientific writing in several genres. Includes emphasis on historical, thematic and formal elements along with introduction to interdisciplinary academic field of science and literature. Fulfills core Natural World theme.
- \* **ENG148 Literature and Human Rights (4)**—Studies selected literary works in several genres from different national contexts that address human rights themes. Fulfills core Civic Responsibility theme.

### MAJOR CURRICULUM

*Prerequisite:* ENG211 or permission of instructor is a prerequisite for all 300- and 400-level literature classes.

**ENG204 Grammar and Style (4)**—Studies and analyzes grammar systems and syntax of English language. Includes role of grammar in construction of written style and pedagogical implications in schools.

**ENG211 Introduction to the Study of Language and Literature (4)**—Requires careful reading of diverse texts with special attention to critical approaches to literature. *Prerequisite:* core literature course. ENG211 is a prerequisite for all 300- and 400-level courses.

**ENG212 Introduction to Creative Writing (4)**—Introduces process and techniques of creative writing. Includes variety of writing styles, examples and strategies in genres of fiction, poetry and playwriting.

**ENG214 Survey of British Literature I (4)**—Traces development of British literature from Beowulf era through 18<sup>th</sup> century with focus on stylistic movement from one period of literature into next.

**ENG215 Survey of British Literature II (4)**—Traces development of British literature from Romantic age to contemporary times with focus on stylistic movement from one period of literature into next.

**ENG218 Creative Writing: Nonfiction (4)**—Examines theory and practice of creative nonfiction including travel writing, memoir and other forms of nonfiction. Extensive analysis of student work and established models. *Prerequisite:* ENG212.

**ENG244 Survey of American Literature (4)**—Examines breadth of American literature from Colonial times until present with particular focus on beginnings of American literature.

**ENG260 The Bible as Literature (4)**—Introduces the unique literary techniques of an oral age that determines the shape and meaning of biblical genres (poetry, poetic drama, embedded parable, moral tale, long narrative and epistle).

**ENG262 Classical Literature (4)**—Surveys literature of ancient Greece and Rome. Focuses on epic, drama and poetry. Explores mythological and philosophical contexts.

**ENG284 African Literature (4)**—Studies the works of native African authors from sub-Saharan. Includes emphasis on African geography, folkways and customs. (Offered periodically.)



**ENG312 Advanced Composition and Rhetoric (4)**—Focuses on advanced rhetorical and stylistic principles of composition. Culminates in completion of portfolio of polished, nonfiction prose pieces. *Prerequisite:* permission of instructor. Junior/senior standing recommended.

**ENG314 Creative Writing: Fiction (4)**—Emphasizes craft of writing fiction. Explores narrative development and creation of character. *Prerequisites:* ENG212 and permission of instructor.

**ENG315 Creative Writing: Playwriting (4)**—Studies various periods and genres of British/American and world drama. *Prerequisites:* ENG212 and permission of instructor.

**ENG316 Creative Writing: Poetry (4)**—Focuses on process of creating poetry from inspiration to printed page. *Prerequisites:* ENG212 and permission of instructor.

**ENG321 Russian Literature (4)**—Examines key figures of 19<sup>th</sup> and 20<sup>th</sup> centuries from Pushkin to Yevtushenko. *Prerequisite:* ENG211.

**ENG322 Irish Literature (4)**—Explores writers from both the Republic and the North, from Yeats to Heaney and Friel. *Prerequisite:* ENG211.

**ENG330 Milton and the 17<sup>th</sup> Century (4)**—Studies major literary figures and texts of metaphysical and cavalier poets. Culminates in reading Milton's *Paradise Lost*, set in context of severe religious, political and social crises that divided England. *Prerequisite:* ENG211.

**ENG334 The British Romantic Period (4)**—Focuses on period of English literature which begins with Blake and Burns and continues through Wordsworth, Coleridge, Byron, Shelley and Keats. *Prerequisite:* ENG211.

**ENG336 20<sup>th</sup>-Century British Literature (4)**—Studies major poets, novelists and dramatists. Explores literary movements they represent. Different genres chosen each year. *Prerequisite:* ENG211.

**ENG338 Victorian Literature (4)**—Studies poetry and prose of 19<sup>th</sup>-century Britain. Focuses on major authors and their social, political and cultural influence. *Prerequisite:* ENG211.

**ENG345 American Romanticism (4)**—Covers American literature from 1820 to 1865: sentimentalism, transcendentalism, abolitionism, women's writing, slave narratives, speech writing, and American novel as chief by-products of period. *Prerequisite:* ENG211.

**ENG346 American Literature: 1890–1945 (4)**—Critical analyses of fiction and poetry of modern period, late 1800s to 1945 (Eliot, Faulkner, etc.). Culminates in major critical essay. *Prerequisite:* ENG211.

**ENG347 Introduction to African American Literature (4)**—Introduces African American literature spanning significant periods in literary history: slavery, Reconstruction, Harlem Renaissance, Black Arts Movement and contemporary America. *Prerequisite:* ENG211.

**ENG348 American Literature: 1945 to Present (4)**—Critical analyses of fiction and poetry of the contemporary period, 1945 to present (Munro, Sexton, Roethke, Barthelme). Major research paper. *Prerequisite:* ENG211.

**ENG360 Biblical Narrative (4)**—Literary analysis of Genesis, the David story and Gospels, each with compelling unity and meaning which depend on oral-age techniques of storytelling. *Prerequisite:* ENG211.

**ENG371 Selected Topics (2 or 4)**—Explores topics not regularly taught but of interest to majors. Designated as repeatable for credit; students may enroll more than once if topic changes. *Prerequisite:* ENG211.

**ENG372 Shakespeare (4)**—Studies 12 major plays of Shakespeare, with emphasis on language, Elizabethan and Jacobean stage, and production, both historical and contemporary. *Prerequisite:* ENG211.

**ENG380 Tutoring: One-to-One (2)**—Examines theory and practice in learning and reading/writing processes. Concurrent supervised tutoring experience. *Prerequisite:* permission of instructor.

**ENG404/LIN404 History of the English Language (4)**—Introduces linguistics and evolution of English from its Indo-European roots. Focuses on phonetic, grammatical and semantic changes in English and analyzes texts in Old, Middle and Modern English. *Prerequisite:* ENG211.

**ENG419 Advanced Studies in Creative Writing (4)**—Provides personal direction and group critique of substantial individual writing project in any genre. Proposals for projects are submitted in the fall, two weeks prior to registration, for spring courses. Students assist in teaching ENG212 Introduction to Creative Writing. *Prerequisites:* appropriate 300-level course(s), senior standing and permission of instructor.

**ENG420 Literary Criticism (4)**—Examines theories and applies literary criticism through works of poetry, fiction and drama. *Prerequisites:* ENG211 and completion of at least four literature courses from the major curriculum—at least one at the 300 level.

**ENG425 Internship (2–4)**—Supervised learning experience combining on-the-job work experience and related academic study in appropriate professional setting for elective credit only. Must be prearranged with supervisor and approved in advance by the Registrar's Office. *Prerequisites:* junior or senior class standing, previous coursework in field of interest and minimum cumulative GPA of 2.50.

**ENG440 The Literary Journal (4)**—Focuses on production of literary journal. Students receive hands-on training from initial manuscript selection to design and layout of online journal, and evaluate manuscripts submitted for the Princemere Poetry Prize. Discussion and selected readings center on theories of editing and impact of literary journals on American letters. *Prerequisites:* senior standing and permission of instructor.

**ENG486 Poetics (4)**—Examines literary theories of composition and appreciation of poetry from ancient to contemporary times. Focuses on meter, poetic syntax and diction as well as metonymy, ekphrasis and intertextuality. *Prerequisite:* ENG211.

**ENG491 Senior Seminar: American Literature (4)**—Studies authors and texts in American literature with in-depth historical and critical treatment. Includes reflection on methodology and practical aspects of integration of literary studies and Christian faith. Research, major paper and presentation required. *Prerequisite:* ENG211.

**ENG492 Senior Seminar: British Literature (4)**—Studies authors and texts in British literature with in-depth historical and critical treatment. Includes reflection on methodology and practical aspects of integration of literary studies and Christian faith. Research, major paper and presentation required. *Prerequisite:* ENG211.

**ENG493 Senior Seminar: Comparative/Global Literature (4)**—Studies authors and texts from beyond America and Britain with in-depth historical and critical treatment. Includes reflection on methodology and practical aspects of integration of literary studies and Christian faith. Research, major paper and presentation required. *Prerequisite:* ENG211.



## HEALTH PROFESSIONS PROGRAM

### Craig Story, Director of Health Professions

Health Professions is a broad term applying to numerous distinct fields, including medical, dental, physician assistant, veterinary, physical therapy, occupational therapy, pharmacy, etc. Gordon College is committed to helping those interested in the health professions to attain their goal while not compromising on the value of a high-quality traditional liberal arts education. We seek to prepare well-rounded citizens of the world who approach their vocation with a distinctly Christian worldview, who are well prepared for graduate work in health professions and eager to help serve “the least of these” as ministers of Christ.

Serving in health professions is a demanding but rewarding pursuit, and students bound for the required postgraduate training must complete an appropriate program of study to be competitive. Students in any major may apply for graduate programs. The health professions program is designed to assist students in choosing and completing the major that best matches their interests while meeting established prerequisites that are unique to each diverse field. Several prerequisite lists appear below. While these tracks list the essential courses required by most programs, the student and advisor will work together to ensure that requirements for particular programs of interest are met. A two-year sequence of seminars, required for some tracks and recommended for others, further prepares students through readings, discussion of ethical issues and visits with physicians, medical students, researchers and other health professionals.

Students contemplating the health professions are encouraged to first consider the major they would like to study. The catalog describes each major and lists specific course requirements. Biology, chemistry and kinesiology have historically been popular choices because of the relationship of each to different aspects of health care, but any major could potentially be considered. We encourage students to first review major descriptions and contact the major department they are considering. In addition, Dr. Craig Story, director of health professions, can be contacted for more specific information.

### Required Courses for the Health Professions Tracks

The following tracks are considered a concentration for biology, chemistry or kinesiology majors or a minor for all other majors.

#### Track 1: Premedicine, Dentistry, Veterinary

BIO150	Biology I: Cells and Genetics
BIO151	Biology II: Animal Biology
CHE111, 112	Principles of Chemistry I, II
CHE211, 212	Organic Chemistry I, II
HLP200, 201,	Health Professions Seminars I-IV
HLP300, 301	(taken in sophomore and junior years)
MAT141, 142	Calculus I, II or MAT134 Survey of Calculus and MAT220 Biostatistics
PHY121, 122	Introductory Physics I, II or PHY119, 120 General Physics I, II
Two semesters of writing	

Note: the most competitive premedical preparation would include courses taken by majors in that subject.

**Track 2: Prenursing**

BIO150	Biology I: Cells and Genetics
CHE111, 112	Principles of Chemistry I, II
BIO/KIN213, 214	Human Anatomy and Physiology I, II
MAT220	Biostatistics
BIO225	Nutrition
BIO314	Microbiology

Two semesters of writing

Recommended: HLP200, 201, 300, 301 Health Professions Seminars I-IV (taken in sophomore and junior years)

Note: Some programs require additional psychology courses to cover the human lifespan.

**Track 3: Preoccupational Therapy**

BIO/KIN213, 214	Human Anatomy and Physiology I, II
MAT220	Biostatistics
KIN323	Foundations of Exercise Physiology
PSY220	Person in Psychological Context
PSY246	Clinical Psychology: Psychopathology
SOC10X	100-level sociology class

One semester of writing (additional literature courses recommended)

Strongly recommended: HLP200, 201, 300, 301 Health Professions Seminars I-IV (taken in sophomore and junior years)

Note: An internship is strongly recommended prior to applying to graduate school.

**Track 4: Preoptometry**

BIO150	Biology I: Cells and Genetics
BIO151	Biology II: Animal Biology
CHE111, 112	Principles of Chemistry I, II
CHE211, 212	Organic Chemistry I, II
MAT141, 142	Calculus I, II or MAT 134 Survey of Calculus
MAT220	Biostatistics
BIO314	Microbiology
PHY121, 122	Introductory Physics I, II or PHY119, 120 General Physics I, II

Recommended: Health Professions Seminars I-IV (taken in sophomore and junior years)

Note: Additional requirements vary by school; it is the responsibility of students to make sure that any prerequisites are met.

**Track 5: Prepharmacy**

BIO150	Biology I: Cell and Genetics
BIO151	Biology II: Animal Biology
CHE111, 112	Principles of Chemistry I, II
CHE211, 212	Organic Chemistry I, II
MAT134	Survey of Calculus
MAT220	Biostatistics
PHY119	General Physics I (some require II, most do not)
BIO316	Modern Genetics
BIO341	Biochemistry

Two semesters of writing

Recommended: Economics/Accounting course, PSY281 Drugs & Behavior (2 credits), Health Professions Seminars I–IV (taken in sophomore and junior years)

#### **Track 6: Prephysical Therapy\***

BIO150	Biology I: Cell and Genetics
CHE111, 112	Principles of Chemistry I, II
MAT220	Biostatistics
PHY121, 122	Introductory Physics I, II or PHY119, 120 General Physics I, II
BIO/KIN213, 214	Human Anatomy and Physiology I, II
KIN323	Foundations of Exercise Physiology
PSY220	Person in Psychological Context
PSY244	Developmental Psychology

One semester of writing (additional recommended)

Recommended: Health Professions Seminars I–IV (taken in sophomore and junior years)

Note: Internship is strongly recommended; documented clinical observation hours often are a prerequisite.

#### **Track 7: Prephysician's Assistant**

BIO150	Biology I: Cell and Genetics
CHE111, 112	Principles of Chemistry I, II
BIO/KIN213, 214	Human Anatomy and Physiology
MAT220	Biostatistics
BIO314	Microbiology
PSY220	Person in Psychological Context

One additional psychology elective: PSY244, Developmental Psychology or PSY246, Clinical Psychology suggested

Recommended: Health Professions Seminars I–IV (taken in sophomore and junior years)

Note: Significant accumulation (1000 hours) of patient contact hours is a prerequisite for many but not all schools. See specific course requirements for individual schools.

## DEPARTMENT OF HISTORY

**Chair** Stephen Alter, David Goss, Jennifer Hevelone-Harper, Thomas Howard, David Wick. **Part-time:** Ian Drummond, Suzanne Hevelone, Agnes Howard, Ute Possekel, David Sparks.

**MISSION:** The Department of History introduces students to essential knowledge of the human past, helping them to gain insight into the dynamics of historical continuity and change as well as to develop those critical and interpretive skills which are vital to the discerning study of human experience. The department's aim is to graduate well-informed individuals equipped for responsible world Christian citizenship and thoughtful cultural involvement. The department also provides students preliminary preparation useful for careers in teaching, law, government, Christian ministry, archival and museum work, and higher education and scholarship.

### Requirements for the Major in History

History majors are required to take 36 credits of historical offerings beyond the core requirements. The following must be included in the course selections:

HIS492 Colloquium in Historiography

*Eight credits from the following Advanced Seminars:*

- HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean
- HIS490 Advanced Seminar: Asian History
- HIS491 Advanced Seminar: American History
- HIS493 Advanced Seminar: Modern European History
- HIS494 Advanced Seminar: Medieval and Early Modern History
- HIS495, 496 Advanced Seminar: Ancient History I, II

*One of the following (4 credits)*

#### **History of Asia, Africa, the Middle East and Latin America**

- HIS224 Premodern China
- HIS225 Premodern Japan
- HIS240 Christianity and the Modern World: A Historical View
- HIS241 Modern China
- HIS242 Modern Japan
- HIS245 History of Africa
- HIS250 History of Latin America
- HIS341 Eastern Europe, Byzantium and the Caucasus
- HIS344 Medieval Islam and the Middle East
- HIS351 Christianity in China
- HIS371 Selected Topic (if appropriate topic)

*At least 4 credits each from three of the following five categories:*

#### **History of the Ancient and Classical World**

- HIS213 History of Egypt and the Ancient Near East in the Bronze Age
- HIS214 History of Ancient Greece
- HIS216 History of Ancient Rome
- HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean
- HIS315 Ancient Belief and the Earliest Christian Church

#### **History of Medieval Europe**

- HIS219 Medieval Europe
- HIS331 History of England, Ireland, Scotland and Wales
- HIS341 Eastern Europe, Byzantium and the Caucasus

**History of Early Modern and Modern Europe**

- HIS221 Renaissance and Reformation Europe
- HIS223 The Formation of Modern Europe 1555–1789
- HIS230 Revolutionary Europe 1789–1914
- HIS238 A Century of Ideology and Bloodshed: Europe 1914–Present
- HIS240 Christianity and the Modern World: A Historical View
- HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean
- HIS318 Women, Religion and the Family in the Early Modern Period
- HIS332 Modern Britain
- HIS334 Modern Russia and the Soviet Union
- HIS335 Modern Germany

**United States History**

- HIS231 Introduction to African-American History
- HIS232 America 1492–1846
- HIS234 America 1846–1941
- HIS237 America 1941–Present
- HIS321 American Thought and Society
- HIS310/POL310 American Foreign Policy

**Public History and Museum Studies**

- HIS390 Public History and Museum Studies
- HIS391 Museum Management

The remainder of the major requirement consists of eight credits of history electives. Majors anticipating graduate study in history are encouraged to elect additional history courses as well as to develop relevant language and research skills. History majors are strongly encouraged to pursue intermediate-level language study in French, German, Italian, Greek or Latin.

**Honors in History**

The department encourages highly qualified majors with junior standing to consider pursuing history honors, which entails preparation of a research thesis under the guidance of a faculty director during two of the student's last four terms at Gordon. Minimum requirement for application to the honors program is a GPA of 3.65 in the major and 3.00 overall by the first half of the student's junior year, plus academic excellence and good writing skills as demonstrated in previous course work. Pending departmental approval of a student's research proposal, the candidate will enroll in HIS471, 472 Research I, II, develop a substantial thesis paper, and defend the thesis orally to department faculty and fellow students. See department website for further information.

**International Seminar: History of Ancient and Modern Greek Culture and Christianity in the Aegean**

This intensive four-week course includes living and traveling in mainland Greece, the Aegean islands and Turkey. Focuses on ancient Greek historical cultures (Bronze Age, Archaic, Classical, Hellenistic, Roman and later), New Testament historical backgrounds, and modern European/Mediterranean history and culture in a variety of Greek cities and smaller towns (longest stays are in Thessaloniki and Athens). Students study and integrate all three fields but choose a concentration in one. Combines classroom study, site visits, research, interviews and travel. (Offered alternate years, late summer; next offering summer 2011.) Contact Professor Wick, History Department, and the Global Education Office to apply. With COR210,211 fulfills core Global Understanding theme.

### **International Seminar: Development of Modern China**

The Economics and Business Department and History Department offer an intensive combination of study and travel to China, focusing on one of the world's largest economies. Students prepare through meetings and assigned reading during the spring semester, then travel to key sites of historical and economic development interest. Spring/summer 2013. Earns 4 semester hours of credit through either the Economics and Business Department or History Department. With COR210 and 211, fulfills core Global Understanding theme. Contact Global Education Office to apply.

### **Requirements for the Double Major with Education**

Students seeking licensure as a teacher of history or social studies at the middle school or secondary education level should consult the department chairs of education and history for specific teacher education and major requirements. Four history credits may be waived for double majors in history and education or music education.

### **Requirements for the Minor in History**

Minors are required to complete 20 credits of historical offerings beyond the core requirements, including 4 credits from the following: HIS291, 490, 491, 493, 494, 495, 496.

### **Minor in Classics**

Majors in history are urged to consider the interdisciplinary minor in classical studies. Requires 24 credits: two full years of Latin language plus two additional courses from selection of ancient history, classical literature and philosophy courses. In Latin IV students study original texts relating to their fields of specialty. For more information and requirements see Interdisciplinary and Off-Campus Curriculum. Contact Dr. Graeme Bird, Languages and Linguistics.

### **Minor in East Asian Studies**

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. For more information and requirements, see the minor listing in the Interdisciplinary and Off-Campus Curriculum section at the back of the catalog. Due to staff transitions the history courses needed to complete the minor are not currently available, but are expected to be offered again in the future.

### **Concentration or Minor in Public History and Museum Studies**

History majors interested in careers in museum education, museum administration, collections management, artifact conservation, archival and curatorial positions, as well as the growing field of history-related mass media and technology may complete a concentration in Public History and Museum Studies with courses listed below. Entry level positions in above fields may be attained by students with a bachelor's degree. Specific requirements for a minor for non-history majors are described under Interdisciplinary and Off-Campus Curriculum. Contact Professor David Goss, History Department.

### **Requirements for a Concentration in Public History and Museum Studies**

- HIS390 Public History and Museum Studies
- HIS391 Museum Management
- HIS381 Independent Study in Organizational Management
- HIS425 Internship (2 or 4 credits)

NPO205 Introduction to Nonprofits

One of the following:

ECB217, 218 Principles of Accounting I, II

ECB245 Principles of Management

ECB346 Human Resource Management

ECB374 Small Business Management

ECB377 Principles of Marketing

NPO308 Resource Development in Nonprofit Organizations

NPO337 Financial Management of Nonprofit Organizations

## COURSE DESCRIPTIONS

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### HISTORY

**HIS115 American History Survey (2)**—Introduces main political, constitutional, social and economic developments in American history from time of discovery to present. *Prerequisite:* education major.

- \* **HIS121 Historical Perspectives on Culture, Belief and Civilization (4)**—Examines culture building, development and change, and interaction of diverse peoples across a broad swath of history. Explores Christianity from its Middle Eastern roots through Renaissance/Reformation to global cultures of contemporary world in political, technological, social and cultural contexts. Investigates Christian traditions, missionary endeavors, reform movements, and relationships between adherents of different world religions. Introduces critical evaluation of historical evidence. Core common course.

**HIS213 History of Egypt and the Ancient Near East in the Bronze Age (4)**—Explores growth and interaction of first “international world” in Ancient West: Fertile Crescent, Mesopotamia, Egypt, Hittite Asia Minor, Minoan Crete, Mycenaean Greece. Examines fall of these cultures after 1200 B.C.; interconnections between biblical and Bronze Age history. Various readings from original sources.

**HIS214 History of Ancient Greece (4)**—Explores Greek history from Minoan and Mycenaean cultures through Archaic, Classical and Hellenistic ages. Examines place of Greek culture in world of Rome; Greek political and social experiments, art, cultural life, athletics, warfare. Various readings from original sources. (Alternate years.)

**HIS216 History of Ancient Rome (4)**—Surveys Roman political and cultural history from earliest Latin settlements through Etruscan and Republican periods to Roman Empire. Emphasizes origins of modern Western culture; multicultural, unified Mediterranean setting in which Christian Church emerged. Various readings from original sources.

**HIS219 Medieval Europe (4)**—Surveys European history fourth–14<sup>th</sup> centuries; transition from Mediterranean to European civilization, growth of the Church, revival of towns, Crusades, empire and feudal monarchies, scholasticism, Romanesque and Gothic art and architecture.

**HIS221 Renaissance and Reformation Europe (4)**—Studies 14<sup>th</sup>–16<sup>th</sup> centuries; changes in medieval institutions and ideas, rebirth of culture in Italy, role of art in society, Reformation movements within the Church and overseas expansion of Europe.

**HIS223 The Formation of Modern Europe 1555–1789 (4)**—Studies origins of modern Europe including Scientific Revolution, absolutism, constitutionalism, religious wars and Enlightenment. (Alternate years.)

**HIS224 Premodern China (4)**—Offers introduction to Chinese history and culture from antiquity to early 18<sup>th</sup> century. Topics include dynastic history, Confucianism, Daoism, Buddhism, Tang and Song poetry, Yuan plays, Ming and Qing novels, painting, architecture and culinary techniques. (Not currently offered.)

**HIS225 Premodern Japan (4)**—Focuses on history and cultural heritage of premodern Japan. Topics include Shinto, Bushido, Buddhism, tea ceremony, poetry, aesthetics and art. (Not currently offered.)

**HIS230 Revolutionary Europe 1789–1914 (4)**—Studies 19<sup>th</sup> century, which opened with flurry of revolutionary optimism that humankind's problems could be solved through such ideologies as liberalism, nationalism, socialism and Darwinism. But imperialism and materialism led to ultimate disillusionment of World War I. (Alternate years.)

**HIS231 Introduction to African American History (4)**—Surveys history of Blacks on North American continent; African origins and background; history and problems of Afro-Americans in the United States from 17<sup>th</sup> century until present. (Offered periodically.)

**HIS232 America 1492–1846 (4)**—Explores American history including Age of Exploration, European colonization of North America, birth of American slavery, Native American relations, religious developments, American Revolution, new national government, market and industrial revolutions, reform and revivalism, development of political parties and movement to abolish slavery.

**HIS234 America 1846–1941 (4)**—Studies American history including War with Mexico, crisis over slavery, Civil War and Reconstruction, growth of industry, labor strife, Spanish-American War, progressive reform, World War I, 1920s, Great Depression, and New Deal and World War II.

**HIS237 America 1941–Present (4)**—Explores American history including World War II, Cold War, Korean War, postwar culture, major Supreme Court decisions, civil rights movement, Vietnam War, 1960s counterculture, Watergate scandal, economic difficulties of 1970s, Reagan revolution and problems of post-Cold War superpower status, and roots of global “war on terrorism.”

**HIS238 A Century of Ideology and Bloodshed: Europe 1914–Present (4)**—Studies 20<sup>th</sup>-century Europe, focusing on World War I, rise of Fascism and Communism, World War II, Holocaust, Cold War, intellectual and cultural trends, European unity, decolonization and collapse of Communist Bloc and U.S.S.R.

- \* **HIS240 Christianity and the Modern World: A Historical View (4)**—Examines changes and continuities in Christian belief, theology and practice since the Enlightenment, Age of Democratic Revolution and Industrial Revolution. Particular emphasis placed on modern Western civilization, but emergence of “global Christianity” and general impact of modernity on religious traditions also considered. Fulfills core Global Understanding theme. (Alternate years.)

**HIS241 Modern China (4)**—Explores transformation of China from dynastic system to modern state, roughly from late 17<sup>th</sup> century to present. Focuses on political, economic, cultural and diplomatic developments of China in effort to increase understanding of dynamic changes taking place today. (Not currently offered.)

**HIS242 Modern Japan (4)**—Offers a comprehensive introduction to history of Japan from early modern period to present. Considers major topics in Japan's political, social and economic development, and seeks to provide students with historical background necessary for analyzing contemporary Japan. (Not currently offered.)



**HIS245 History of Africa (4)**—Studies three major themes of sub-Saharan history: indigenous cultures, foreign influences (Arab and European) and emergence of modern nation states; interaction of these themes in contemporary Africa. (Offered periodically.)

**HIS247/POL247 Britain and America in the Middle East (4)**—Explores British and American involvement in modern Middle East, focusing on period since 1900. Significant attention given to Zionism and rebirth of Israel in 1948, the Arab-Israeli conflict, Iran hostage crisis, beginnings of anti-American terrorism and 9/11 Commission Report. (Alternate years.)

**HIS250/SP250 History of Latin America (4)**—Surveys Latin American experience from pre-Columbian days to present; formation of political institutions, pattern of economic development and role of religion and church. Offered periodically.

**HIS291 International Seminar: History of Ancient and Modern Greek Culture and Christianity in the Aegean (4)**—See department information. With COR 210, 211 fulfills Global Understanding theme.

**HIS292/ECB291 International Seminar: Development of Modern China (4)**—See department information. With COR 210 and 211, fulfills Global Understanding theme. Spring-Summer 2013.

**HIS310/POL310 American Foreign Policy (4)**—See POL310 course description.

**HIS315 Ancient Belief and the Earliest Christian Church (4)**—Explores history of religious faiths, intellectual life and cultural transitions of Israel, Greece and Rome before and after the coming of Christianity. Surveys growth of Christian Church through breakup of Roman world. Emphasizes readings from original sources. (Alternate years.)

**HIS318 Women, Religion and the Family in the Early Modern Period (4)**—Great social, political and religious shifts of the early modern period brought changes to lives of individuals and families. The Reformation and Counter-Reformation altered opportunities for religious life and devotional expression. Catholics defended traditional forms of female sanctity and developed new venues for women to teach, serve and pray. For Protestants, female status as wife and mother received added emphasis. Covers impact of scientific discovery on practices of birth and rearing children and effect on religion and family in American colonies.

\* **HIS321 American Thought and Society (4)**—Surveys great texts by American social thinkers from Puritans to postmodernists. Writers include John Winthrop, Benjamin Franklin, R. W. Emerson, H. D. Thoreau, Mark Twain, William James, John Dewey and Richard Rorty. Themes include individual in relation to society and problem of cultural relativism. Fulfills core Human Person theme. (Alternate years.)

**HIS331 History of England, Ireland, Scotland and Wales (4)**—Surveys region from end of Roman period to Reformation. Themes include Christianization, medieval kingdoms, constitutional developments, Reformation and church history, cultural achievements and gender roles. (Alternate years.)

**HIS332 Modern Britain (4)**—Examines British history, 1800–present, focusing on industrialization, Victorian society and culture, development of parliamentary government, two world wars and modern welfare state. Special emphasis on rise and fall of British Empire. (Alternate years.)

**HIS334 Modern Russia and the Soviet Union (4)**—Explores development of modern Russian politics, society and culture. Introduces students to tsarist Russia. Particular emphasis placed on 1917 Bolshevik Revolution, Stalin years, Cold War, and dissolution of Soviet Union. (Offered periodically.)

**HIS335 Modern Germany (4)**—Introduces students to history of modern Germany, 1871 to present. Topics include national unification, World War I, Weimar and Nazi periods, Holocaust, World War II, postwar division, and reunification. (Alternate years.)

- \* **HIS341 Eastern Europe, Byzantium and the Caucasus (4)**—Explores cultures and societies in Eastern Europe and Western Asia, including Balkans, Georgia, Armenia and Byzantine Empire from founding of Constantinople to emergence of Muscovy (fourth–15<sup>th</sup> centuries). Examines ethnic and religious identities, structure of political authority, literary and artistic expression, and life in rural and urban communities. Fulfills core Global Understanding theme.
- \* **HIS344 Medieval Islam and the Middle East (4)**—Explores context for rise of Islam, its expansion, intellectual flourishing in Middle Ages, and encounters with Westerners during crusades. Special attention paid to religious, cultural, social and economic environment of early and medieval Islam and relationship of Islam and Christianity as Abrahamic religions. Students read and analyze the Qur'an, visit local mosque for Friday prayers, meet and interact with Muslims. Fulfills core Global Understanding theme. (Alternate years.)

**HIS351 Christianity in China (4)**—Explores history of Christianity in China. Emphases given to following themes: general Christian activities in China; role of Western missionaries; Christian interaction with Chinese politics, culture and society; and indigenization and diverse manifestations of Chinese Christianity. (Not currently offered.)

**HIS371 Selected Topics (2–4)**—Explores various historical themes or periods. Designated as repeatable with different topic.

- \* **HIS375 Evolution and Society (4)**—Historical survey of modern biological evolution idea and its interactions with social thought, particularly in Britain and America. Covers Charles Darwin, his antecedents and his work; development of evolutionary thought up to 1960s; and recent controversies including creation science and intelligent design. Substantial attention given to interactions with earth and life sciences, biblical interpretation, and social and anthropological thought, including ideas about human evolution and race. Fulfills core Natural World theme. (Alternate years.)

**HIS390 Public History and Museum Studies (4)**—Explores professional applications of historical methodology to archives, museums, document conservation, government and corporate record management. Includes lectures by professionals in field, on-site observations and possible internships.

**HIS391 Museum Management (4)**—Introduces operations of a museum and challenges faced by contemporary museum administrators. Students study local museum operations, identify issues and challenges and evaluate museum's response based on texts and readings from current field of public history.  
*Prerequisite:* HIS390.

**HIS425 Internship (2 or 4)**—Supervised internship in a library, archival or museum location combining on-the-job work experience with related academic study. Ordinarily involves 8–10 hours per week at off-campus field assignment. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisite:* minimum cumulative GPA of 2.50.

**HIS471, 472 Research I, II (4, 4)**—Research into topic of mutual faculty and student interest. For honors program, students present thesis, methodology, annotated research bibliography and plan for project in middle of fall term. Oral presentation and defense of thesis as well as final written paper required in spring term.

*Prerequisite:* permission of instructor.

**HIS490 Advanced Seminar: Asian History (4)**—Research in modern Asian history. Topics concentrated from 16<sup>th</sup> century to present and focus on political, social, intellectual and cultural themes. Topics vary; check with instructor. Designated as repeatable with different topic.

**HIS491 Advanced Seminar: American History (4)**—Reading and research in American history using both historiographic and primary sources. Offered spring term. Topics include Postwar Presidents, 1945–1974 and Post-Watergate Presidents, 1974–2000. Check with instructor. Designated as repeatable with different topic.

**HIS492 Colloquium in Historiography (4)**—Explores way humans have approached writing and understanding of history from Greco-Roman historians to contemporary schools of historical inquiry. Focus on worldviews of historians and ways worldview shapes perception of past and how the past is used to influence the present. Open to advanced students and junior and senior history majors.

**HIS493 Advanced Seminar: Modern European History (4)**—Readings and research in special topics in modern European and Western history. Topics vary; check with instructor. Designated as repeatable with different topic.

**HIS494 Advanced Seminar: Medieval and Early Modern History (4)**—Reading and research on special topics of medieval and early modern history. Topics vary; check with instructor. Topics include: Desert Spirituality, Medieval Celts, Medieval Pilgrimage, Art and Spirituality in Late Antiquity and the Middle Ages and Jews in the Medieval World. Designated as repeatable with different topic.

**HIS495, 496 Advanced Seminar: Ancient History (2, 2)**—Reading and research on special topics in ancient history. Two of these two-credit courses meet requirement for senior research and writing project. Designated as repeatable with different topic. Topics include: Writing Ancient History, Ancient Celts, Citizenship in Antiquity, Travel, Trade and Education, History of Science, Technology and Medicine in the Ancient World; Military History, Strategy, Leadership and Cost in the Ancient World.

## GEOGRAPHY

**GEG210 Principles of Geography (2)**—Instructs students to think geographically about the world. Covers historical development, terminology and major themes of geography; current geographical issues in world's regions. Special emphasis placed on skill of teaching geography and geography's role in education. (Alternate years.)

## INTERNATIONAL AFFAIRS MAJOR

**Director Ruth Melkonian-Hoover, Paul Brink, Stephen Smith.**

**MISSION:** The international affairs major is an interdisciplinary program stressing integrated knowledge of economics and political science as applied to the international arena. The major is jointly administered by the Department of Economics and Business and the Department of Political Science. The program prepares students for a variety of international career and graduate school options by stressing a high level of language preparation, theoretical training in international political economy and a required international internship or field experience. Like the other majors offered by its sponsoring departments, international affairs has a strong liberal arts character, intentionally sharpening students' powers of analysis, writing and speaking. Furthermore, issues of Christian stewardship, justice and leadership are an integral part of the program. These features help equip students for lives marked by Christian character and service.

### Requirements for the Major in International Affairs

In consultation with an advisor, each student will meet the core requirements of the major. A minimum of 40 credits must be taken in the major, not including any language credits. Ordinarily students will take 300-level courses in their junior or senior years. ECB/POL416 serves as the culminating seminar. Students planning graduate work in this field are advised to take an additional 16 credits of related coursework in consultation with the academic advisor, at least 8 credits of which should be outside the Department of Economics and Business and the Department of Political Science.

#### Required Courses (28 credits plus language):

ECB201	Principles of Microeconomics
ECB202	Principles of Macroeconomics
ECB366	International Economics
ECB416/POL416	International Political Economy
POL106	International Relations
POL310	American Foreign Policy <i>or</i>
	POL210 Introduction to Comparative Politics
POL348	Theories of International Relations

Language: 8 credits of intermediate (second year) language or validation of equivalent language proficiency

#### Electives (12 credits)

Students must choose 12 additional credits from the following list with at least one course from the Regional Politics section:

##### Regional Politics

POL210	Introduction to Comparative Politics
POL214	American Domestic Policy <i>or</i>
	POL325 Congress and the Presidency
POL219	Politics of the Developing World
POL235	Politics of the Middle East
POL240	Politics of Western Europe
POL324	Politics of Latin America

##### General Electives

ECB305	Economic Development
ECB369	International Capitalisms

ECB440	International Business
HIS241	Modern China
HIS242	Modern Japan
HIS245/FRE245	History of Africa
POL246	International Diplomacy
POL320	Women and Politics

### International Field Experience

The international field experience may be an appropriate course of study, internship or other experience as approved by the student's academic advisor and the Global Education Office. Ordinarily it will complement a student's language and elective preparation.

### International Development Concentration (12 credits)

Students interested in international development may complete a concentration which provides requisite training in international economics and international politics, understanding the domestic, international and historical contexts that affect international development.

**Required courses (8 credits).** May also count toward regional and general elective credits for international affairs major.

ECB305	Economic Development
POL219	Politics of the Developing World

**Elective courses (4 credits) in addition to international affairs major credits**

BIO291	Sustainable Tropical Agriculture (ECHO)
BIO302	Crops and Society
ECB291	International Seminar: Economic Development in China
SOC335	Social Change and Development
SOC340	Women and World Development

Additional off-campus courses in international development may be used to fulfill elective credits for the concentration, in consultation with the department chair.

### Honors in International Affairs

In exceptional cases international affairs majors may earn honors in international affairs by researching and writing an honors thesis during the senior year. Under the direction of a faculty advisor, candidates will develop a thesis proposal in the spring prior to the senior year and, with approval of the Economics and Business and Political Science Departments, register for and complete 8 credits of independent research in the senior year (registered as IA471, 472 Research I, II). For honors the thesis must be of high quality and sufficient scope and must be defended orally before program faculty toward the end of spring term in senior year. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall; candidates must have completed their international field experience prior to senior year; depending on the topic, substantial cognate coursework may be required junior and senior years. An honors thesis should be considered by students intending to complete advanced degrees in economics, political science or international affairs. See program faculty for details.

## Minors in Economics or Political Science

International affairs majors who wish to minor in economics may do so by taking, in addition to the economics courses required for their major, ECB311 Intermediate Microeconomics and 4 additional credits of economics from the approved list under economics major requirements. International affairs majors who wish to minor in political science may do so by taking 8 additional credits of political science, in addition to the political science courses required for the minor. Courses should be selected in consultation with the department chair.

## COURSE DESCRIPTIONS

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Descriptions for all economics and business (ECB) and political science (POL) courses are found in their respective departmental pages.

**INA471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis.  
*Prerequisites:* senior standing and permission of program director.



## DEPARTMENT OF KINESIOLOGY

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**Chair Sean Clark, Peter Iltis, Jessica Ventura. Part-Time: Donna Clark, Peter Harmeling, Thomas Faulds.**

**MISSION:** The intent of the Department of Kinesiology is to develop a community of learners in which students and faculty develop a thorough understanding of human movement. The curriculum emphasizes the mechanical, neurological and physiological bases of human movement and is coupled with experiences to enhance critical-thinking skills essential to scientific inquiry. The course of study includes examination of both normal healthy function as well as function associated with clinical conditions and disease states. The department emphasizes collaborative research with students as well as volunteer and internship experiences in a variety of professional settings. Kinesiology graduates are well prepared for postbaccalaureate study in kinesiology, clinical exercise physiology, medicine, physical and occupational therapy, nursing and physician's assistant programs.

### Requirements for the Major in Kinesiology

#### Support Requirements (20 credits)

CHE111	Principles of Chemistry I
PHY119	General Physics I or PHY121 Introductory Physics I
KIN/BIO213	Human Anatomy and Physiology I
KIN/BIO214	Human Anatomy and Physiology II
MAT220	Biostatistics (or option approved by department)

#### Kinesiology Requirements (38 credits)

KIN112	Introduction to Human Movement Studies
KIN212	Musculoskeletal Anatomy
KIN310	Motor Control and Learning
KIN320	Biomechanics of Human Movement
KIN323	Foundations of Exercise Physiology
KIN350	Disorders of Voluntary Movement
KIN370	Advanced Readings in Kinesiology
KIN420	Modeling and Simulation of Human Movement
KIN423	Clinical Exercise Physiology
KIN450	Neurophysiologic Bases for Movement
KIN491	Senior Seminar

Students completing the Kinesiology major are not required to take the core course NSM202 The Scientific Enterprise.

In addition to completing the kinesiology major, students with specific postbaccalaureate aspirations may choose a concentration or minor from a number of options including the health professions concentrations, the corporate fitness concentration and a minor in neuroscience. Close consultation with academic advisors is recommended to ensure that specific graduate program prerequisites are met. Exceptional kinesiology majors may also consider the honors program described below.

#### Health Professions Concentration

Kinesiology is a popular choice of major for many students considering entering medicine or other health professions. The kinesiology major provides students focused study on human movement and includes clinical-related coursework where concepts and principles are applied to the study of injury and disease. Students

are encouraged to participate in practical learning experiences in various health profession settings, including two clinical rehabilitation practices on campus. These on-campus experiences allow students to work alongside healthcare professionals who are providing care for patients with orthopedic and sport-related injuries, individuals suffering from various neurologic and vestibular disorders affecting balance and mobility, as well as individuals recovering from cardiovascular and pulmonary disease. By completing the kinesiology major and selected tracks in the health professions program, students are prepared to apply to medical, nursing, occupational therapy, physical therapy and physician's assistant programs. Contact Dr. Sean Clark, kinesiology department, health professions committee, or Dr. Craig Story, director of health professions, for additional information.

### **Health Professions:**

Courses for these concentrations are listed as tracks under the Health Professions Program:

**Premedicine, Dentistry, Veterinary** See Track 1

**Prenursing** See Track 2

**Preoccupational Therapy** See Track 3

**Prephysical Therapy** See Track 6

**Prephysician's Assistant** See Track 7

### **Corporate Fitness Concentration**

The corporate fitness concentration prepares students to work in corporate and commercial fitness settings, developing exercise and wellness programming for company employees and clients. Kinesiology majors interested in this concentration should also consider obtaining a business minor. Specific paradigms for this minor are determined with the Department of Economics and Business.

KIN240	Orthopedic Injuries across the Lifespan
KIN330	Sport Nutrition
KIN425	Internship
ECB201	Principles of Microeconomics
ECB217	Principles of Accounting
ECB245	Principles of Management
ECB277	Principles of Marketing

### **Requirements for the Minor in Kinesiology**

Students wishing to earn a kinesiology minor must complete the following courses (minimum of 20 credits):

KIN/BIO213	Human Anatomy and Physiology I
KIN/BIO214	Human Anatomy and Physiology II

Minimum of 12 credits of selected kinesiology electives at 300-level or above

### **Requirements for the Minor in Neuroscience**

This interdisciplinary minor (24 credits) draws from biology, psychology, chemistry and kinesiology. See Psychology Department for full information on the minor.

### **Honors in Kinesiology**

In exceptional cases majors may earn departmental honors in kinesiology by conducting research and writing an honors thesis during their senior year. In



collaboration with a faculty advisor, candidates will enroll in KIN492 in their junior or senior year to develop a thesis proposal and conduct pilot work on a selected topic. The proposal will be defended by the end of the fall semester of the student's senior year. The defense will be presented before the Department of Kinesiology faculty and must include evidence of readiness to conduct a full study based on initial pilot work. Upon successful defense, candidates will enroll in an additional 4 credits of KIN492 and will conduct formal research and write a thesis. For honors the thesis must be of high quality and must be orally defended before department faculty. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

## COURSE DESCRIPTIONS

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- \* **KIN112 Introduction to Human Movement Studies (4)**—Provides scientific perspective to study of human movement with emphasis on mechanical, neurological and physiological bases of human movements in activities of daily living and exercise. Addresses vocation as Christian calling and defines areas of professional practice in kinesiology. Fulfills core Natural World or Human Person theme. Open to majors only in fall; open for majors and nonmajors in spring.

**KIN212 Musculoskeletal Anatomy (2)**—Examines human musculoskeletal structure and function; muscle origin, insertion and action at joints. Introduces principles of lever action and mechanics of motion from applied, clinical perspective.

*Prerequisite:* KIN213.

- \* **KIN/BIO213, 214 Human Anatomy and Physiology I, II (4, 4)**—Examines structure and function of human body. Emphasizes organ systems: skeletal, muscular, nervous, endocrine, respiratory, circulatory, digestive, urinary and reproductive. KIN213 or 214 fulfills core Natural World theme and KIN213 fulfills Human Person theme if taken at Gordon College. Weekly laboratory. Lab fee.

**KIN240 Orthopedic Injuries across the Life Span (4)**—Examines orthopedic injuries from clinical perspective including evaluation techniques and interpretation as well as treatment and rehabilitative exercises pertinent across life span. *Prerequisite:* KIN212.

**KIN310 Motor Control and Learning (4)**—Examines concepts and principles related to the nature of motor control. Theoretical frameworks for motor control, learning and issues in motor skill acquisition and motor learning. *Prerequisites:* KIN213 or permission of instructor. Weekly laboratory. Lab fee.

**KIN320 Biomechanics of Human Movement (4)**—Principles of classical mechanics used to describe, analyze and assess human motion. Considers experimental techniques, including motion capture systems, EMG and force platforms to study human movement. Concepts of data processing, mechanical modeling, and energy and power analysis applied to sport and rehabilitation contexts. *Prerequisites:* KIN213, PHY119 or PHY121 or by permission. Weekly laboratory. Lab fee.

**KIN323 Foundations of Exercise Physiology (4)**—Examines human systems of energy delivery and utilization; emphasizes methods by which these systems may be altered through physical training and dietary manipulation. *Prerequisite:* KIN214 or permission of instructor. Weekly laboratory. Lab fee.

**KIN350 Disorders of Voluntary Movement (4)**—Examines role of neurological structures in motor system and sensory impairments. Emphasis on pathophysiology, clinical manifestations, assessment and treatment of various neurological disorders. *Prerequisite:* KIN213.

**KIN370 Advanced Readings in Kinesiology (2)**—Reviews current kinesiology literature with emphasis on gaining facility in reading, understanding and presenting oral and written summaries of scientific papers on selected topics. Topics varied but focus on exercise physiology content. *Prerequisite:* KIN323; MAT220 or approved statistics course recommended.

**KIN371 Selected Topics (2–4)**—Theoretical and applied topics in kinesiology not regularly taught. Designated as repeatable if topic changes. *Prerequisite:* permission of instructor.

**KIN420 Modeling and Simulation of Human Movement (4)**—Introduction to computational modeling and simulation of musculoskeletal systems, including muscle, bone, tendon and ligament. Laboratory component involves direct experience with experimental and computational tools used in capturing human movement and creating forward dynamic simulations. *Prerequisite:* KIN212, 320. Weekly laboratory. Lab fee.

**KIN423 Clinical Exercise Physiology (4)**—Examines preventive and rehabilitative role of exercise training in selected chronic diseases. Training in principles and procedures of graded exercise testing and prescription. Also includes study of electrocardiography and its role in diagnostic testing for cardiovascular disease. *Prerequisite:* KIN323 or permission of instructor. MAT220 or approved statistics course recommended. Weekly laboratory. Lab fee.

**KIN425 Internship (2 or 4)**—Internship experiences in field appropriate to student's concentration. Learning plan must be completed with departmental faculty supervisor and approved in advance by department chair and registrar. Minimum cumulative GPA of 2.50.

**KIN450 Neurophysiologic Bases for Movement (4)**—Study of central and peripheral neural structures involved in control and coordination of human action. Neurological diseases affecting movement are considered. *Prerequisite:* KIN310 or permission of instructor.

**KIN491 Senior Seminar (2)**—Capstone experience for majors. Features review of current literature with emphasis on gaining facility in reading, understanding and presenting oral summaries of scientific papers on selected topics. *Prerequisite:* senior standing.

**KIN492 Research (2–4)**—Full-semester research project directed by departmental faculty. *Prerequisite:* approval of supervising faculty.

## DEPARTMENT OF LANGUAGES AND LINGUISTICS

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**Chair Emmanuelle Vanborre, Graeme Bird, Damon DiMauro, Leasa Lutes, Moisés Park, Pilar Pérez Serrano, Gregor Thuswaldner. Part-time: Lei Carter, Earl Orlando Darlington, Pamela Thuswaldner.**

**MISSION:** Recognizing that at the heart of global education is the active knowledge of foreign languages and cultures, the Department of Languages and Linguistics assists Gordon students in becoming globally educated and locally involved in ethnic communities while providing a wide array of language, culture, literature and linguistics classes from a distinctly Christian perspective. The department serves Gordon students in the core by facilitating their acquisition of basic communicative skills with respect to modern languages, their receptive and analytic skills in the case of ancient languages and their new understanding of other cultures, be they modern or ancient.

### Alpha Mu Gamma

Alpha Mu Gamma (AMG) is a national foreign language honor society whose Kappa Epsilon chapter was established at Gordon College in 1983 to acknowledge achievement in the field of foreign languages, encourage academic excellence in the field of linguistics and cultural studies, promote cultural awareness inherent in foreign language learning, and foster sympathetic understanding of other peoples and international friendship. Invitation to membership in the Gordon chapter is contingent upon the support of a faculty member in the department and is extended to students who meet qualifications. For more information contact the department.

### Honors in French, German, Spanish, Combined Languages or Linguistics

Seniors who maintain a 3.50 GPA in the major and a 3.0 GPA overall may graduate with honors in French, German, Spanish, combined languages or linguistics. General requirements for the program include a substantial research project culminating in a written honors thesis which is also orally presented and defended in front of department faculty. In addition, honors students may take additional classes beyond their major requirements in disciplines such as sociology, comparative literature, history or philosophy.

### Requirements for the Combined Languages Major

The combined languages major consists of 44 credits (or equivalent): 20 credits in advanced-level courses (300 or above) in language I, 20 credits in advanced-level courses in language II, and four credits in linguistics. Students studying Chinese (Mandarin) as language II may, in consultation with the major advisor, apply MAN201 and MAN202 to the major. Students with proficiency in language II may, with approval, substitute courses in other languages for some language II courses. Students are required to study for each language at least one semester overseas at an approved language program. The junior year is recommended for study abroad.

### Requirements for the Major in French

The French major consists of 36 credits in intermediate or upper-level courses and LIN200 Introduction to Linguistics. At least 8 credits of French at the 300/400 level must be successfully completed on the Gordon campus. Majors are required to spend either one or two semesters at an approved program in France or a Francophone country. The junior year is recommended for study abroad.

## Requirements for the Concentration in Francophone Studies

French majors may elect to complete a concentration in Francophone studies within their program. Requirements for this concentration are:

FRE365 Caribbean Studies

FRE491,492 Seminar in Quebec Studies I, II

FRE493,494 Seminar in African Studies I, II

One additional 4-credit course selected by the student with department approval

## Requirements for the Major in German

The German major consists of 36 credits in intermediate- or upper-level courses and LIN200 Introduction to Linguistics. These courses are chosen in consultation with the advisor to include a broad distribution among language, literature and culture courses. With prior approval from the major advisor, partial credit from courses taken in other departments may be applied to the German major or minor when the course content focuses sufficiently on the Germanic cultures. Examples of possible courses include: BIB305, HIS221, HIS335, MUS322–324 and PHI333. Students are required to study for one or two semesters at the University of Heidelberg. The junior year is recommended for study abroad.

## Requirements for the Major in Spanish

A minimum of 36 credits in intermediate or advanced courses and LIN200 Introduction to Linguistics are required for the Spanish major. These courses are chosen in consultation with the advisor to include a broad distribution among language, literature and culture in Spanish Peninsular and Latin American courses. Students are required to study for one or two semesters at a departmentally approved site through the Center for International Educational Exchange programs (see [www.ciee.org](http://www.ciee.org) for details). Junior year is recommended for study abroad.

## Requirements for the Double Major with Middle School or Secondary Education

Students seeking licensure in French, German or Spanish at the 5–12 grade level must complete all language and education requirements, including a semester of study overseas. In addition, prior to their senior year students must pass Advanced Writing (FRE313, GER313 or SPN313) with a minimum B grade as well as the departmental Prepracticum Spoken Language Standard. See language advisor for details.

Courses that are strongly recommended:

EDU300 Theories of Language Acquisition

EDU301 Methods of Second Language Teaching

EDU303 Teaching English as a Second Language Using Sheltered English

## Requirements for the Major in Linguistics

The linguistics major consists of 40 credits: 28 foundational credits in the main pillars of linguistics and 12 credits of electives. Students, especially those who are interested in Bible translation, may take some or all 12 elective credits through the Summer Institute of Linguistics (SIL); classes are chosen in consultation with the codirectors of the program.

Prerequisite: One year of language instruction at Gordon or its equivalent.

**Required Foundational Courses** (28 credits)

LIN200	Introduction to Linguistics
LIN301	Sociolinguistics
LIN302	Semantics and Pragmatics
LIN303	Phonology and Phonetics
LIN304	Syntax and Morphology
LIN/ENG404	History of the English Language
LIN491	Seminar in Linguistics Topics

**Electives** (12 credits beyond core from below or Summer Institute of Linguistics)

BCM335	Biblical Hermeneutics
BCM304	Seminar: Greek Exegesis*
COM210	Perspectives on Communication in Culture
COM310	Contemporary Communication Theories
EDU225	Human Development
EDU300	Theories of Language Acquisition
EDU301	Methods of Second Language Teaching
EDU303	Teaching English as a Second Language Using Sheltered English
EDU345	Introduction to Teaching Reading
ENG204	Grammar and Style
ENG360	Biblical Narrative
ENG371	Selected Topics**
ENG486	Poetics
FRE311, GER311 or SPN311	Advanced French, German or Spanish Syntax**
FRE371, GER371 or SPN371	Selected Topics**
FRE491, 492	Seminar in Quebec Studies I, II**
FRE493, 494	Seminar in African Studies I, II**
GER491, 492	Seminar in German Topics I, II**
HIS371	Selected Topics: Introduction to Syriac
LIN371	Topics in Linguistics
PHI310	Language and Interpretation
PSY342	Cognitive Psychology
SPN491, 492	Seminar in Spanish Topics I, II**
SPN493, 494	Seminar in Latin American Topics I, II**

**Requirements for Language Minors**

The minor consists of one of the following: 20 credits in intermediate- and upper-level courses in one language or in linguistics (with department approval); 8–12 credits in intermediate- or upper-level courses in each of two languages; or 12 credits in intermediate- or upper-level courses in one language plus 8 credits in linguistics. Up to 12 credits towards the minor may be taken abroad in a non-English-speaking country. Contact the department chair for more information.

**Minor in Chinese (Mandarin)**

The minor consists of 8 credits in intermediate courses at Gordon and 12 credits in intermediate- and upper-level courses through the Beijing Asian Program at Beijing University or through another approved program in China. Contact the department chair for more information.

\* Prerequisite: Three semesters of Greek (BCM201, 202, 303).

\*\* Prerequisite: Permission by program coordinators. The topic of the class must have a clear emphasis on linguistics (e.g., language history, issues of language policy, sociolinguistics, etc.).

## Minor in Classics

An interdepartmental minor is available which combines Latin language with a selection of courses in history, philosophy and classical literature. Students pursuing the minor will take 24 credits: two full years of Latin language plus two additional courses from one or more of the above fields. Contact the department chair for more information.

## Minor in East Asian Studies

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. See Interdisciplinary and Off-Campus Curriculum. Due to staff transitions, the history courses required to complete the minor are not currently available, but are expected to be offered again in the future.

## Minor in Latin American Studies

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of Latin American countries. See Interdisciplinary and Off-Campus Curriculum.

## Minor in Linguistics

The minor in linguistics consists of 20 credits as follows:

LIN200 Introduction to Linguistics

*Four of the following courses:*

LIN301 Sociolinguistics

LIN302 Semantics and Pragmatics

LIN303 Phonology and Phonetics

LIN304 Syntax and Morphology

LIN/ENG404 History of the English Language

## COURSE DESCRIPTIONS

Students who have earned credit for level three of a language in high school must submit a placement test score before enrolling in any course in that language at Gordon College. (See Admissions: Language Placement and Academic Policies: Placement Examinations for further details.)

*Prerequisite:* Successful completion of Language 101 or its equivalent, such as by a placement test, is a prerequisite for any Language 102.

Those going into the field of Bible translation should spend at least one summer at the Summer Institute of Linguistics ([www.sil.org/training](http://www.sil.org/training)).

## CHINESE (MANDARIN)

### LOWER LEVEL (FIRST YEAR)

- \* **MAN101, 102 Beginning Chinese (Mandarin) I, II (4, 4)**—Introduction to Mandarin language and Chinese cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. Conducted primarily in Mandarin.

**MAN201, 202 Intermediate Chinese (Mandarin) I, II (4, 4)**—Continued study and practice in Mandarin language and Chinese cultures through listening, speaking, reading and writing with particular emphasis on grammar. Conducted primarily in Mandarin. *Prerequisite:* MAN102 or equivalent for MAN201; MAN201 for MAN202.

## FRENCH

### LOWER LEVEL (FIRST YEAR)

- \* **FRE101, 102 Beginning French I, II (4, 4)**—Introduction to French language and Francophone cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. FRE101 conducted primarily in French; FRE102 conducted in French. Language placement score required. Successful fulfillment of FRE101 is a prerequisite for FRE102.

### INTERMEDIATE LEVEL (SECOND YEAR)

**FRE201 Intermediate French I (4)**—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. Conducted in French. *Prerequisite:* FRE102, placement score or equivalent.

**FRE202 Intermediate French II (4)**—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. *Prerequisite:* FRE201, placement score or permission of instructor.

### UPPER LEVEL

**FRE313 Advanced French Writing (4)**—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in French. *Prerequisite:* FRE202, placement score or equivalent. (Every third year. Not offered 2013–14.)

**FRE360 French History, Culture and Civilization (4)**—Surveys geography, history, fine arts, religious makeup, economics and demographics of France. Conducted in French. *Prerequisite:* FRE202, placement score or equivalent. (Offered 2013–14.)

**FRE371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor. (Not offered 2013–14.)

**FRE376 French Literature I (4)**—Study of early masterpieces of French literature in historical and cultural settings. Conducted in French. *Prerequisites:* FRE311, FRE313 or equivalent. (Every third year. Offered 2013–14.)

**FRE378 French Literature II (4)**—Study of modern French literature in historical and cultural settings. Conducted in French. *Prerequisites:* FRE311, FRE313 or equivalent. (Every third year. Not offered 2013–14.)

**FRE425 Internship in French Conversation and Culture (4)**—Supervised experience in French-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. *Prerequisites:* FRE202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

### FRANCOPHONE STUDIES COURSES

**FRE365 Caribbean Studies (4)**—Studies Francophone Caribbean contemporary literature and culture through fiction, film and current events. Explores themes conveyed by various works as well as notions and theories of *négritude*, *antillanité*, *créolité* and postcolonialism. Focus on Martinique, Guadeloupe and Haiti; geography, history, and portrayal of culture and identity. Develops oral communication, writing and higher-thinking skills in French. *Prerequisites:* FRE311, FRE313 or equivalent. (Alternate years. Not offered 2013–14.)

**FRE491, 492 Seminar in Quebec Studies I, II (2, 2)**—In-depth study of chosen area of politics, literature and culture in Francophone Canada. Conducted in French. Repeatable for credit if topic is different. *Prerequisites:* FRE311, FRE313 or equivalent. (Every third year. Not offered 2013–14.)

- \* **FRE493, 494 Seminar in African Studies I, II (2, 2)**—In-depth study of chosen areas of politics, literature and culture in Francophone Africa. Conducted in French. Designated as repeatable for credit if topic is different. *Prerequisites:* FRE311, FRE313 or equivalent. Completion of both FRE493, 494 fulfills core Global Understanding theme. (Every third year. Not offered 2013–14.)

## GERMAN

### LOWER LEVEL (FIRST YEAR)

- \* **GER101, 102 Beginning German I, II (4, 4)**—Introduction to German language and Germanic cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. GER101 conducted primarily in German; GER102 conducted in German. Language placement score required. Successful fulfillment of GER101 is a prerequisite for GER102.

### INTERMEDIATE LEVEL (SECOND YEAR)

**GER201 Intermediate German I (4)**—Continued study and practice in German language and Germanic cultures through listening, speaking, reading and writing. Conducted in German. *Prerequisite:* GER102, placement score or equivalent.

**GER202 Intermediate German II (4)**—Continued study and practice in German language and Germanic cultures through listening, speaking, reading and writing. *Prerequisite:* GER201, placement score or permission of instructor.

### UPPER LEVEL

**GER311 Advanced German Syntax (4)**—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in both oral and written format. Conducted in German. *Prerequisite:* GER202, placement score or equivalent. (Alternate years. Not offered 2013–14.)

**GER312 Advanced German Conversation (4)**—Development of facility in spoken German by means of simulations, role-play, debates, oral reports and discussion of current events; supported by frequent use of multimedia technology. Conducted in German. *Prerequisite:* GER202, placement score or equivalent. (Alternate years. Not offered 2013–14.)

**GER313 Advanced German Writing (4)**—Focus on idiomatic expression and style needed for various kinds of writing. Conducted in German. *Prerequisite:* GER202, placement score or equivalent. (Alternate years. Not offered 2013–14.)

**GER360 German History, Culture, and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of German-speaking countries. Conducted in German. *Prerequisite:* GER202, placement score or equivalent. (Alternate years. Not offered 2013–14.)

**GER371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor. (Not offered 2013–14.)



**GER376 Survey of German Literature I (4)**—Study of significant works of German literature in historical and cultural settings. Conducted in German. *Prerequisite:* 4 credits from GER311–360 or permission of instructor. (Alternate years. Not offered 2013–14.)

**GER378 Survey of German Literature II (4)**—Study of significant works of modern German literature in historical and cultural setting. Conducted in German. *Prerequisite:* 4 credits from GER311–360 or permission of instructor. (Alternate years. Offered 2013–14.)

**GER425 Internship in German Conversation and Culture (4)**—Supervised experience in German-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. *Prerequisites:* GER202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

**GER491, 492 Seminar in German Topics I, II (2, 2)**—In-depth study of chosen area of literature or culture of German-speaking countries. Regular discussion and occasional presentations by students. Conducted in German. Designated as repeatable for credit if topic differs. *Prerequisites:* GER311, 313 or 360, or permission of instructor. (Alternate years. Not offered 2013–14.)

## GREEK AND HEBREW

See course descriptions for Greek and Hebrew under Department of Biblical and Theological Studies.

## ITALIAN

- \* **ITL101, 102 Beginning Italian I, II (4, 4)**—Introduction to Italian language and culture with practice in four skills associated with language learning: listening, speaking, reading and writing. ITL101 conducted primarily in Italian; ITL102 conducted in Italian. Successful fulfillment of ITL101 is a prerequisite for ITL102.

## LATIN

### LOWER LEVEL (FIRST YEAR)

- \* **LAT101, 102 Beginning Latin I, II (4, 4)**—Introduction to classical Latin language and aspects of Roman culture and history. Covers fundamentals of grammar, morphology and syntax, along with readings from Latin prose literature (e.g., Caesar, Sallust, Cicero and Livy). Emphasis on developing facility in reading Latin texts including reading aloud. Successful fulfillment of LAT101 is a prerequisite for LAT102.

### INTERMEDIATE LEVEL (SECOND YEAR)

**LAT201, 202 Intermediate Latin I, II (4, 4)**—Continued study and practice of Latin grammar, morphology and syntax, along with readings from Latin literature. Emphasis on reading Latin texts including reading aloud. *Prerequisite:* LAT102 or equivalent for LAT201; LAT201 for LAT202.

## SPANISH

### LOWER LEVEL (FIRST YEAR)

- \* **SPN101, 102 Beginning Spanish I, II (4, 4)**—Introduction to Spanish language and Hispanic cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. SPN101 conducted primarily in Spanish; SPN102 conducted in Spanish. Language placement score required. Successful completion or validation of SPN101 is a prerequisite for SPN102.

### INTERMEDIATE LEVEL (SECOND YEAR)

**SPN201 Intermediate Spanish I (4)**—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. Conducted in Spanish. *Prerequisite:* SPN102, placement score or equivalent.

**SPN202 Intermediate Spanish II (4)**—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. *Prerequisite:* SPN201, placement score or permission of instructor.

#### Upper Level

**SPN311 Advanced Spanish Syntax (4)**—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in both oral and written format. Conducted in Spanish. *Prerequisite:* SPN202, placement score or equivalent. (Alternate years. Offered 2013–14.)

**SPN313 Advanced Spanish Writing (4)**—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in Spanish. *Prerequisite:* SPN202, placement score or equivalent.

**SPN315 Advanced Spanish Conversation (4)**—Development of facility in spoken Spanish through simulation of situations, oral reports and discussion of contemporary topics. Conducted in Spanish. *Prerequisite:* SPN313 or equivalent or permission of instructor. (Alternate years. Not offered 2013–14.)

**SPN371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor.

**SPN425 Internship in Spanish Conversation and Culture (4)**—Supervised experience in Spanish-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. *Prerequisites:* SPN202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

### SPANISH PENINSULAR COURSES

**SPN360 Spanish History, Culture and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of Spain. Conducted in Spanish. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Offered 2013–14.)

**SPN370 Survey of Spanish Peninsular Literature (4)**—Study of representative literature of Spain in historical and cultural settings. Conducted in Spanish. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Not offered 2013–14.)

**SPN491, 492 Seminar in Spanish Topics I, II (2, 2)**—In-depth study of chosen area of literature or culture of Spain. Students make several presentations. Conducted in Spanish. Designated as repeatable for credit if topic differs. *Prerequisites:* SPN311, 313 or equivalent. (Alternate Years. Not offered 2013–14.)

## LATIN AMERICAN COURSES

**SPN362 Latin American History, Culture and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of Latin America. Conducted in Spanish. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Not offered 2013–14.)

**SPN372 Survey of Latin American Literature (4)**—Study of representative literature of Latin America in historical and cultural settings. Conducted in Spanish. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Offered 2013–14.)

**SPN493, 494 Seminar in Latin American Topic I, II (2, 2)**—In-depth study of chosen area of literature or culture of Latin America. Students make several presentations. Conducted in Spanish. Designated as repeatable for credit if topic differs. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Offered 2013–14.)

## GENERAL LANGUAGE COURSES

**LNG425 Internship**—Similar to FRE425, GER425 and SPN425 but in another language. Must be prearranged and approved by department chair and Registrar's Office. *Prerequisites:* permission of department chair and minimum 2.50 cumulative GPA.

## LINGUISTICS

- \* **LIN200 Introduction to Linguistics (4)**—Introduction to major areas of general linguistics, theoretical and applied; studied analytically and in correlation with other disciplines. Fulfills core Human Person theme.

**LIN301 Sociolinguistics (4)**—Addresses intersection of language and society, exploring ways in which various social groups interact by means of language. Examines language usage in political, religious, ethnic and gender-related contexts.

**LIN302 Semantics and Pragmatics (4)**—Examines many ways we convey meaning in language both in abstraction, separate from any contexts, and in specific context. Focus on importance of speech act theory and recent developments.

**LIN303 Phonology and Phonetics (4)**—Course looks at (and listens to) many different sounds employed by various languages. Includes learning International Phonetic Alphabet and transcribing unfamiliar sounds (phonetics), as well as studying how different sounds contribute to changes in meaning (phonology).

**LIN304 Syntax and Morphology (4)**—Focuses first on level of word, including inflections and derivations, along with some historical development and etymological applications; unit of sentence including parts of speech, constituents, phrase structure rules and rules of transformation. Explores structures and principles applicable to languages in general rather than to English alone.

**LIN404/ENG404 History of the English Language (4)**—See ENG404.

**LIN471 Research (4)**—Research into a topic for honors in linguistics. Oral presentation and defense of thesis, as well as final written paper required. *Prerequisite:* permission of instructor.

**LIN491 Seminar in Linguistics Topics (4)**—Examines specialized topics in language and literature. Designated as repeatable for credit if the topic differs. *Prerequisite:* substantial completion of major or permission of instructor.

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

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Chair Michael Veatch, Russell Bjork, Karl-Dieter Crisman, Irvin Levy,  
Jonathan Senning, Richard Stout.

### Math Major

MISSION: The mathematics faculty seek to pursue an inquiry into God's creation in its mathematical expression and to equip students to use mathematics in careers that give service to God and humankind. The faculty is committed to scholarly work in the areas of pedagogy, mathematical research, philosophical and foundational issues, and finding socially relevant applications, to introducing students to these activities, and to cultivating a dialogue about mathematical issues. They endeavor to help students gain an understanding of a variety of topics in pure and applied mathematics and to develop skills in areas such as problem solving, forming and testing conjectures, writing cogent arguments and applying mathematical results. Students successfully completing a mathematics major are prepared to teach, enter industry or pursue graduate work.

### Requirements for the Major in Mathematics

Students majoring in mathematics must complete the following courses:

MAT141, 142	Calculus I, II
MAT223	Calculus III
MAT225	Differential Equations
MAT231	Transition to Higher Mathematics
MAT232	Linear Algebra
MAT391	Junior Seminar
MAT491	Senior Seminar
CPS121	Introduction to Programming

*One of the following courses:*

PHY121	Introductory Physics I
NSM202	The Scientific Enterprise

All mathematics majors must also complete 16 additional credits in mathematics at the 300 level or above, with no grade below C-minus in any course required for the major.

### Honors in Mathematics

Seniors who research and write an honors thesis will be eligible to graduate with honors in mathematics. Under the direction of a faculty advisor, candidates will complete a 2- to 4-credit independent study in an area not covered by existing courses, and culminating in an honors thesis of high quality which will be defended orally to departmental faculty during the senior year. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

### Budapest Semester in Mathematics

This off-campus program provides an opportunity for well-qualified students majoring in mathematics or computer science to study in Budapest, Hungary. Students can take up to 16 credits of electives for the mathematics major. In addition, they may take courses in Hungarian, the culture of Hungary, or topics such as the history of science, philosophy or film analysis. Contact departmental faculty and the Global Education Office.

## Requirements for the Minor in Mathematics

To minor in mathematics a student must complete a minimum of 20 credits of mathematics courses, with no grade below a C-minus, chosen from the list of courses suitable for the major and selected in consultation with the department chair.

## Requirements for the Double Major with Education

Students seeking licensure as a teacher of mathematics must complete MAT318, 332 and 335.

## Computer Science Major

MISSION: Computer science is a discipline that seeks to develop technological solutions to the problems of managing and using information in an age of exponential knowledge growth. Gordon's program combines technical training with a Christian liberal arts education that seeks to prepare the student for lifelong effectiveness, not just for a first job. Accordingly, the curriculum takes seriously our responsibility as stewards to utilize the gifts God has entrusted to us in ways that are responsible and beneficial. Students completing the computer science major may enter vocations within the computer industry itself or within the various fields that utilize computer technology, or they may go on to do graduate study in computer science.

## Requirements for the Major in Computer Science

Students majoring in computer science must complete the following:

- CPS121 Introduction to Programming
- CPS122 Object-Oriented Software Development
- CPS221 Software Systems
- CPS222 Data Structures and Algorithms
- CPS403 Computers and Society
- CPS491 Senior Seminar
- MAT230 Discrete Mathematics

*One of the following:*

- MAT134 Survey of Calculus
- MAT141 Calculus I

In addition, the requirements for one of the concentrations listed below must be fulfilled.

### General Concentration

Intended to prepare students for a career in software development, graduate study in computer science, or a field that utilizes computer technology.

- CPS311 Computer Organization
- CPS320 Models of Computation
- CPS492 Software Development Project

*One of the following:*

- MAT232 Linear Algebra
- MAT318 Probability
- MAT338 Number Theory

Students must also complete 12 credits of computer science electives chosen from 300-level courses; not more than 4 of these credits may be taken in courses cross-listed between computer science and another discipline. In addition, students must carry out a senior project (approved in advance by the department) in which they demonstrate the ability to apply classroom learning to an actual computer application or research project of significant size.

### Computer Information Systems Concentration

Intended to prepare students for applications of technology and computer systems to business.

- CPS356 Management Information Systems
- CPS425 Internship
- ECB201 Principles of Microeconomics
- ECB211 Statistics in Business and Economics
- ECB217 Principles of Accounting I
- ECB218 Principles of Accounting II
- ECB347 Financial Management

*One of the following:*

- ECB245 Principles of Management
- ECB277 Principles of Marketing

Students must also complete 4 credits of computer science electives chosen from 300-level courses.

### Honors in Computer Science

Seniors who research and write an honors thesis will be eligible to graduate with honors in computer science. Under the direction of a faculty advisor, candidates will carry out research in an area not covered by existing courses culminating in a significant honors thesis, which will be defended orally to departmental faculty during the senior year. Normally this will be done in the context of a 2- to 4-credit independent study. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See departmental faculty for details.

### Requirements for the Minor in Computer Science

In consultation with an advisor from the department each student will work out a minor program including:

- CPS121 Introduction to Programming
- CPS122 Object-Oriented Software Development
- CPS221 Software Systems
- CPS403 Computers and Society

Students must also take 8 credits of computer science electives chosen from courses listed beyond CPS221; not more than 4 of these credits may be taken in courses cross-listed with another discipline.

## COURSE DESCRIPTIONS

### MATHEMATICS

- \* **MAT134 Survey of Calculus (4)**—Introduces differentiation and integration of algebraic and transcendental functions in unified manner. Emphasizes conceptual understanding and problem solving rather than theory. For students with high school algebra and working knowledge of functions. Fulfills core Natural World theme.
- \* **MAT141 Calculus I (4)**—Introduces theory of limits, continuity, differentiation and integration. Methods for differentiating algebraic and transcendental functions; some applications of derivatives. Fulfills core Natural World theme. *Prerequisite:* strong precalculus background.

**MAT142 Calculus II (4)**—Methods and applications of integration. Topics in infinite sequences and series. *Prerequisite:* MAT141 or approval of instructor.

- \* **MAT200 Mathematical Inquiry (4)**—Explores nature of mathematical thought and relevance to today's world. Topics may include graph theory, probability, geometry, number theory and encryption, infinite sets, fractal geometry and chaos. For students with high school algebra. Fulfills core Natural World theme.

**MAT205 Concepts of Mathematics I (4)**—Study of sets, numeration and nondecimal numerals, properties of arithmetic operations and their algorithms, number and divisibility relationships, fractions, decimals, ratio and proportion, percent, and signed numbers. Understanding and communicating underlying theory emphasized.

**MAT206 Concepts of Mathematics II (4)**—Study of topics in geometry, measurement, transformations, probability, counting techniques, statistics, functions and basic algebra. Understanding and communicating underlying theory emphasized. *Prerequisite:* MAT205.

**MAT214/PHY214 Mathematical Methods in Physics I (4)**—See PHY214 course description.

**MAT220 Biostatistics (4)**—Statistical data analysis with applications in biology, medicine and health/fitness. Descriptive statistics, probability, tests of means and proportion, regression, analysis of variance and nonparametric statistics. Discussion of experimental design and data collection.

**MAT223 Calculus III (2)**—Introduction to functions of several variables, partial derivatives, vectors, applications of partial derivatives, including optimization of functions of several variables, and multiple integrals. *Prerequisite:* prior or concurrent registration in MAT142, or approval of instructor.

**MAT225 Differential Equations (4)**—Differential equations, first order equations, theory of higher order linear differential equations, Laplace transforms, solutions of systems of differential equations using operator and matrix methods. Some analysis of nonlinear problems. *Prerequisite:* MAT142.

**MAT230 Discrete Mathematics (4)**—Introduces notion of proof, induction, sets, relations and functions, basic combinatorial analysis, graphs, trees, and basic probability.

**MAT231 Transition to Higher Mathematics (2)**—Introduction to topics and techniques used in higher mathematics, including proof techniques, basic set theory, properties of functions, relations and equivalence relations.

**MAT232 Linear Algebra (4)**—Introduces matrix methods; algebra of matrices, determinants, finding solutions of systems of linear equations and eigenvalue problems; vector spaces and linear transformations; classification of matrices. *Prerequisite:* strong precalculus background.

**MAT271, 371 Selected Topics (2 or 4)**—Topics not regularly taught but of interest to majors. Designated as repeatable; students may enroll more than once if topic changes. Prerequisites set by instructor.

- \* "Selected Topic Mathematics of Voting and Choice" fulfills core Civic Responsibility theme. (Offered periodically.)

**MAT313/PHY313 Mathematical Methods in Physics II (4)**—See PHY313 course description.

**MAT318 Probability (4)**—Calculus-based probability and its role in statistics. Descriptive statistics, discrete and continuous random variables, sampling distribution theory, estimation of mean and variance. *Prerequisite:* MAT223. (Alternate years. Offered 2013–14.)

**MAT319 Statistics (4)**—Theory of statistics with some exposure to practice. Estimation, hypothesis testing, linear regression, multivariate distributions, nonparametric methods, Bayesian estimation. *Prerequisite:* MAT318. (Alternate years. Offered 2013–14.)

**MAT325 Operations Research (4)**—Mathematical modeling and optimization with applications to business and public services; linear and nonlinear programming, network analysis, and dynamic programming. Extensive use of computer software. *Prerequisites:* MAT142, 232. (Alternate years. Not offered 2013–14.)

**MAT332 Geometry (4)**—Axiomatic study of foundations of Euclidean and non-Euclidean geometries; highlights historical development and philosophical implications. *Prerequisite:* MAT231 or permission of instructor. (Alternate years. Offered 2013–14.)

**MAT335 Algebraic Structures (4)**—Group theory, symmetry and permutation groups, mappings, factor groups, rings and field extensions. *Prerequisite:* MAT231 or permission of instructor. (Alternate years. Not offered 2013–14.)

**MAT338 Number Theory (4)**—Main topics in theory of whole numbers with relations to other areas of mathematics; prime factorization, congruences as groups, RSA encryption, quadratic residues and/or prime counting formulas. *Prerequisite:* MAT231 or permission of instructor. (Alternate years. Not offered 2013–14.)

**MAT342/CPS342 Numerical Analysis (4)**—Introduces numerical methods for the solution of single variable equations, linear systems and differential equations. Covers polynomial interpolation, cubic splines and numerical differentiation and integration. (Alternate years. Not offered 2013–14.)

**MAT353 Real Analysis (4)**—Studies continuity, convergence of sequences and series, differentiability and integrability. Introduces appropriate topological concepts. *Prerequisites:* MAT142, 231. (Alternate years. Offered 2013–14.)





**MAT391 Junior Seminar (0)**—Explores professional opportunities and how to prepare for them. Meets seven times.

**MAT491 Senior Seminar (2)**—Explores history of mathematics from ancient Greece through present, including topics in foundations and philosophy of mathematics and related theological issues.

## COMPUTER SCIENCE

### \* **CPS110 Algorithms and Machines: An Introduction to Computer Science**

**(4)**—Introduces study of computer science for nonmajor. Topics include nature of algorithms, data representation, computer architecture and expression of algorithms in modern programming languages. Also surveys history of computing, artificial intelligence and social impact of computing. Students complete significant programming project to control simple robot. Fulfills core Natural World theme.

**CPS121 Introduction to Programming (4)**—Introduces fundamental programming concepts using Python. Topics include nature of algorithms, essential control structures and data representation. Weekly programming laboratories. Lab fee.

**CPS122 Object-Oriented Software Development (4)**—Introduces object-oriented analysis and design using a statically typed programming language, encapsulation, inheritance, polymorphism, use cases, UML modeling, design patterns and testing methods. Continued development of design and programming skills using UML and Java through weekly laboratories and a semester team project. *Prerequisite:* CPS121. Lab fee.

**CPS221 Software Systems (4)**—Introduces fundamental software systems: operating systems, computer networks, and database management systems. Common concerns such as concurrency and security. Continued development of design and programming skills using Java through weekly laboratories. *Prerequisite:* CPS122 or familiarity with Java. Lab fee.

**CPS222 Data Structures and Algorithms (4)**—Introduces analysis of algorithms; implementation of data structures; advanced methods for organizing data in primary and secondary storage; problem-solving strategies; recursion; parallel algorithms; continued development of algorithm analysis skills. Weekly laboratories introduce C++ including use of templates and Standard Template Library. *Prerequisite:* CPS122. Lab fee.

**CPS311 Computer Organization (4)**—Introduces computers as physical devices composed of gates, binary representation of information, and the assembly language level of computer description. Methods of improving performance including various forms of parallelism in hardware. *Prerequisite:* CPS122. Lab fee. (Alternate years. Offered 2013–14.)

**CPS320 Models of Computation (4)**—Introduces automata, including nondeterministic automata and Turing machines, formal languages, space and time complexity, NP-complete problems, data types, and virtual machines. *Prerequisites:* CPS122 and MAT230. (Alternate years. Not offered 2013–14.)

### \* **CPS331 Artificial Intelligence (4)**—Approaches to producing “intelligent” systems. Knowledge representation (both symbolic and neural network), search and machine learning. Exposure to AI programming using PROLOG. Theological and philosophical issues raised by work in AI. Fulfills core Human Person theme. *Prerequisites:* PHI118 and NSM202. (Alternate years. Offered 2013–14.)

**CPS342/MAT342 Numerical Analysis (4)**—See MAT342 course description.

**CPS343 Parallel and High-Performance Computing (4)**—Introduces high-performance computing using modern hardware and software. Topics include shared memory parallelization, cluster computing, GPGPU programming, handling large data sets, and impact of data movement and memory hierarchy on performance. Programming done in C or C++. *Prerequisites:* CPS222 or permission of instructor. (Alternate years. Not offered 2013–14.)

**CPS352 Database Systems (4)**—Explores database technology; various data models, query languages and applications program-DBMS interface. *Prerequisites:* CPS122, 221 and MAT230. (Alternate years. Not offered 2013–14.)

**CPS353 Internet Programming (4)**—Begins process of understanding theory and practice of programming for Internet. Covers a variety of languages, Internet standards and art of combining these tools within a multitier system including backend database. *Prerequisite:* CPS222. (Alternate years. Offered 2013–14.)

**CPS356 Management Information Systems (4)**—Equips students to better identify management information system application opportunities in business settings and be more capable of participating in IT decision making and policy setting. (Alternate years. Not offered 2013–14.)

**CPS373 Computer Graphics (4)**—Surveys interactive graphics systems. Studies two- and three-dimensional computer graphics, color models, shading, windowing, clipping, segments, hidden-surface and line removal and animation. Exposure to industry standard computer graphics library on department's workstations. *Prerequisites:* CPS222, MAT232. (Offered periodically.)

**CPS382 Applications Project (2)**—Interdisciplinary development of significant application useful to cosponsoring department. *Prerequisites:* one computer science course at 200 level, plus approval of project plan by both discipline supervisors prior to registration.

- \* **CPS403 Computers and Society (4)**—Uses and impact of computers in modern society; considers ethical and moral issues in context of Christian worldview. Nontechnical; open to all students. Students will engage in a significant social impact project during the course. Fulfills core Civic Responsibility theme. *Prerequisite:* junior or senior standing or permission of instructor. (Alternate years. Not offered 2013–14.)

**CPS425 Internship (2 or 4)**—Supervised internship in an appropriate technology setting combining on-the-job experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisite:* minimum cumulative GPA of 2.50.

**CPS471, 472 Research I, II (Variable)**—Research under supervision of faculty member in computer science. Library searches, computational/laboratory investigation, and written and oral reports may be required.

**CPS491 Senior Seminar (2)**—Students work in teams to develop requirements, specifications and high-level design for computerized solution to an actual problem, including both oral reports and written documentation. Readings and class discussion related to process.

**CPS492 Software Development Project (4)**—Students work in teams to implement design developed in CPS491. Readings and class discussion related to process. *Prerequisite:* CPS491 and departmentally approved senior project proposal.

## DEPARTMENT OF MUSIC

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**Co-chairs Sandra Doneski, Michael Monroe, David Rox. Full-time: C. Thomas Brooks, Susan Brooks, Susan Kim, Jessica Modaff. Part-time: Jamie Hillman, Faith Lueth. Applied music staff listed in directory.**

**MISSION:** The mission of the Department of Music is to develop the ability of each student to understand Western art music within a historical, cultural and Christian context and to be able to perform this music with artistry and aesthetic judgment. The course of study combines the central elements of a Christian liberal arts foundation with informed, creative discernment and the artistic discipline required of a performer, teacher or graduate student.

Since 1975 the Gordon College Department of Music has been an accredited institutional member of the National Association of Schools of Music (NASM). In addition, the music education program is approved by the Commonwealth of Massachusetts and licensed by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Four different degree programs are available: Bachelor of Arts in Music, Bachelor of Music in Performance, Bachelor of Music in Music Education and Master of Music Education.

### **Bachelor of Arts in Music**

This program is designed for the student who wishes to major in music as part of a broader liberal arts curriculum. It is a versatile degree which allows students some freedom to create their own balance between the music and liberal arts areas. With this degree students can double major or minor in many other fields available at Gordon.

### **Bachelor of Music in Performance**

This program provides training to prepare students for professional pursuits in the field of music. Because of its emphasis on performance skills, it is suitable for students planning performance careers, studio teaching or graduate study towards a teaching position at the college level. In addition to Gordon's Core Curriculum and music survey classes, students will take courses focused on improving their interpretation and technique on their major instrument. Students pursuing the performance degree are required to prepare for and perform adjudicated solo recitals in their junior and senior years.

### **Bachelor of Music in Music Education**

This program prepares students for positions as teachers and/or supervisors of choral, instrumental and general music in public or private schools. Upon successful completion of all degree requirements, music education graduates are eligible for licensure in the Commonwealth of Massachusetts with reciprocity in 48 states through the NASDTEC Interstate Contract. In the music education curriculum students pursue licensure for K-12 teaching in instrumental/choral/general music. Because licensure requirements are subject to change by the Department of Elementary and Secondary Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

*Note:* All applicants accepted into the music education degree program will be accepted on a provisional basis. These students must apply for full acceptance to the music education program following the completion of MUS117 Introduction to Music Education (first-year course) and successful completion of initial prepracticum experience. Full acceptance into the music education program is contingent upon successful completion of all application requirements and the approval of the music education faculty.

## Graduate Program

Gordon College offers a program for music educators leading to the Master of Music Education degree. See *Graduate Catalog*.

## Scholarships

A number of music scholarships are awarded to both incoming and returning majors on an annual basis. These scholarships are awarded by the faculty to outstanding incoming music majors based on the entrance auditions and requirements, and to returning majors for exemplary musical and academic leadership.

## Audition and Application Procedure

All students who wish to major or minor in music must audition to be accepted into the department after having submitted a formal application to the College. Specific audition days are established each year by the music faculty to hear auditions for prospective majors and minors. In addition to the performance audition, students must complete a music application, submit a letter of recommendation from a recent music instructor, and complete a music theory assessment. Students should go to the Department of Music website ([www.gordon.edu/music](http://www.gordon.edu/music)) to begin the music application and audition process.

## Ensembles

Music ensembles are open to all students, based on an audition, regardless of major. Ensemble auditions take place at the start of each academic year. Ensembles may be taken for credit or participation recorded with no credit. For more information visit the Department of Music Office website ([www.gordon.edu/music](http://www.gordon.edu/music)). Nonmusic majors and music minors desiring to study an applied instrument (for credit or not for credit) must receive permission from the Department of Music Office. An electronic contract is required to register for applied music lessons.

## Minimum Course Grade

All music majors and minors must attain a minimum grade of C (2.0) in all music courses required for the major or minor, including music labs. Any required music course in which a grade below C has been received will not fulfill a prerequisite and must be repeated until the minimum requirements are met.

## Requirements for the Bachelor of Arts in Music

Students pursuing this degree must complete the following courses (124 credits):\*

The full Core Curriculum (The core Aesthetic Sensibilities and Practices requirement must be fulfilled by FNA112 Arts in Concert or another nonmusical Aesthetics core option.)

MUS211, 212 Music Theory I, II

MUL211, 212 Music Theory Lab I, II

MUS222 Music History and Literature II

\* Further requirements and information are outlined in the *Music Student Handbook*.

MUS311 Music Theory III  
MUL311 Music Theory Lab III  
MUS315 20<sup>th</sup>-Century Techniques  
MUS321, 322, 323 Music History and Literature III, IV, V  
MUS482 Special Studies in Music  
Applied music (12 credits on one instrument, plus piano proficiency)  
Meet music ensemble requirement (8 semesters for credit)  
Pass piano and voice proficiency examinations  
Music electives (6 credits)  
Additional liberal arts courses (24 credits outside of music)



## Requirements for the Bachelor of Music in Performance or Music Education

Students pursuing these degrees are required to earn a total of 136 credits for performance or 139 credits for music education.

**Core Adjustments for Bachelor of Music in Performance.** Music performance students receive the following core reductions unless they validate Language I or II (see details below).

HIS121 Historical Perspective on Culture, Belief and Civilization  
 Natural World theme  
 Aesthetic Sensibilities and Practices theme (fulfilled by program)  
 Global Understanding theme (reduced by 2 credits; fulfilled by MUS245 World Music)

**Core Language Validation.** If Language I is validated by a placement exam, the student in either the music education or performance program must complete one of the courses waived above. If both Language I and II are validated, the student must complete two of the courses waived above.

**Music Performance.** Students majoring in music performance must complete the following music courses:\*

MUS211, 212 Music Theory I, II  
 MUL211, 212 Music Theory Lab I, II  
 MUS221, 222 Music History and Literature I, II  
 MUS245 World Music  
 MUS311 Music Theory III  
 MUL311 Music Theory Lab III  
 MUS315 20<sup>th</sup>-Century Techniques  
 MUS318 Conducting  
 MUS321–323 Music History and Literature III, IV, V  
 MUS327 Choral Methods and Literature or MUS328 Instrumental Methods and Literature  
 MUS346 Instrumentation and Arranging  
 MUS482 Special Studies in Music  
 Applied music (32 credits/eight semesters)  
 Music electives (20 credits; voice majors must take two semesters of vocal diction)  
 Meet music major ensemble requirement (eight semesters)  
 Pedagogical Practices for major instrument  
 Pass piano and voice proficiency examinations  
 Successful completion of a junior and senior recital

**Core Adjustments for Bachelor of Music in Music Education.** Music education students receive the following core reductions unless they validate Language I or II (see details below).

HIS121 Historical Perspective on Culture, Belief and Civilization  
 Civic Responsibility theme  
 Natural World theme  
 Aesthetic Sensibilities and Practices theme (fulfilled by program)  
 Human Person theme (fulfilled by PSY244 Developmental Psychology)  
 Global Understanding theme (reduced by 2 credits; fulfilled by MUS245 World Music)

\* Further requirements and information are outlined in the *Music Student Handbook*.

**Core Language Validation.** If Language I is validated by a placement exam, the student in either the music education or performance program must complete one of the courses waived above. If both Language I and II are validated, the student must complete two of the courses waived above.

**Music Education.** Students majoring in music education must complete the following music courses:

MUS117	Introduction to Music Education
MUS118	Music Education Prepracticum
MUS211, 212	Music Theory I, II
MUL211, 212	Music Theory Lab I, II
MUS221, 222	Music History and Literature I, II
MUS245	World Music
MUS311	Music Theory III
MUL311	Music Theory Lab III
MUS315	20 <sup>th</sup> -Century Techniques
MUS318	Conducting
MUS319	Advanced Conducting
MUS321–323	Music History and Literature III, IV, V
MUS327	Choral Methods
MUS328	Instrumental Methods
MUS335	Music Education K–5
MUS336	Music Education 6–12
MUS346	Instrumentation and Arranging
MUS407	Music Education Seminar
MUS415	Practicum
PSY244	Developmental Psychology

Applied music (28 credits)

Instrument majors—7 credits of instrument classes: MUS098 Voice Class, MUS094 Brass, MUS096 Percussion, MUS095 Strings, MUS093 Woodwinds; MUS097 Guitar

Voice Majors—7 credits of instrument classes: MUS092 Vocal Diction (two semesters), MUS093 Woodwind, MUS094 Brass, MUS095 String, MUS096 Percussion; MUS097 Guitar

Meet music major ensemble requirement (seven semesters)

Passing of piano and voice proficiency examinations

Successful completion of a senior recital

For the practicum, students are placed in appropriate school settings for a 12-credit (minimum 15-week) student teaching experience supervised by College faculty, staff and cooperating practitioner(s). Students must apply for their practica during the year prior to their student teaching and be registered and finalized prior to starting their teaching assignment. *Practicum Prerequisites:* full approval in the appropriate teacher education program, successful completion of major coursework and senior recital, and successful completion of the Massachusetts tests for educator licensure (communication, literacy skills and music). As licensure requirements are subject to change by the Department of Elementary and Secondary Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

## Requirements for the Minor in Music

Students wishing to earn a music minor must audition for the Department of Music faculty on their major instrument and complete theory assessment. After acceptance into the minor, the following courses are required (20 credits minimum):

MUS211, 212 Music Theory I, II

MUL211, 212 Music Theory Lab I, II

MUS241 Survey of Musical Masterworks

Applied music (8 credits on one instrument; two years of continuous study preferred)

Meet music ensemble requirement (four-semester minimum participation)

## COURSE DESCRIPTIONS

**Charges for applied music lessons are nonrefundable. Registration requires an applied music contract available from the Music Office.**

**Applied Music (noncredit)**—Private, weekly lessons in voice, piano, organ, guitar and all orchestral instruments. Study consists of building good technique, studying literature appropriate for the student's level of proficiency and establishing proper practice habits. Minimum of 12 hours of weekly practice expected for a one-hour weekly lesson; six hours for a half-hour lesson. Fee.

**Applied Music (credit course)**—Private, weekly lessons in voice, piano, organ, guitar and all orchestral instruments. Study consists of building good technique, expression, musicianship and studying literature appropriate for the student's level of proficiency, selected from various periods of music history. A minimum of 12 hours of weekly practice are required for a one-hour weekly lesson; six hours for a half hour. All students taking applied music lessons for credit are required to perform in a juried exam. Designated as repeatable for credit. *Prerequisite:* permission of Music Department for nonmusic majors. See *Music Student Handbook*. Fee.

**Instrumental Classes (1)**—Laboratory courses prepare students to teach instruments (woodwinds, brass, strings, percussion, guitar) in the public schools. Techniques of tone production, fingering and class procedure are learned through individual and ensemble playing experience under supervision. Group instrument course fee. *Prerequisite:* music education major. Fee.

**MUS093 Woodwind Class**

**MUS094 Brass Class**

**MUS095 String Class**

**MUS096 Percussion Class**

**MUS097 Guitar Class**

\* **FNA112 Arts in Concert (4)**—See divisional course descriptions.

**MUS010 Musicianship (0)**—Weekly time set aside for students to develop individual musicianship skills through workshops and lectures. A recital laboratory performance venue open only to department majors, minors and faculty, providing opportunity for majors and minors to practice art of performance in nonpublic setting. *Prerequisite:* music major or minor.

**MUS092 Vocal Diction Class (1)**—Studies principal concepts of singing diction in languages of Italian, French, German, Latin and English. Required for voice majors. *Prerequisite:* voice music major or minor. Semester course designated as repeatable. Two semesters required for music education and performance majors.



**MUS098 Voice Class (2)**—Designed for beginning singer. Introduces structures and processes of voice mechanism, foundational principles of singing and voice production, and standard vocal teaching methods. Explores song literature. In-class performances required. Fulfills voice requirement for music education nonvoice majors.

**MUS099 Orff/Kodaly Class (1)**—Introduces students to philosophy, methodology and techniques associated with major music education methods. Pedagogy and instrumental technique covered.

**MUS110 Organ Class (2)**—Beginning class for nonorgan majors designed to prepare students for service playing. Includes organ design, registration, techniques and hymn playing. Meets weekly, with three-hour minimum practice required outside of class. *Prerequisite:* Intermediate piano ability.

**MUS117 Introduction to Music Education (2)**—Exploration of teaching profession in general and survey of foundations of music education, philosophy, history and methods. Observation and reflection on classroom interactions at appropriate grade levels. Field experience required.

**MUS118 Music Education Prepracticum (0)**—Field-based course giving music education students practical experience planning, teaching and evaluating music lessons in general, vocal and instrumental music lab classroom settings. May be repeated. *Prerequisite:* MUS117.

**MUL211, 212, 311 Music Theory Labs I, II, III (1, 1, 1)**—Lab includes emphases on sight singing, tonal awareness and aural development. Content parallels theory class. Each course is prerequisite for next level and is required with corresponding theory level. No lab fee.

**MUS211 Music Theory I (3)**—Introduces fundamental materials and forms of music. Includes principles of notation, scales, intervals, transposition, harmonic analysis and nonharmonic tones, cadences, figured bass realization, species counterpoint, part-writing procedures, clef reading and rhythm. *Prerequisites:* acceptance into music major or minor; permission of instructor for nonmajors; *corequisite:* MUL211.

**MUS212 Music Theory II (3)**—Continues MUS211, including further part-writing procedures, harmonic progressions, secondary harmonic functions, modulation and introduction of two- and three-part forms. *Prerequisite:* MUS211; *corequisite:* MUL212.

**MUS214 The Human Larynx (2)**—Introduces and explores how human voice is constructed, how and why it functions, the role of oral expression in human history and practical skills on using well-produced voice in speaking and singing. \*

**MUS218 Composition: Tonal Techniques (2)**—Introduces composition: writing original compositions in traditional styles and smaller forms. *Prerequisite:* MUS212. Repeatable for credit.

**MUS219 Composition: Modern Techniques (2)**—Requires writing of original compositions utilizing modern techniques and variety of forms. *Prerequisites:* MUS312, MUL312. Repeatable for credit.

**MUS221 Music History and Literature I (2)**—Examines music literature from antiquity through Middle Ages, historical background, development of musical forms and style, analysis of representative works. *Prerequisites:* MUS212, MUL212.

**MUS222 Music History and Literature II (2)**—Examines music literature in Renaissance period, historical background, development of musical forms and style, analysis of representative works.

- \* **MUS241 A Survey of Musical Masterworks (4)**—Surveys great musical masterworks, their composers, historical development, musical form and style; listening skills, music vocabulary, recognition of historical style traits. Fulfills core Aesthetic Sensibilities and Practices theme.

**MUS245 World Music (2)**—Survey of selected musical cultures of world from Africa, Asia, Middle East, Latin America and North and South America. Musical styles, cultural and social contexts examined.

**MUSIC ENSEMBLES (1 credit or participation recorded for semester)**—Admission by audition. Representative music of each period of music history studied and performed. Minimum of from three to five hours rehearsal and participation in all public appearances required. Designated as repeatable for credit. Fee for ensemble attire. See *Music Student Handbook*.

- |   |                                 |
|---|---------------------------------|
| ◆ <b>MUS250 College Choir</b>             | <b>MUS255 Symphonic Chorale</b> |
| ◆ <b>MUS251 Symphonic Band</b>            | <b>MUS256 Chamber Singers</b>   |
| ◆ <b>MUS252 Men's Ensemble</b>            | <b>MUS257 Jazz Ensemble</b>     |
| ◆ <b>MUS253 Gordon Symphony Orchestra</b> | <b>MUS259 Chamber Music</b>     |
| ◆ <b>MUS254 Women's Choir</b>             |                                 |
| ◆ <b>MUS258 Wind Ensemble</b>             |                                 |

**MUS270 Staging for Singers Workshop (2)**—Foundational principles of stage presence and stage movement, theatre techniques, improvisation, ensemble work and role preparation for singer/actor. Theatre games, exercises and staged performances of songs, arias and scenes from operetta, opera and Broadway musicals. Designated as repeatable every semester.

**MUS275 Musical Production (4, 2 or 1)**—Offers experience participating in staged musical production of opera, operetta or Broadway musical in major role, comprimario role, chorus member or technical support position. Text assignments and completed written journal required. Designated as repeatable. *Prerequisites:* audition and permission of instructor.

**MUS311 Music Theory III (3)**—Continues MUS212, exploring extended chromatic harmony, Renaissance polyphony, and larger forms such as fugue, invention, rondo, sonata and variations. *Prerequisite:* MUS212; *corequisite:* MUL311.

**MUS315 20<sup>th</sup>-Century Techniques (4)**—Fully integrates study of 20<sup>th</sup>-century compositional techniques with examination of composer perspectives and historical events of time. Combines discussion of style and aesthetic perspective with analysis of bulding blocks of 20<sup>th</sup>-century musical language as encountered in representative works of tonal, post-tonal, atonal and 12-tone construction. Use of form, systems of analysis such as set theory and 12-tone theory and exploration of other dimensions of music-making including orchestration, texture, meter, rhythm, sound color and technology. *Prerequisite:* MUS311.

**MUS318 Conducting (4)**—Studies beat patterns and fundamental baton techniques; laboratory experience in conducting literature of medium difficulty. *Prerequisites:* MUS311, MUL311.

**MUS319 Advanced Conducting (2)**—Studies baton techniques and further development of conducting skills and rehearsal techniques including areas of critical listening and principles of interpretation. *Prerequisites:* MUS318, 327 or 328.

**MUS321 Music History and Literature III (2)**—Explores Baroque period music literature, historical background, development of musical forms and style; analyzes representative works.

\* Fulfills core common or thematic requirement.

◆ Fulfills major ensemble requirement for music majors.

**MUS322 Music History and Literature IV (2)**—Explores Classical period music literature; historical background, development of musical forms and style; analyzes representative works.

**MUS323 Music History and Literature V (2)**—Explores Romantic period music, historical background, development of musical forms and style; analyzes representative works.

**MUS325 Music History Seminar (2)**—Explores particular body of music at greater depth than in music history surveys through extensive readings in secondary literature and original research. Topics rotate yearly. Repeatable with different topics. Open to music majors with permission of instructor.

**MUS327 Choral Methods and Literature (4)**—Explores selected repertoire and organization and administration of choral program; emphasizes choral tone, blend, balance and intonation. *Prerequisite:* MUS318.

**MUS328 Instrumental Methods and Literature (4)**—Explores purpose, aims and techniques of instrumental program; emphasizes rehearsal, repertoire and organization. *Prerequisite:* MUS318.

**MUS330 Children's Choirs: Methods and Practices (2)**—Exploration of choral literature and techniques appropriate for child's voice from early elementary to adolescence. Topics include pitch matching, the uncertain singer, choosing literature, developing sight-singing skills, and developing tone and musicality. Field experience required.

**MUS331 Pedagogical Practices: Piano (4)**—Analyzes applied teaching techniques and materials; piano. (Alternate years.)

**MUS332 Pedagogical Practices: Instrumental (4)**—Analyzes applied teaching techniques and materials; instruments. (Alternate years.)

**MUS333 Pedagogical Practices: Vocal (4)**—Analyzes applied teaching techniques and materials; vocal. (Alternate years.)

**MUS335 Music Education I (K-5) (4)**—Introduces methods and materials for teaching music to younger children; discussion, development and implementation of individual lessons for general music classes and curriculum planning. Field work. *Prerequisites:* MUS117, 211; MUL211; PSY244.

**MUS336 Music Education II (6-12) (4)**—Introduces methods and materials for teaching music to older children and adolescents; discussion, development and implementation of individual lessons and total curriculum; general music, music theory, music appreciation and performing classes. Fieldwork. *Prerequisite:* MUS335.

**MUS337 Music in Worship (4)**—Examines congregational, choral and instrumental use of music in worship from biblical times to present; explores philosophical and practical issues in liturgical and nonliturgical churches. Fulfills core Aesthetic Sensibilities and Practices theme. (Alternate years.)

**MUS338 Hymnology (4)**—Explores Christian hymnody through study of theological content, historical context and literary characteristics. Considers philosophical and practical uses of hymns in life of church. (Alternate years.)

**MUS343 Music Education Prepracticum (2)**—Field-based course prior to student teaching giving music education students practical experience planning, teaching and evaluating music lessons in general, vocal and instrumental music lab classroom settings. *Prerequisite:* MUS117.

**MUS346 Instrumentation and Arranging (2)**—Introduces arranging music for small ensembles and orchestra with strings, woodwinds, brass and percussion instruments. *Prerequisites:* MUS311, MUL311.

**MUS347 Counterpoint I (2)**—Studies contrapuntal style of 16<sup>th</sup>-century music and writing of two- and three-voice pieces in that style. *Prerequisites:* MUS315.

**MUS348 Counterpoint II (2)**—Studies contrapuntal style of 18<sup>th</sup>-century late Baroque music and writing of two- and three-voice pieces in that style. *Prerequisites:* MUS315.

**MUS371, 471 Selected Topics I, II (2, 2)**—Specialized coursework; focuses on area of interest to music major. Designated as repeatable if topic is different. *Prerequisite:* permission of department chair.

**MUS401 Interpretive Analysis and Musicianship I (2)**—Employs music theory and analysis in tonal music to develop practical principles of interpretation for listeners and performers; listening skills and ability to justify intuitive impressions with objective observations about musical score. *Prerequisites:* MUS311, MUL311. (Alternate years.)

**MUS402 Interpretive Analysis and Musicianship II (2)**—Continues MUS401, Includes study of atonal literature. *Prerequisite:* MUS401. (Alternate years.)

**MUS407 Music Education Seminar (2)**—Analyzes issues in music education, classroom management and techniques. *Prerequisite:* concurrent enrollment in MUS415.

**MUS415 Practicum (12)**—Field placement in elementary, middle and/or high school. Supervision by College faculty, staff and cooperating teacher(s) in schools. Minimum of 15 weeks of full-time student teaching required. Students must be registered and finalized prior to starting teaching assignment.

**MUS420 The History of Piano Literature (4)**—Surveys solo piano literature composed from late 17<sup>th</sup> century to present. Emphasizes recognition of style and form. *Prerequisite:* MUS324. (Alternate years.)

**MUS440 Literature for the Voice (4)**—Explores song literature as well as cantata, oratorio, operatic and operetta arias for the voice. Emphasis on study and in-class performance of significant examples from all genres and eras of European and American art music. *Prerequisite:* MUS315. (Alternate years.)

**MUS482 Special Studies in Music (2)**—Introduces research techniques in music with links to literature performed in senior recital. Substantial oral presentations by students in addition to writing program notes for senior recital. *Prerequisites:* MUS315. MUS241 is also a prerequisite for B.A. degree candidates.

## DEPARTMENT OF PHILOSOPHY

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**Chair Mark Gedney, David Aiken, Lauren Swayne Barthold, Ian DeWeese-Boyd, Brian Glenney.**

**MISSION:** The department acquaints students with the great ideas, arguments, and figures from various philosophical traditions. Students gain proficiency in the intellectual skills necessary for critical and systematic thinking, reading and writing. Students are encouraged to explore the relation of Christian faith to philosophical inquiry.

Major offerings are divided into historical and topical courses. The former focus on the development of philosophical theories, controversies and movements. The latter center on systematic questions in epistemology, metaphysics, logic, ethics and the philosophy of religion.

Majors receive a comprehensive foundation in the discipline and are encouraged to double major in a variety of fields. Minors are introduced to the major branches of philosophy. Majors and minors explore and critique the philosophical assumptions of their other major field of inquiry.

The department provides the foundation for further study in philosophy and other disciplines and professions, including preparation for graduate studies at major universities and professional schools in theology, law, government, diplomacy and business.

### Requirements for the Major in Philosophy

A major in philosophy consists of 40 credits excluding PHI118.

#### History of Philosophy (4 credits):

PHI202	History of Philosophy I: Ancient through Medieval
PHI203	History of Philosophy II: Early Modern Philosophy
PHI204	History of Philosophy III: Late Modern Philosophy
PHI370	Special Topics: Recent Philosophy

#### Knowledge, Truth and Method (12 credits):

PHI212	Formal Logic
PHI411	Epistemology

*One of the following:*

PHI210	Understanding Reality with Physics and Philosophy
PHI310	Language and Interpretation
PHI415	American Pragmatism
PHI371	Special Topics: Knowledge, Truth and Method

#### Faith and Reason (4 credits):

*One of the following:*

PHI220	Philosophy of Religion
PHI321	C. S. Lewis and the Christian Imagination
PHI322	Kierkegaard
PHI420	Postmodernity and Religious Belief
PHI372	Special Topics: Faith and Reason

#### Virtue and Value (8 credits):

PHI230	Ethics
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*One of the following:*

PHI223/POL223	Theories of Politics
PHI233	Environmental Ethics
PHI234	Aesthetics
PHI235/LAW235	Philosophy of Law
PHI237	Moral Education

- PHI238 Philosophy and Literature
- PHI330 Contemporary Ethics
- PHI331 Community, Politics and the Good Life
- PHI373 Special Topics: Virtue and Value

**Existence and Being** (8 credits):

- PHI413 Metaphysics

*One of the following:*

- PHI240 Philosophy of Women: Women's Knowing, Doing, Being
- PHI241 Brains, Minds and Persons
- PHI374 Special Topics: Existence and Being
- PHI441 Human Condition
- PHI473 Gender Today: Philosophical and Theological Perspectives

**Senior Seminar** (4 credits):

- PHI491 Senior Seminar: Research Methods
- PHI492 Seminar: Writing and Defense

**Double Majors**

Students who have declared a major in philosophy and wish to add a second major, or students who have declared another major and wish to add philosophy as a second major, must meet the following requirements:

**History of Philosophy** (4 credits) *One of the following:*

- PHI202 History of Philosophy I: Ancient through Medieval
- PHI203 History of Philosophy II: Early Modern Philosophy
- PHI204 History of Philosophy III: Late Modern Philosophy
- PHI370 Special Topics: Recent Philosophy

**Knowledge, Truth and Method** (8 credits):

- PHI212 Formal Logic
- PHI411 Epistemology

**Faith and Reason** (4 credits) *One of the following:*

- PHI220 Philosophy of Religion
- PHI321 C. S. Lewis and the Christian Imagination
- PHI322 Kierkegaard
- PHI420 Postmodernity and Religious Belief
- PHI372 Special Topics: Faith and Reason

**Virtue and Value** (4 credits):

- PHI230 Ethics

**Existence and Being** (4 credits):

- PHI413 Metaphysics

**Senior Seminar** (2 credits):

- PHI491 Senior Seminar: Research Methods

**Electives** (8 credits):

Two additional philosophy courses at the 200 level or above.

**Requirements for the Minor in Philosophy****History of Philosophy** (4 credits) *One of the following:*

- PHI202 History of Philosophy I: Ancient through Medieval
- PHI203 History of Philosophy II: Early Modern Philosophy
- PHI204 History of Philosophy III: Late Modern Philosophy
- PHI370 Special Topics: Recent Philosophy

**Knowledge, Truth and Method (8 credits):**

- PHI212 Formal Logic
- PHI411 Epistemology

**Faith and Reason (4 credits) *One of the following:***

- PHI220 Philosophy of Religion
- PHI321 C. S. Lewis and the Christian Imagination
- PHI322 Kierkegaard
- PHI420 Postmodernity and Religious Belief
- PHI372 Special Topics: Faith and Reason

**Virtue and Value (4 credits):**

- PHI230 Ethics

**Existence and Being (4 credits):**

- PHI413 Metaphysics

**Study at the University of Edinburgh**

The Philosophy Department has been a strong proponent of our majors participating in global education programs, and many of our majors spend some time studying abroad. Though we support a wide range of options in global education, qualified philosophy majors have a unique opportunity to study for a semester at the University of Edinburgh in Scotland. Applications for this program are coordinated through the Philosophy Department and the Office of Global Education.

**Gender Studies Minor**

Gordon offers an interdisciplinary minor in Gender Studies. See Interdisciplinary Studies for additional information.

**COURSE DESCRIPTIONS**

**Completion of PHI118 is a prerequisite for enrollment in any other course in the department.**

- \* **PHI118 The Examined Life (4)**—Introduces students to important historical and thematic issues about what it means to be human: Who are we? What is our place in the cosmos and how do we relate to the natural world around us? What does it mean to find an object or work of art beautiful? What does it mean to live well as opposed to just *living*? What is the best way to live well together as a society of persons? How can we know what is true? And how, given that we are made in God's image, are we to understand our relationship to God?

**PHI202 History of Philosophy I: Ancient through Medieval (4)**—Surveys and interprets development of philosophical thought from Greco-Roman through Medieval periods. (Alternate years.)

**PHI203 History of Philosophy II: Early Modern Philosophy (4)**—Surveys and interprets philosophical thought from 17<sup>th</sup> century through Kant. Emphasizes epistemology and metaphysics. (Alternate years.)

**PHI204 History of Philosophy III: Late Modern Philosophy (4)**—Traces philosophical thought from Kant through Heidegger; development of such major movements as idealism, romanticism, existentialism, pragmatism, process philosophy, analytic philosophy and neo-Thomism. (Alternate years.)

- \* **PHI210 Understanding Reality with Physics and Philosophy (4)**—Introductory study of philosophical problems arising out of methods and results of modern physics that indicate commonsense understanding of natural world is deeply flawed. Fulfills core Natural World theme. (Alternate years.)

**PHI212 Formal Logic (4)**—Introduces theory and practice of modern logic. Emphasizes analyzing and evaluating deductive arguments. No prior acquaintance with logic necessary.

- \* **PHI220 Philosophy of Religion (4)**—Explores philosophical questions arising from religious belief and practice. Topics include nature and justifiability of religious beliefs, faith and reason, theistic proofs, divine attributes, eternity and time, problem of evil, possibility of miracles, meaningfulness of religious language and evidential value of religious experience. Readings from classical and contemporary sources. Fulfills core Human Person theme. (Alternate years.)

**PHI223/POL223 Theories of Politics (4)**—See POL223 course description.

**PHI230 Ethics (4)**—Surveys and critiques key theories in Western philosophical tradition from Plato to pragmatism. Meta-reflections offered on relevance of such theories for practical experience as Christians.

- \* **PHI233 Environmental Ethics (4)**—Designed to deal both historically and philosophically with persistent problem of what humanity's responsibility is to its environment. Fulfills core Civic Responsibility theme. (Alternate years.)
- \* **PHI234 Aesthetics (4)**—Systematic reflection upon nature of aesthetic properties and consequent philosophy of art, ranging over major issues traditionally and currently discussed. Fulfills core Aesthetic Sensibilities and Practices theme. (Alternate years.)

**PHI235/LAW235 Philosophy of Law (4)**—Introduces basic terminology, themes and issues in Western legal theory by examining essays and case studies. Required for prelaw concentration. (Alternate years.)

**PHI238 Philosophy and Literature (4)**—Compares and contrasts strengths and weaknesses of philosophy and literature for addressing universal questions and problems; e.g., Is the good life possible? Is there anything I can be certain of? What constitutes self-identity? What does it mean to understand? (Alternate years.)

- \* **PHI240 Philosophy of Women: Women's Knowing, Doing, Being (4)**—Inquires into historical use of term "woman" and its significance for us today. First part of course acquaints students with selected canonical Western philosophical texts about the nature of women; second part engages with theoretical writings by contemporary feminist thinkers who challenge such traditional readings. Fulfills core Human Person theme. (Alternate years.)
- \* **PHI241 Brains, Minds and Persons (4)**—Introduction to contemporary issues in philosophy of mind. Central topics include relation between brain and mental states and nature of consciousness with particular concern with ways of understanding human person in light of recent advances in cognitive sciences. Fulfills core Natural World theme. (Alternate years.)

**PHI310 Language and Interpretation (4)**—Surveys major movements in philosophy since 1945; centers on problems of language and interpretation. Includes development of post-Wittgensteinian theories of language and development of poststructuralist hermeneutics. (Alternate years.)

**PHI321 C. S. Lewis and the Christian Imagination (2)**—Appreciative and critical examination of Lewis's distinctive contribution to modern Christian thought. Emphasizes attempt to renew imaginative and speculative thinking in religion. (Alternate years.)



**PHI322 Kierkegaard (4)**—Examines selected texts from Kierkegaard's authorship with view toward expounding his distinctive views of Christianity, human existence and rhetoric. Gives attention to ways Kierkegaard's practice of "indirect communication" anticipates deconstruction and other preoccupations of postmodernism. (Alternate years.)

- \* **PHI325 Eastern Philosophy and Religion (4)**—Studies fundamental philosophical and religious tenets of Hinduism, Buddhism, Confucianism and Taoism. Engages primary texts to develop introductory understanding of important belief systems while also continuing dialogue between these ideas and major tenets of Western monotheism and Christianity in particular. Fulfills core Global Understanding or Human Person theme.

**PHI330 Contemporary Ethical Theories and Issues (4)**—Explores current theories and/or issues in ethics. (Offered periodically.)

**PHI331 Community, Politics and the Good Life (4)**—Examines challenge presented by modern Western culture to belief held by Aristotle and other classical thinkers that human happiness was impossible outside of political or social action.

**PHI370 Selected Topics: History of Philosophy (2 or 4)**—Examines areas in recent philosophy not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Designated as repeatable if topic different.

**PHI371 Selected Topics: Knowledge, Truth and Method (2 or 4)**—Examines areas in epistemology, logic, hermeneutics, and scientific method not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Designated as repeatable if topic different.

**PHI372 Selected Topics: Faith and Reason (2 or 4)**—Examines areas in philosophy, religion and theology not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Designated as repeatable if topic different.

**PHI373 Selected Topics: Virtue and Value (2 or 4)**—Examines areas in ethics, aesthetics and philosophy of education not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Designated as repeatable if topic different.

**PHI374 Selected Topics: Existence and Being (2 or 4)**—Examines areas that explore questions in metaphysics, philosophical anthropology, gender studies, and the philosophy of mind or psychology not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Designated as repeatable if topic different.

**PHI411 Epistemology (4)**—Examines classical and contemporary theories of knowledge and truth. Topics include definition of "knowledge," justification of beliefs, epistemic norms, cognition, subject and object, and recent controversies such as foundationalism vs. postfoundationalism, internalism vs. externalism, and realism vs. anti-realism.

**PHI413 Metaphysics (4)**—Studies nature of and warrants for metaphysical systems. Includes several major topics.

**PHI415 American Pragmatism (4)**—Addresses themes of truth, knowledge, the self, democratic practice, ethics, and religious experience in the thought of Ralph Waldo Emerson, Walt Whitman, Charles Sanders Peirce, William James, John Dewey, Richard Rorty, Cornel West and others. (Alternate years.)

**PHI420 Postmodernity and Religious Belief (4)**—Critically examines reappropriation of religious discourse in so-called postmodern era by thinkers and traditions that seemed to put all such religious discourse aside. Purpose is to see how thinkers such as Lévinas, Henry, Marion, Heidegger, Ricœur, Kearney, Vattimo, Westphal, Hart and even Derrida have turned to religion as a central theme. (Offered periodically.)

**PHI441 The Human Condition (4)**—Surveys major movements in philosophy since 1945; centers on problems of self and community. Examines liberal, postmodern, feminist, neo-Aristotelian and contemporary Christian perspectives. (Alternate years.)

- \* **PHI473 Gender Today: Philosophical and Theological Perspectives (4)**—Seminar presenting current research in feminist theory and theology on issues of gender identity. *Prerequisite:* at least one 200-level or higher course in philosophy, theology or sociology. Fulfills core Human Person theme.

**PHI491 Senior Seminar: Research Methods (2)**—Use multiple research tools to find recent work in philosophy, present findings to class, and, for those going on to PHI492, prepare topic and outline for senior thesis.

**PHI492 Seminar: Writing and Defense (2)**—Complete research of senior thesis, present and defend thesis before an open forum of the Philosophy Department.

## DEPARTMENT OF PHYSICS

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**Chair David Lee, Dale Pleticha, Stan Reczek.**

**MISSION:** The Department of Physics seeks to introduce students to the discipline of physics. Through the courses it offers, the department provides thorough grounding in laboratory and theoretical aspects of physics in order to prepare physics majors for graduate school, secondary school teaching, industrial employment or government service. The 3–2 engineering program prepares students to transfer to an engineering school.

Through its Core Curriculum courses, the department seeks to develop in all students an appreciation and basic understanding of the physical aspects of creation as well as the influence of physics upon the development of culture. Students are encouraged to grapple with ethical, epistemological and metaphysical questions which will inform and enrich their worldview as Christians.

### Requirements for the Major in Physics

The requirements stated below are based on the assumption that a student majoring in physics will begin with physics courses in the freshman year. However, it is possible to tailor individual programs to fit the needs of students who wish to change majors or who, for other reasons, must start the course sequence later.

All physics majors are required to take the following courses:

PHY121, 122	Introductory Physics I, II
PHY214/MAT214	Mathematical Methods in Physics I
PHY225	Electronics
PHY236	Modern Physics
PHY314	Mechanics
PHY339	Electricity and Magnetism I
PHY391, 392	Junior Seminar I, II
PHY471, 472	Research I, II
PHY491, 492	Senior Seminar I, II
MAT141, 142	Calculus I, II
MAT223	Calculus III
MAT225	Differential Equations

*Two of the following courses:*

CHE111, 112	Principles of Chemistry I, II
CPS121	Introduction to Programming
CPS122	Object-Oriented Software Development

In addition, a physics major must fulfill the requirements for one of the concentrations listed below.

Students completing the physics major are not required to take the core course NSM202 The Scientific Enterprise.

### Professional Physics Concentration

Recommended as the best preparation for graduate school as well as industrial or government employment. The following three courses are required:

PHY130	First-Year Physics Seminar
PHY355	Quantum Mechanics
PHY372	Thermal Physics

The department also recommends additional mathematics and science courses; the following are strongly recommended:

PHY313/MAT313	Mathematical Methods in Physics II
PHY340	Electricity and Magnetism II
PHY341	Optics
PHY371	Selected Topics in Physics

### Computational Physics Concentration

Intended for the physics student with strong interests in mathematics and computer science. The student must take PHY130 First-Year Physics Seminar, CPS121, CPS122 and two additional physics courses numbered above PHY224. In addition the student must complete 16 credits from among the following courses in mathematics and computer science:

MAT232	Linear Algebra
MAT318	Probability
MAT319	Statistics
MAT342/CPS342	Numerical Analysis
PHY313/MAT313	Mathematical Methods in Physics II
CPS221	Software Systems
CPS222	Data Structures and Algorithms
CPS311	Computer Organization
CPS343	Parallel and High-Performance Computing
CPS373	Computer Graphics

### Engineering Physics Concentration

Intended for students with an interest in applied physics and technology or enrolled in the 3–2 engineering program. For four-year physics majors the following courses are required:

PHY125	Introduction to Engineering and Applied Science
PHY216	Statics
PHY328	Strength of Materials or PHY371 Selected Topics

The department also strongly recommends these supporting courses:

PHY355	Quantum Mechanics
PHY372	Thermal Physics

For 3–2 engineering students, see the 3–2 engineering program section for details on course requirements.

### Requirements for the Minor in Physics

To minor in physics a student must complete a minimum of 24 credits of physics courses selected in consultation with the department chair.

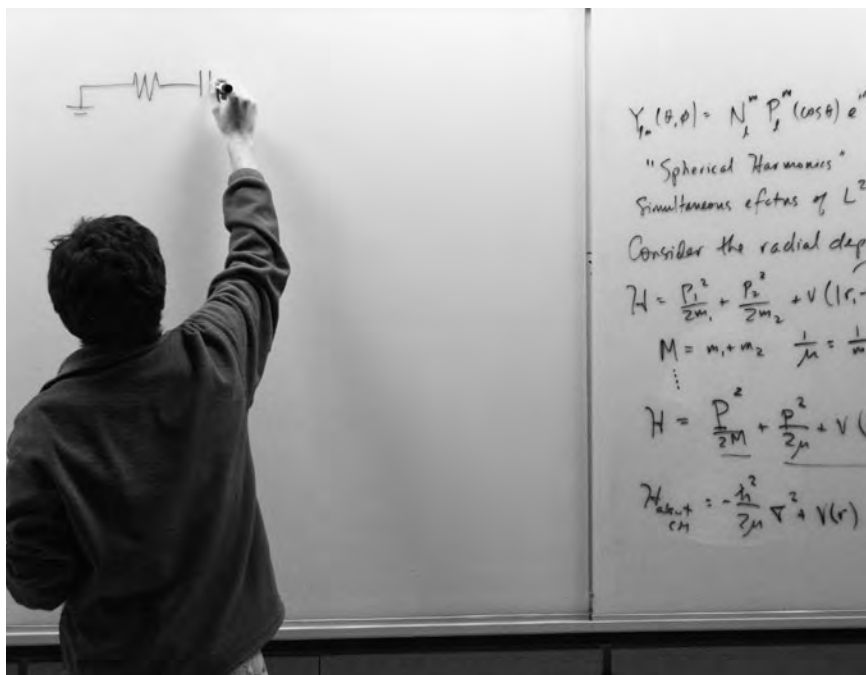
### Requirements for the Double Major with Secondary Education

Students seeking licensure as a teacher of physics at the high school level should select the engineering concentration and enroll in CHE111 and CHE112. See education advisor for required education courses.

### 3-2 Engineering Program

Students attracted to a Christian liberal arts curriculum who are also seriously considering an engineering career may choose to spend three years at Gordon and then transfer to an engineering school for two more years. Gordon College has a formal agreement with the University of Southern California in Los Angeles; however, students may transfer to any accredited engineering institution to complete this program. The student will earn bachelor's degrees from both Gordon and the engineering school. In addition to Gordon's Core Curriculum, the following courses should be taken at Gordon:

PHY121, 122	Introductory Physics I, II
PHY125	Introduction to Engineering and Applied Science
PHY214/MAT214	Mathematical Methods in Physics I
PHY216	Statics
PHY225	Electronics
PHY236	Modern Physics
PHY314	Mechanics
PHY328	Strength of Materials
PHY391, 392	Junior Seminar I, II
CHE111	Principles of Chemistry I
CPS121	Introduction to Programming
MAT141, 142	Calculus I, II
MAT223	Calculus III
MAT225	Differential Equations



## Honors in Physics

Seniors who write, present and defend an honors thesis based on substantial research will be eligible to graduate with honors in physics. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

## COURSE DESCRIPTIONS

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- \* **NSM202 The Scientific Enterprise (4)**—See Core Curriculum.
- \* **NSM216 Introduction to Geology (4)**—Fulfills core Natural World theme. See divisional descriptions.
- \* **PHY119, 120 General Physics I, II (4, 4)**—Noncalculus introduction to physics including classical mechanics, wave motion, thermodynamics, electricity and magnetism and optics. Laboratory included. *Prerequisites:* high school algebra and trigonometry. PHY119 fulfills core Natural World theme. Lab fee.  
  
**PHY121, 122 Introductory Physics I, II (4, 4)**—Calculus-based introduction to physics including classical mechanics, wave motion, thermodynamics, electricity and magnetism and optics. Laboratory included. *Corequisites:* MAT141 for PHY121 and MAT142, MAT223 for PHY122 or equivalent. Lab fee.  
  
**PHY125 Introduction to Engineering and the Applied Sciences (2)**—Overview of engineering and applied science professions, concentrating on common engineering themes; emphasis on experimental and problem-solving skills including introduction to MATLAB and LabView. Laboratory included. Lab fee.  
  
**PHY130 First-Year Physics Seminar (1)**—Conceptual survey of some “big ideas” in physics such as relationship between conservation laws and symmetry, entropy, wave-particle duality, quantum theory, relativity theory and astro-particle physics.  
  
**PHY214/MAT214 Mathematical Methods in Physics I (4)**—Complex algebra, vector algebra, vector calculus including orthogonal coordinate systems and tensor notation, linear equations and transformations, Fourier series and transforms. *Prerequisite:* MAT223.  
  
**PHY216 Statics (4)**—Systems under influence of external forces; topics include rigid body equilibrium, distributed forces, structures, forces in beams and cables, friction, virtual work; includes wide variety of examples. Laboratory included. *Prerequisites:* PHY121, 125. *Corequisite:* MAT142. (Alternate years.) Lab fee.
- \* **PHY224 Astronomy (4)**—Important topics in modern astronomy for both science and nonscience majors including light, telescopes, planets, normal stars, pulsars, black holes, galaxies, quasars and origin of universe. Fulfills core Natural World theme.  
  
**PHY225 Electronics (4)**—Analysis of analog circuits including complex algebra and phasor methods, network theorems, resonance, electronic devices, power supplies, operational amplifiers and transistor amplifiers and oscillators. Includes introduction to digital electronics. Lab included. *Prerequisite:* PHY122. (Alternate years.) Lab fee.  
  
**PHY236 Modern Physics (4)**—Special relativity, quantization, wavelike properties of particles, Schrödinger’s equation; introductory atomic, molecular, nuclear and particle physics. Laboratory included. *Prerequisite:* PHY122. *Corequisite:* PHY214. (Alternate years.) Lab fee.  
  
**PHY313/MAT313 Mathematical Methods in Physics II (4)**—Introduces partial differential equations, special functions and polynomials, complex analysis, Monte Carlo methods. *Prerequisite:* PHY214. (Offered upon sufficient demand.)

**PHY314 Mechanics (4)**—Newtonian mechanics including study of conservation theorems, gravitation, oscillations, calculus of variations, Hamilton's Principle, Lagrangian and Hamiltonian dynamics, central force motion, multiparticle systems, noninertial frames, rigid bodies. Laboratory included. *Prerequisite:* PHY121. *Corequisite:* PHY214. (Alternate years.) Lab fee.

**PHY328 Strength of Materials (4)**—Stress and strain, beam deflection, thin-walled members, columns, and survey of general classes of materials with objective of equipping students to analyze load-bearing structures; includes wide variety of examples. Laboratory included. *Prerequisite:* PHY216. *Corequisite:* MAT225. (Alternate years.) Lab fee.

**PHY339 Electric and Magnetic Fields I (4)**—Theory of electrostatics, dielectrics, magnetostatics, dia-, para- and ferromagnetism, induction, Maxwell's equations. Laboratory included. *Prerequisite:* PHY122. *Corequisite:* PHY214. (Alternate years.) Lab fee.

**PHY340 Electric and Magnetic Fields II (4)**—Theory of electrodynamics applied to electromagnetic waves, radiation and relativity. *Prerequisite:* PHY339. (Offered upon sufficient demand.)

**PHY341 Optics (4)**—Fundamentals of geometrical and physical optics including reflection, refraction, aberrations, interference, diffraction, polarization and dispersion. Laboratory included. *Prerequisite:* PHY122. (Offered upon sufficient demand.) Lab fee.

**PHY355 Quantum Mechanics (4)**—Matrix formulation of quantum mechanics as applied to a variety of systems, including spin systems, identical particles, perturbation theory, scattering. *Prerequisite:* PHY236. (Alternate years.)

**PHY371 Selected Topics in Physics (1–4)**—Topics which are not offered elsewhere in curriculum. Designated as repeatable when different topic. *Prerequisite:* permission of instructor. (Offered upon sufficient demand.) Lab fee when appropriate.

**PHY372 Thermal Physics (4)**—Statistical properties of systems composed of large numbers of particles including classical and quantum distribution functions, thermodynamic concepts and functions, kinetic theory of gases, lattice models and percolation. *Prerequisite:* PHY122. (Alternate years.)

**PHY391, 392 Junior Seminar I, II (0, 0)**—Explores current research, postbaccalaureate education and employment, theological, philosophical and societal issues in physics.

**PHY471, 472 Research I, II (1–4, 1–4)**—Research under supervision of faculty member. *Prerequisite:* permission of supervising faculty member. Lab fee when appropriate.

**PHY491, 492 Senior Seminar I, II (1, 1)**—Explores current research, postbaccalaureate education and employment, theological, philosophical and societal issues in physics.

## DEPARTMENT OF POLITICAL SCIENCE

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**Chair Ruth Melkonian-Hoover, Paul Brink, Timothy Sherratt.**

**MISSION:** The Department of Political Science offers two majors: political science and international affairs, the latter in cooperation with the Department of Economics and Business. Both majors seek to provide an understanding of politics which is Christian in its presuppositions and substance, and comprehensive in its interests and concerns. Such an approach testifies . . . “to the God Who called [Creation] into existence, sustains it, and remains sovereign over it.” Additionally, it provides an intellectually coherent platform from which to join the larger conversation in academia, and resources to assist both faculty and students in taking their political responsibilities seriously and making informed contributions to the creation of a more just political order. Finally, it provides a solid academic foundation for further professional and educational involvement in the fields represented by the two majors.

### Honors in Political Science

In exceptional cases, political science majors may earn honors in political science by researching and writing an honors thesis over the course of the senior year. Under the direction of a faculty advisor, candidates will develop a thesis proposal in the spring prior to the senior year and, with approval of the Political Science Department, register for and complete 8 credits of independent research in the senior year (registered as POL471, 472 Research I, II). For honors, the thesis must be of high quality and sufficient scope, and must be defended orally before department faculty toward the end of spring term in senior year. The minimum GPA for honors candidates is 3.50 in the major and 3.00 overall; depending on the topic, substantial cognate coursework may be required junior and senior years. An honors thesis should be considered by students intending to complete advanced degrees in political science. See department faculty for details.

### Double Majors

Students with double majors must take a minimum of 34 credits in political science when it is declared as their second major. They may substitute an internship in their first major for the political science requirement. Double majors from philosophy are excused from the internship requirement.

### International Affairs Major

The Political Science Department jointly sponsors an international affairs major with the Economics and Business Department. See International Affairs for details.

### Requirements for the Major in Political Science

In consultation with a departmental advisor, every student will meet the core requirements. A minimum of 38 credits must be taken in the department including:

- POL104 American National Politics
- POL105 Power and Justice: Perspectives on Political Order
- POL106 International Relations
- POL434 State, Citizen and Society

**American Politics:** *One of the following:*

- POL213 Political Communication: Votes, Groups and Media
- POL214 American Domestic Policy
- POL217 American Constitutional Law
- POL325 Congress and the Presidency



**Comparative Politics:** *One of the following:*

- POL210 Introduction to Comparative Politics
- POL219 Politics of the Developing World
- POL235 Politics of the Middle East
- POL240 Politics of Western Europe
- POL324 Politics of Latin America

**International Politics:** *One of the following:*

- POL310 American Foreign Policy
- POL320 Women and Politics
- POL348 Theories of International Relations
- POL416 International Political Economy

**Political Theory:** *One of the following:*

- POL223 Theories of Politics
- POL322 American Political Thought

**Internship/Off-Campus Study:** *One of the following:*

- POL425 Internship in Government and Politics (6 credits maximum for major)  
Approved academic experience outside the United States  
American Studies Program, or other C.C.C.U. program, or other approved off-campus academic program inside the U.S. (8 credits maximum applied to major)

In addition to the requirements listed above, students must take sufficient elective credit in political science courses to reach the minimum of 38 credits required for the major.

Students considering graduate study should take a modern language and a course in statistics for social science research.

**Requirements for the Minor in Political Science**

Students wishing to minor in political science will complete a minimum of 20 hours of coursework in consultation with the department chair.

**COURSE DESCRIPTIONS**

- \* **POL104 American National Politics (4)**—Critically examines basic commitments, institutions and processes of American politics; engages contemporary political debate; focuses on Constitution, political culture, interest groups, parties, Congress, Presidency and Supreme Court. Fulfills core Civic Responsibility theme.

**POL105 Power and Justice: Perspectives on Political Order (2)**—Explores basic political concepts, systems and problems in worldwide context. Encourages development and use of Christian worldview to transcend existing modes of understanding and practicing politics.

**POL106 International Relations (4)**—Studies relations among nations, politics of war and peace, elements and limits of national power, issues of hunger, development and human rights. Emphasizes American involvement in world affairs; examines Christian options.

- \* **POL210 Introduction to Comparative Politics (4)**—Provides overview of basic concepts and theoretical approaches used to compare political systems, exploring distinctive and similar characteristics of various states (industrialized, authoritarian and developing). Government, culture and development of seven country cases are evaluated: Britain, Germany, Japan, Russia, China, India and South Africa. Fulfills core Global Understanding theme.

**POL/COM213 Political Communication: Votes, Groups and Media (4)**—Examines political communication in American politics from empirical and normative perspectives, focusing on campaigns and elections, public opinion, mass media, interest groups and political parties. *Prerequisite:* POL104 or course in communications, or permission of instructor.

**POL214 American Domestic Policy (4)**—Examines policy making from agenda setting to implementation and evaluation of policies; students explore specific domestic policy interests. *Prerequisite:* POL104 or permission of instructor.

**POL217 American Constitutional Law (4)**—Surveys development of American constitutional law from historical perspective using case-analysis approach. Emphasizes civil liberties and federal-state relations. *Prerequisite:* course in American politics or American history, or permission of instructor.

- \* **POL219 Politics of the Developing World (4)**—Explores political-economic situation in countries typically described as “developing.” Using case studies, issues related to structures, markets and societal activity are examined. Emphasizes politics of developmental strategies and place of Christian worldviews. Fulfills core Global Understanding theme. *Prerequisite:* POL106 or permission of instructor.

**POL223/PHI223 Theories of Politics (4)**—Explores major themes in Western tradition from classical and modern political thought. Explores central concepts of state and citizen, and considers major traditions in Christian political thought. *Prerequisite:* sophomore standing or permission of instructor.

**POL235 Politics of the Middle East (4)**—Overview of distinctive character of politics in several Middle East nations; role of religion as factor in region's politics. Considers Arab-Israeli conflict, politics of oil, rise of radical Islam in region. *Prerequisite:* sophomore standing.

**POL240 Politics of Western Europe (4)**—Explores political institutions and problems common to democracies of Western Europe; institutions of parliamentary democracy, micro-nationalism, major political forces, electoral systems and European Union; consociational democracy as alternative to Anglo-American majoritarian democracy. *Prerequisite:* a 100-level politics course.

**POL246 International Diplomacy: The Model United Nations (2)**—Students serve as U.N. representatives of country at National Model United Nations Program at Harvard University; extensive economic, political, social, cultural and scientific reports required on national and international concerns of country delegation represents. Includes intensive preparation in parliamentary procedures and debate. Repeatable for credit. Class fee: \$300.

**POL247/HIS247 Britain and America in the Middle East (4)**—See HIS247 course description.

**POL310/HIS310 American Foreign Policy (4)**—Examines factors shaping international behavior of United States from end of World War II to present; analytical importance of international system, domestic interest groups, governmental actors, public opinion and ideology; dilemma of reconciling moral principles with exercise of world power. *Prerequisite:* junior standing.

- \* **POL312 Justice (4)**—Explores complexities of justice in pluralist society, focusing on United States but with connections to global community. Examines selected Christian and non-Christian theories of justice, both classical and contemporary, and considers several specific debates concerning pursuit of justice in contemporary society. Fulfills core Civic Responsibility theme.

**POL320 Women and Politics (4)**—Overview of relationship between gender and politics in American and international context. Focuses on role of gender in defining and shaping politics, political behavior and public policy; political socialization, mobilization and participation of women; formation, leadership and efficacy of women's movements (feminist and nonfeminist); and various ways in which women, as political actors and theorists, have challenged and redefined "politics as usual." *Prerequisite:* a 100-level course in politics.

- \* **POL322 American Political Thought (4)**—Are all Americans liberals? Examines American political tradition, using primary documents from Colonial period through present, with special emphasis on Federal Convention of 1787 and Christian critique of contemporary liberalism. Fulfills core Civic Responsibility theme. *Prerequisite:* POL104.

**POL324 Politics of Latin America (4)**—Considers development and political governance in unique historical and cultural context of Latin America. Course combines discussion of history and theory with study of individual countries. Included are analyses of regime change, social movements and U.S. foreign policy in region. *Prerequisite:* POL105 or 106, or permission of instructor.

**POL325 Congress and the Presidency (4)**—Examines legislative and executive branches of American national government; includes elections, representation, presidential leadership, congressional reform, role of parties, interest groups and bureaucracy in legislative and executive politics; impact of Constitution on presidential-congressional relations. *Prerequisite:* POL104.

**POL348 Theories of International Relations (4)**—Critical analyses of leading schools of thought in international relations and their policy implications for major topics such as war, peace and cooperation. Approaches considered include, among others, realism, Marxism, neoliberalism and constructivism. *Prerequisite:* POL106.

**POL416/ECB416 International Political Economy (4)**—See course listing under Economics and Business.

**POL425 Internship in Government and Politics (2 to 6)**—Combined on-the-job work experience and related academic study in variety of public and private sector settings here and abroad. Plan ahead to avoid conflicts with other degree requirements. *Prerequisites:* permission of instructor, minimum cumulative GPA of 2.50 and approval of Registrar's Office. See Off-Campus course descriptions.

**POL434 State, Citizen and Civil Society (2)**—Primary emphasis on principles of Christian pluralism from Reformed and Catholic traditions. Develop individual projects in application of Christian principles to public policy questions in United States, Europe, developing world, international politics, etc. Senior capstone course in seminar format.

**POL471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis. *Prerequisites:* senior standing and permission of instructor.

## DEPARTMENT OF PSYCHOLOGY

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**Chair Kaye Cook, Bryan Auday, Jonathan Gerber, Bert Hodges, Suzanne Phillips.**

**MISSION:** The Psychology Department seeks to provide an understanding of the actions, feelings and thoughts that relate persons to their physical, social and spiritual contexts. Theory is emphasized since it provides a framework for critical reflection and creative activity, but research skill development is required of all students, as is an introduction to clinical issues and skills. Opportunities for the application of clinical and research skills are readily available and encouraged. A primary concern in the department is to develop in students an understanding of the nature of humans that fits with psychological and biblical knowledge. Research and application (e.g., therapy, education) are extensively discussed and critically evaluated in the context of this understanding.

With a bachelor's degree, students are prepared for graduate work in psychology and related fields and/or for employment in human and social services or business settings. The department intends to prepare all students to carry out their scholarly, professional and personal vocations in a way that reflects their Christian commitment and motivates and empowers them to act as agents of redemptive change. Both faculty and students are encouraged to develop and use their scholarly and professional skills to serve the communities of psychology, the church and the world.

### Requirements for the Major in Psychology

Thirty-eight credits in psychology are required for a major. Students declaring a major in psychology must maintain a cumulative GPA of 2.20 for all coursework. Meeting this standard is necessary for admission to upper division courses in the department.

PSY220 Person in Psychological Context

PSY256, 257 Research Methods in Psychology I, II

PSY447 Scientific and Philosophical Theories in Psychology

PSY491 Senior Seminar

*One of the following:*

PSY246 Clinical Psychology: Psychopathology

PSY311 Developmental Disabilities

PSY322 Counseling Theory and Practice

*One of the following with its associated lab:*

PSY342 Cognitive Psychology

PSY347 Animal Behavior

PSY349 Physiological Psychology

PSY351 Wisdom, Intelligence and Creativity

PSY352 Social Perception and Cognition

PSY353 Community Psychology

Psychology electives (12 credits)

(Note: PSY342, 347, 349, 351, 352 or 353 can be taken without their associated labs for psychology elective credit.)

Students considering graduate work or specific vocational objectives should consult with department faculty, especially their advisors, in choosing their electives. The department encourages students to take courses outside the department in areas that liberalize their understanding of human experience and nonhuman behavior or improve their ability to use and apply psychological knowledge.

The department offers an extensive internship program in which students work under supervision in an off-campus setting (e.g., psychiatric hospital, crisis center, district court). The purpose of the program is to help students learn to apply their academic knowledge in a practical setting. This program is an elective option which upper division majors are encouraged to take. See course description for PSY425, 426.

### Requirements for the Minor in Psychology

Nonmajors may minor in psychology by taking either of the following options of 20 credits each. Departmental chair must approve the option (A or B) and electives chosen.

#### A. For students anticipating graduate work

PSY220 Person in Psychological Context  
PSY256, 257 Research Methods in Psychology I, II  
Psychology electives (8 credits)

#### B. For students interested in human services

PSY220 Person in Psychological Context

*Two of the following:*

PSY243 Social Psychology  
PSY244 Developmental Psychology  
PSY246 Clinical Psychology: Psychopathology  
PSY311 Developmental Disabilities  
Psychology electives (8 credits)

### Minors for Psychology Majors

Psychology majors may choose a departmental minor in any other major in the College (e.g., biology, computer science) or in an interdisciplinary minor (e.g., nonprofit organization management, peace and conflict studies, prelaw, environmental studies). Requirements for departmental minors are listed under the appropriate major; other minors are listed under Interdisciplinary/Off-Campus Programs.

### Requirements for the Minor in Neuroscience

The minor in neuroscience offers an introduction to the study of brain function. It is an interdisciplinary program in human and nonhuman behaviors drawing from departments of psychology, biology, chemistry, mathematics and kinesiology.

#### Required Courses (16 credits)

BIO316 Modern Genetics *or* BIO312 Animal Physiology  
KIN450 Neurophysiological Basis for Movement  
PSY349 Physiological Psychology and Lab  
PSY475 Neuroscience Seminar

*Select 8 credits from the courses listed below:*

#### Cellular and Molecular Emphasis

BIO/KIN213 Human Anatomy and Physiology  
BIO321 Molecular Cell Biology and Microscopy  
BIO323 Developmental Biology  
CHE111 Principles of Chemistry I  
CHE211 Organic Chemistry I

**Behavioral/Cognitive Emphasis**

PSY250	Psychology of Memory
PSY281	Drugs and Behavior
PSY342	Cognitive Psychology
PSY347	Animal Behavior
KIN310	Motor Control and Learning
KIN350	Disorders of Voluntary Movement
KIN492	Research

**COURSE DESCRIPTIONS**

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- \* **PSY220 Person in Psychological Context (4)**—Explores psychological perspectives on nature of person in cross-cultural context. Focus on research and theory as well as introduction to discipline. Topics addressed include development, social behavior, physiology, personality, memory, diagnosis and treatment. Fulfills core Human Person theme.

**PSY243 Social Psychology (4)**—Introduces research and theories about social dimensions of human thought, action and emotion. Topics include altruism, aggression, attitudes, group behavior, language and nonverbal communication. *Prerequisite:* PSY220.

- \* **PSY244 Developmental Psychology (4)**—Considers social, cognitive and emotional aspects of development from birth to adolescence. Examines theory and research. Observation of children. Discussion of major parenting issues. Fulfills core Human Person theme.

**PSY246 Clinical Psychology: Psychopathology (4)**—Surveys psychopathology including psychosis, anxiety disorders, mood disorders and addictions; history of treatment and theory; current perspectives in treatment and prevention. *Prerequisite:* PSY220.

**PSY250 Psychology of Memory (4)**—Examination of organization of cognitive functioning with particular emphasis on human memory and how information is perceived and processed. Studies most prominent features of human knowledge acquisition. Topics include short-term and permanent memories, retention and interference, and memory with and without awareness. Relevance of human memory to contemporary social issues (e.g., child sexual abuse and recovered memory/false memory controversy) also discussed.

- \* **PSY256, 257 Research Methods I, II (4, 4)**—Presents approaches to conducting research in behavioral sciences. Explores entire research process from conception and design of research projects, research ethics, and data analysis and interpretation, to the dissemination of research findings. Examines quantitative and qualitative research; experimental, quasi-experimental and correlational designs. Covers basic statistical methods including descriptive and inferential procedures; parametric and nonparametric considerations; correlation, regression and analysis of variance. Emphasizes selection and interpretation of statistical procedures and computer data analysis (SPSS). Lecture and laboratory. Research project required. PSY256 fulfills core Natural World theme. *Prerequisite:* PSY220. Lab fee.

**PSY281 Drugs and Behavior: Introduction to Psychopharmacology (2)**—Explores frequently abused psychoactive drugs such as alcohol, marijuana, cocaine and heroin. Special emphasis placed on drugs used in treatment of mental health. The psychological and physiological components of drug use are discussed.

**PSY311 Developmental Disabilities (4)**—Reviews diagnosis and causes of emotional, cognitive and physical difficulties in infancy and childhood; individual and classroom behavioral interventions; play therapy. Field trips and observations. *Prerequisites:* PSY220 and one additional psychology course or permission of instructor.

**PSY322 Counseling Theory and Practice (4)**—Surveys major theoretical perspectives in counseling; explores assumptions about human nature; client-centered, psychodynamic, cognitive-behavioral, Gestalt perspectives; elements of counseling relationship and ethical issues in counseling. *Prerequisite:* PSY220.

**PSY340 Personality Theories (4)**—Analyzes major theoretical approaches to personality, sampling from psychodynamic, cognitive, behavioral, humanistic, sociobiological and cross-cultural perspectives. Covers Freud, Jung, Horney, Erikson, Rogers, Murray, Skinner, Allport, Kelly and others. *Prerequisites:* PSY220 and one additional psychology course or permission of instructor.

**PSY342 Cognitive Psychology (4)**—Explores relationship between cognition and reality focusing on questions of meaning and value. Topics include perceiving, remembering, imagining, language and ecological approaches to psychology. *Prerequisites:* PSY257 and junior standing for majors. Permission of instructor for nonmajors. Lab fee.

**PYL342 Cognition Lab (0)**—Demonstrates various phenomena in perception, memory and decision-making; major research project required. Lab fee.

**PSY347 Animal Behavior (4)**—Analyzes major theoretical approaches to animal behavior: ethology, behaviorism, psychobiology and sociobiology; implications for human development. Field trips and field observations. *Prerequisite:* PSY220 and one additional psychology course for majors. Permission of instructor for nonmajors. (Alternate years. Offered 2013–14.)

**PYL347 Animal Behavior Lab (0)**—Field observations of animals in various settings. Research project required. (Alternate years. Offered 2013–14.) *Prerequisite:* PSY257 or permission of instructor. Lab fee.

**PSY349 Physiological Psychology (4)**—Explores neurological correlates of behavior such as memory, language, emotion, sleep and psychiatric disorders. Topics discussed include brain injury and rehabilitation, Alzheimer's disease, stroke and aphasia. *Prerequisite:* PSY257 or permission of instructor.

**PYL349 Physiological Psychology Lab (0)**—Neuroanatomy explored through brain dissection and electronic brain atlases. Hands-on experience with brain-imaging equipment to study psychophysiological relationships among brain waves (EEG) and other physiological measures for studying cognitive processing (e.g., memory, emotion, awareness). Lab fee.

**PSY351 Wisdom, Intelligence and Creativity (4)**—Examines nature of wisdom, creativity, intelligence and related abilities from several current and historical perspectives. Evaluates process of measurement, including accuracy, usefulness, biases, cross-cultural difficulties and appropriateness for special populations. *Prerequisite:* PSY257. (Alternate years. Not offered 2013–14.)

**PYL351 Wisdom, Intelligence and Creativity Lab (0)**—Students develop and evaluate their own measures, see several widely used ability tests demonstrated with children and adults, and examine tests from department's extensive collection. (Alternate years. Not offered 2013–14.) Lab fee.

**PSY352 Social Perception and Cognition (4)**—Explores at advanced level research and theory on how people feel, act and think with respect to others. Topics such as cross-cultural psychology, emotion, cognition, intimate relationships and moral dimensions of social interaction addressed. Laboratory *Prerequisite*: PSY257 or permission of instructor. (Alternate years. Offered 2013–14.)

**PYL352 Social Perception and Cognition Lab (0)**—Introduces methods of research on social interactions including field and laboratory experiments, observation (e.g., videotaping), interviewing and use of archival material. Independent research project required. (Alternate years. Offered 2013–14.) Lab fee.

**PSY353 Community Psychology (4)**—Examines concept of community and what makes communities strong and effective. Considers how problems typically understood as individually rooted can be recast as problems in social system. Topics include problem prevention, self-help groups, community-based mental health treatment, program evaluation, social intervention, community development, and nonprofessional or paraprofessional intervention. *Prerequisite*: PSY257. (Alternate years. Offered 2013–14.)

**PYL353 Community Psychology Lab (0)**—Introduces students to practical applications of community psychology principles in local community. Students formally evaluate a community program and design and implement a community intervention. (Alternate years. Offered 2013–14.) Lab fee.

**PSY360 Industrial/Organizational Psychology (2)**—Examines integration of psychological principles with business world. Selected topics within human resources are explored such as employee work motivation, personnel recruitment and selection, job redesign. Role of psychological testing in employment discussed. *Prerequisites*: PSY220.

**PSY363 Negotiation and Conflict Resolution (2)**—Explores resolution of conflict by examining basics of negotiation, mediation and arbitration. Focuses on contributions of psychological research to understanding of these processes and addresses application to such varied topics as roommate conflicts, domestic relations, labor-management negotiations and international disputes. *Prerequisites*: PSY220 and junior standing. (Not offered 2013–14.)

**PSY371 Selected Topics (2 or 4)**—Studies theoretical or applied topics not regularly taught. Designated as repeatable if topic changes. *Prerequisite*: permission of instructor.

**PSY390 Death and Dying (2)**—Examines psychological processes of grief and separation, and history of attitudes toward death, bioethical issues associated with dying and association between worldviews and attitudes toward death and dying. *Prerequisites*: PSY220 and junior standing. (Not offered 2013–14.)

**PSY392 Law and Psychology (4)**—Examines areas of interface between psychology and law including accuracy of eyewitness identifications, jury decision making, prediction of violence, competency to stand trial, criminal responsibility, right to treatment; fundamental differences in perspectives on human behavior taken by law and social sciences. *Prerequisites*: PSY220 and junior standing.

**PSY394 Life Span Development (2 or 4)**—Surveys social, intellectual and vocational issues predominant during adolescence, adulthood and aging. Discussion format. *Prerequisites*: PSY220 and junior standing. (Not offered 2013–14.)



**PSY425, 426 Internship (4, 4)**—Applies selected psychological principles in community agency. Ten hours per week supervised field experience combined with exposure to theoretical issues in class. Taken in sequence. *Prerequisites:* psychology major with junior or senior standing and consent of instructor. Credit: 4 credits psychology elective, 4 credits general elective.

**PSY447 Scientific and Philosophical Theories in Psychology (4)**—Advanced consideration of fundamental issues in scientific theories of psychology. Recent developments and historically influential perspectives explored and evaluated with respect to fundamental issues, e.g., action, cognition, emotion. Topics and theorists include cognitive science, culture and cognition, identity and development, behaviorism, ecological psychology, dynamical systems and values and judgment. *Prerequisite:* senior standing.

**PSY471 Research (1–4)**—Research projects under supervising faculty member for upperclass psychology majors. Literature reviews, data collection and analysis, and written reports required. *Prerequisite:* permission of instructor.

- \* **PSY475 Neuroscience Seminar (4)**—Explores tools and methods used by neuroscientists to study the brain (e.g., fMRI, ERP, PET, MEG). Both theoretical and empirical research discussed within topics of psychopathology, cognitive psychology, neuroethics and neural substrates of executive functions (e.g., memory, language, decision-making). Case studies of individuals suffering from disorders of the nervous system will be emphasized. Field trips to nearby neuroscience laboratories will be scheduled. Fulfills core Natural World theme.

**PSY491 Senior Seminar (2)**—Examines practical and theoretical aspects of integration of psychology and Christian faith including models of integration and their limitations. Explores graduate school admission, job search, interviewing and other postgraduate issues. Integration paper required. *Prerequisite:* senior standing.

## DEPARTMENT OF RECREATION AND LEISURE STUDIES

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**Chair Valerie Gin, Richard Obenschain, David Starbuck.**

**MISSION:** The Department of Recreation and Leisure Studies serves to provide the academic foundation for the study, understanding, commitment and action dealing with leisure, fitness, wellness, recreation, sport and outdoor education activities. The goals of the major are to challenge students to study emerging societal changes and ethical implications in leisure values and quality-of-life issues from a Christian worldview and a multidisciplinary perspective. The theoretical curriculum focuses on understanding the meaning and role of leisure, play, sport and outdoor education as influenced by psychological, sociological, economic, theological, philosophical and cultural factors. The professional curriculum provides concepts, education strategies and appropriate experiential preparation for leadership and programming in leisure, recreation and outdoor education. The department seeks to prepare students for fields such as community recreation, YMCA, camps, adventure-based programs, youth recreational programs, sports programs, resort and commercial recreation, recreation for special populations, and recreation management.

### Requirements for the Major in Recreation and Leisure Studies

Students majoring in recreation and leisure studies are required to complete:

- REC115 Foundations of Recreation and Leisure
- REC216 Recreation Activity Analysis
- REC218 Programming and Evaluation in Recreation
- REC318 Recreation Leadership
- REC330 Play, Games and Sport
- REC425 Internship; *or* a cooperative education field experience
- REC471 Research in Recreation and Leisure Studies
- REC492 Leisure Theories and Cultural Values
- PED016 La Vida Wilderness Expeditions (core—strongly recommended)
- PSY220 Person in Psychological Context (core) *or* introductory sociology course

*One of the following:*

- REC240 Methods and Skills in Adventure Education
- REC294 Philosophy and Theories of Coaching
- REC323 Recreation for Individuals with Special Needs

*One of the following:*

- EDU225 Human Development and Learning
- EDU226 Adolescent Development and Learning
- PSY244 Developmental Psychology
- PSY394 Life Span Development

*Choose 4 credits of the following:*

- PSY243 Social Psychology
- SOC220 Marriage and Family
- SOC221 Power, Prestige and Poverty
- SOC232 Diversity in U.S. Populations
- SOC242 Deviance and Social Control
- SOC290 Urban Sociology
- SOC333 Sociology of Gender
- SOC340 Women and World Development
- SOC345 American Culture

### **Outdoor Education Concentration**

Recreation and Leisure Studies majors may elect this concentration by participating in Gordon's Wilderness Immersion and Leadership Development (W.I.L.D.) Semester and completing an outdoor education experience for their internship (REC425).

To apply for admission into the outdoor education concentration, see David Starbuck, director of the W.I.L.D. Semester. Wilderness First Aid or Wilderness First Responder required for completion of concentration.

### **Sport Studies Concentration**

The sport studies concentration provides students with a broad perspective of the interdisciplinary nature of sports and prepares students for careers in one of the many fast-growing sectors in the industry of sport: coaching, sport administration, youth and community sport programs, sport journalism, sport media, and sport management. Students will be able to articulate their theoretical understanding of sport from historical, philosophical, psychological and sociological perspectives. Students will also have opportunities in practical application, learning principles of coaching and sport management. Concentration requires 20 credits plus an internship in a sport-related field.

### **Recreation and Leisure Studies Wilderness Immersion and Leadership Development (W.I.L.D.) Semester**

The Recreation and Leisure Studies W.I.L.D. Semester exposes students to the historical, cultural, spiritual, moral and environmental dimensions of the wilderness and encourages critical thought about issues important to outdoor educators. Through a living and learning community, experiential opportunities, extensive outdoor travel and fieldwork, students will obtain valuable outdoor skills, leadership experience and crucial outdoor certifications. The Wilderness Immersion and Leadership Development Semester will fulfill requirements for a Christian ministries concentration in outdoor education or it will fulfill 16 of the 20-credit minor in outdoor education which can be completed with the addition of an internship placement. Wilderness First Aid or Wilderness First Responder required for completion of concentration for majors. Contact Rich Obenschain, director La Vida Center for Outdoor Education and Leadership, or David Starbuck, Director of the W.I.L.D. Semester.

### **Minor in Recreation and Leisure Studies**

Minors may be arranged to complement a student's major or area of interest. The minor requires 20 credits, including two of the following: REC115, 330, 492.

### **Minor in Outdoor Education**

Nonmajors may minor in outdoor education by participating in the Gordon College Wilderness Immersion and Leadership Development (W.I.L.D.) Semester with the addition of an internship placement in a later semester. An application and approval of the department chair are required. The requirements of the minor are:

W.I.L.D. Semester courses:

- OEI241 Foundations of Outdoor Education
- OEI243 Philosophies and Theories of Outdoor Education and Leadership
- OEI343 Expeditionary Training
- OEI370 Humans, Nature and Human Nature

Completion of OEI425 Internship in a later semester.

## Minor in Sport Studies

A minor in sport studies is offered to nonmajors who wish to gain a strong foundation in the interdisciplinary nature of sport. A minor in sport studies may serve as a springboard for graduate work in sport psychology, sport medicine, sport sociology, sport history, sport philosophy, sport law and sport management.

### Requirements of the minor are:

Theory: One of REC115, 330 or 492

Four of the following electives

REC271 Sport Management

REC272 Sport Sociology

REC294 Philosophy and Theories of Coaching

REC368 Sport Psychology

REC391 History and Philosophy of Sport

## COURSE DESCRIPTIONS

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### RECREATION AND LEISURE STUDIES

**REC115 Foundations of Recreation and Leisure (4)**—Surveys psychological and sociological factors that influence the nature and scope of leisure, leisure behavior and recreation activity. Introduction to history of leisure and recreation profession as well as wide variety of professional leisure service agencies.

**REC216 Recreation Activity Analysis (4)**—Examines skills, methods and techniques of instruction in recreational sports, games, crafts movement and dance.

*Prerequisite:* major or minor, or permission of instructor.

**REC218 Programming and Evaluation in Recreation (4)**—Examines principles, policies and process of recreation programming and evaluation, i.e., needs assessment, program development, public relations, funding and evaluation. Class project required to provide experiential model for programming process.

**REC240 Methods and Skills in Adventure Education (4)**—Introductory course exploring history, philosophy and methodology of adventure education. Provides necessary technical skills and experience in planning, organizing, conducting and evaluating programs. *Prerequisite:* La Vida or permission of instructor. (Alternate years. Offered 2013–14.)

**REC271 Introduction to Sport and Recreation Management (4)**—Introduces foundations of sport and recreation management. Topics include basic skills and competencies of planning, leading and organizing required of sport and recreation managers in various sport and recreation-related organizations.

**REC272 Sport Sociology (4)**—Explores nature, position, functions and growing importance of sports in contemporary industrial society. Topics include relationships between sport and socialization, social mobility, racism, sexism, gender, deviance, youth sports, politics, economics and religion.

**REC294 Philosophy and Theories of Coaching (4)**—Develops philosophy of coaching; organizational concepts; principles of coaching ethics; interrelational behavior of athletes and coaches; and integration of Christian faith in role of coach.

**REC318 Recreation Leadership (4)**—Examines basic principles of recreational leadership process; theories of leadership styles; process and nature of group development; instructional strategies, methods and techniques of recreational service delivery. Includes field experience. *Prerequisite:* Major or minor, or permission of instructor.

**REC323 Recreation for Individuals with Special Needs (4)**—Explores recreational programs and activities designed for persons with social, emotional, mental and physical challenges, as well as geriatric populations. Includes field experience.

**REC330 Theories of Play, Games and Sport (4)**—Examines social psychological dimensions of play, anthropological understanding of games, and sociological issues of sport. Includes explorative research project. *Prerequisite:* junior or senior standing.

**REC368 Sport Psychology (4)**—Examines major psychological variables that influence sport participation and behavior in sport settings. Emphasis on application, description, explanation and prediction of sport participation and performance.

**REC371 Selected Topics (2 or 4)**—Upper-level course focusing on selected topics in recreation and leisure not included in regular department offerings. Designated as repeatable if topic is different.

**REC391 History and Philosophy of Sport (4)**—Historical and philosophical underpinnings of sport from primitive cultures to contemporary societies and their interrelationship with cultural values.

**REC425 Internship (2–6)**—Supervised field assignment in recreational service setting combined with related academic study. Prepares students for professional career choices. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisite:* minimum 2.50 cumulative GPA.

**REC471 Research in Recreation and Leisure (4)**—Supervised research project includes preparation of literature reviews, data collection and analysis, presentations and discussion of papers. *Prerequisites:* junior or senior standing, REC330.

**REC492 Leisure Theories and Cultural Values (4)**—Reviews major philosophical and sociological theories that shape cultural values toward leisure; Christian critique of role of leisure in contemporary society. *Prerequisite:* senior standing. Open to nonmajors.

## **WILDERNESS IMMERSION AND LEADERSHIP DEVELOPMENT (W.I.L.D.) SEMESTER**

**OEI241 Foundations of Outdoor Education (4)**—Explores historical and literary foundations of outdoor education and broad definitions of spirituality in wilderness. Inquiry done in conjunction with development of personal environmental ethic and introductory technical skills related to outdoor education.

**OEI243 Philosophies and Theories of Outdoor Education and Leadership (4)**—Surveys current philosophies, theories, methodologies and applications of outdoor education. General leadership principles reviewed and students introduced to teaching strategies, program design and administrative responsibilities common to outdoor education.

**OEI343 Expeditionary Training (Wilderness Education Association Certification) (4)**—Through 21-day wilderness expedition, course incorporates Wilderness Education Association's 18-point curriculum, which includes topics such as judgment, decision making, problem solving, group dynamics, nutrition, health and sanitation, risk management, wilderness emergency procedures, natural and cultural history, processing skills and transference of learning.

**OEI370 Nature, Humans and Human Nature (4)**—Explores historical relationship between nature and culture; intra-human relationships around socioeconomic class, race and gender; and influence of spiritual, intellectual and aesthetic traditions in shaping environmental thought.

**OEI425 Internship (2–4)**—Supervised field assignment in outdoor education setting combined with related academic study. Must be prearranged and approved by instructor and Registrar's Office. Not available while on W.I.L.D. semester; must be taken in a later term. *Prerequisite:* minimum 2.50 cumulative GPA.

## PHYSICAL EDUCATION COURSES

### First-Year Experience:

A unique distinction of Gordon College, the core courses La Vida or Discovery use adventure education to promote personal and spiritual formation. One of these courses must be taken in the first year of attendance.

- \* **PED015 Discovery (0)**—Seven-week outdoor activity develops trust, responsibility and self-confidence; initiative games, ropes course, orienteering, rock climbing and weekend outing in New Hampshire. PED015 or PED016 required first year at Gordon. Fee plus additional costs; special drop, withdrawal and refund policies apply. Signature of La Vida Office required to drop or withdraw.
- \* **PED016 La Vida Wilderness Expeditions (0)**—Adventure education for personal and spiritual formation. Intensive 12-day wilderness experience that promotes leadership, confidence and growth in community. La Vida includes rock climbing, ropes course, orienteering and solo experience. PED015 or \*PED016 required first year at Gordon. (Current students register in November for May or June trips, or in April for August trip. Current first-year students may register for August La Vida, which takes place before sophomore year. Incoming first-year students register during summer registration for June or August La Vida. Deposit required from incoming students only for June, July or August expeditions.) Fee plus additional costs; special drop, withdrawal and refund policies apply. Signature of La Vida Office required to drop or withdraw.
- \* **PED017 Concepts of Wellness (0)**—Promotes knowledge, understanding and implementation of physical fitness and wellness programs. Includes fitness concepts, nutrition, weight control, stress management, leisure choices. *Prerequisite:* by approved medical petition only. Fee.

### Physical Education Requirement:

- \* **PED018–099 Physical Education Activity Classes (0)**—Designed to introduce fitness and lifetime recreational activity skills, a wide variety of opportunities are offered. The two quad experiences required should be completed by the end of the sophomore year to avoid conflicts with major requirements, study abroad, etc. Fee; some courses require additional costs based on activity. Transfer physical education activity courses must be received on an official college or university transcript and entail a minimum of 20 contact hours. Preapproval of the specific course is strongly recommended. One quad of physical education activity classes may be fulfilled by participation in one approved club or varsity sport supervised by faculty or staff and recorded on the academic transcript. Completion of armed forces basic training or ROTC participation may also fulfill one activity.

## DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

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Chair Ivy George, Sybil Coleman, Margaret DeWeese-Boyd, Daniel Johnson, Judith Oleson, James Trent.

### Sociology Major

**MISSION:** The sociology major is designed to offer an understanding of the characteristics, processes and components of human social life and impart the skills necessary for critical analysis of the same. This understanding is based on a solid grasp of social theory and research methods and is integrated with the assumptions and principles of the Christian faith. Moreover, since an understanding of social life is significantly deepened by direct exposure to and engagement in a variety of social contexts, the department facilitates opportunities for learning in urban, national, international and organizational settings. Students who complete the major will possess an excellent educational foundation from which to pursue a wide range of professional, educational, ministerial, governmental and organizational careers.

### Requirements for the Major in Sociology

Students majoring in sociology are required to take a minimum of 40 credits in sociology, including:

- A 100-level sociology course
- SOC285 Foundations of Sociological Thought
- SOC310/SWK310 Statistics for Social Research
- SOC311/SWK311 Social Research Methods
- SOC411 Contemporary Social Theory
- Sociology electives (20 credits)

The department strongly encourages students to choose additional electives from related disciplines such as history, philosophy, political studies and psychology.

### Honors in Sociology

Students who research and write an honors thesis will be eligible to graduate with honors in sociology. Approved candidates will complete 6 credits of independent research in the senior year (SOC471, 472 Research I, II). For honors the thesis must be of high quality and must be defended orally before department faculty toward the end of spring term. The minimum GPA for honors candidates is 3.5 within the major and 3.0 overall. See department faculty for details.

### Requirements for the Minor in Sociology

Students minoring in sociology are required to take a minimum of 30 credits in sociology, including:

- A 100-level sociology course
- SOC285 Foundations of Sociological Thought
- SOC310/SWK310 Statistics for Social Research
- SOC311/SWK311 Social Research Methods
- SOC411 Contemporary Social Theory
- Sociology electives (10 credits)

## Double Major in Sociology/Social Work

The department strongly encourages students to pursue a specially designed double major in sociology and social work. See the social work section following for details.

## Social Work Major

**MISSION:** The mission of the Gordon College social work program is the education of men and women for entry-level, generalist practice in social work within the context of a Christian liberal arts institution. The program maintains a commitment to the value and dignity of every person and the mandate to address social and structural inequality. Graduates are prepared to work in a variety of settings to help bring about peace, justice and social transformation.

The social work program is fully accredited at the baccalaureate level by the Council on Social Work Education, qualifying graduates to apply for licensure at the Bachelor of Social Work level in all states with licensure laws. Graduates may apply for advanced standing in master's programs, potentially enabling them to complete what would otherwise be a two-year master's degree in social work in one year.

## Requirements for the Major in Social Work

Provisional declaration to the major may be made at the time of application or enrollment to Gordon College. However, specific admission requirements must be met before a student may move from provisional status to formal acceptance as a social work major, including submission of the social work major application form. Admission to and continuance in the social work program is subject to an ongoing evaluation of the fit between the student, the program and the social work profession. Self-evaluation and self-selection are encouraged through both the advising process and program requirements. An overall GPA of at least 2.25 is required for admission to the social work program. Upon admission into the program, an overall GPA of 2.0 must be maintained to continue in the program. For further information, contact the Social Work Department.

The social work degree program consists of two parts: social work major courses and Core Curriculum specifications. See specifications below. Previous volunteer or paid employment cannot be substituted for Gordon practica.

### Social Work Major (56 credits)

SWK201	Introduction to Social Work and Social Welfare
SWK202	Human Behavior and the Social Environment
SOC221/SWK221	Power, Prestige and Poverty
SOC232/SWK232	Diversity in U.S. Populations
SWK301	Helping Theories and Practice with Individuals and Families
SWK302	Theory and Practice with Groups and Organizations
SOC310/SWK310	Statistics for Social Research
SOC311/SWK311	Social Research Methods
SOC322/SWK322	Social Policy and Institutions
SWK401	Community and Sustainability
SWK420	Practicum Seminar
SWK425, 426	Practicum I, II



**Core Curriculum Specifications (6 credits)**

In addition to fulfilling the other Core Curriculum requirements laid out by the College, social work majors must take NSM220 Human Biology, Health and Disease or NSM222 Environmental Science (by permission), and a 100-level sociology course.

**Double Major in Social Work/Sociology**

Social work majors are encouraged to complete a double major in sociology. This is easily facilitated by the requirement of only 16 additional credits beyond those already required for the social work major. Additional courses required for the sociology double major are:

SOC285 Foundations of Sociological Thought  
SOC411 Contemporary Social Theory  
Sociology electives (8 credits)

**Minor or Concentration in Gender Studies**

The department encourages majors with special interest in how conceptions of gender shape perceptions, interactions and social institutions, to pursue an interdisciplinary minor or concentration in gender studies. Sociology majors may complete a concentration; social work majors may earn a minor in Gender Studies. For more information see the Interdisciplinary/Off-Campus Programs section of the catalog.

**Minor in Peace and Conflict Studies**

Majors who anticipate engaging in peacemaking work in professional or nonprofessional settings, or who are considering graduate study in the field, are encouraged to pursue an interdisciplinary minor in peace and conflict transformation. For more information see the Interdisciplinary/Off-Campus Programs section of the catalog.

**Minor in Sustainable Development**

The department encourages majors interested in working or pursuing graduate study in the field of development to undertake an interdisciplinary minor in sustainable development. For more information see the Interdisciplinary/Off-Campus Programs section of the catalog.

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**COURSE DESCRIPTIONS**

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**SOCIOLOGY**

- \* **SOC105 Sociology through Memoir (4)**—Explores major themes, theories and debates that animate discipline of sociology through contemporary memoirs that emphasize interaction with society's institutions and structures. Covers topics such as class, family dynamics, politics, religion, race, gender and age. Fulfills core Human Person theme.
- \* **SOC106 Sociology of Death (4)**—Explores significant cultural responses to question of why we die, as well as how these responses shape various social practices and institutions. Introduces sociology as primary framework through which to understand social and cultural dynamics. Considers awareness of death as defining feature of humanness. Fulfills core Human Person theme.

**SOC221/SWK221 Power, Prestige and Poverty (4)**—Analyzes structured social inequality and poverty in human societies. Examines historical systems of stratification based on variety of distributed social resources. Surveys social scientific explanations of stratification, commentaries on its impact on individuals and society, and competing ideologies of inequality. *Prerequisite:* a 100-level sociology course.

**SOC232/SWK232 Diversity in U.S. Populations (4)**—Surveys social diversity in the spheres of race and ethnicity, gender, religion and class in the U.S. in order to understand social stratification. Explores various historical, social and economic forces which have contributed to the emergence and assignment of multiple identities among Americans. *Prerequisite:* a 100-level sociology course.

- \* **SWK/PCS250 Peacemaking: Personal, Social, Global (4)**—See SWK/PCS250 description. Fulfills core Civic Responsibility theme.

**SOC272/REC272 Sociology of Sport (4)**—See course listing under Recreation and Leisure.

**SOC285 Foundations of Sociological Thought (4)**—Studies early development of social thought, social and philosophical roots of sociology, and nature of 19<sup>th</sup>-century sociological theory. Focuses on works of Marx, Durkheim, Weber and Simmel. *Prerequisite:* a 100-level sociology course.

**SOC290 Urban Sociology (4)**—Explores historical, economic and cultural factors that contributed to creation of modern urban environment. Examines how contemporary political, economic and social issues impact lives of urban residents. Special emphasis placed on narratives of postindustrial urban dwellers. *Prerequisite:* a 100-level sociology course.

- \* **SOC291/SWK291 International Seminars in Production and Place (2-4)**—Examines impact of global trade in a commodity on locales where the commodity is produced. Involves travel throughout locale; significant exposure to people, culture and history; hands-on experience with basic processes of production; examination of global commodity chain that moves goods into hands of consumers. With COR210, 211 fulfills core Global Understanding theme. Contact Global Education Office.
- \* **SOC308 Sociology of Literature (4)**—Explores literary text as social context and the role of literary texts as cultural documents. Examines how writers reflect prevailing social realities, social institutions and structures through their portraits of human character and social phenomena. Uses literary criticism and cultural criticism to study the role of literature to initiate social description and transformation. Fulfills core Human Person theme and literature requirement.

**SOC310/SWK310 Statistics for Social Research (4)**—Discusses logic of statistical analysis in social research including matters of probability and sampling. Introduces univariate descriptive measures, multivariate statistics, and logic of inference and hypothesis testing. Weekly data analysis assignments employ Statistics Package for Social Sciences. *Prerequisite:* a 100-level sociology course for sociology majors, or permission of instructor. Lab fee.

**SOC311/SWK311 Social Research Methods (4)**—Introduces logic of social scientific research. Explores different epistemological stances informing social-scientific inquiry and traces methodological implications. Specific methods covered include survey research, archival research, content analysis, comparative-historical analysis, field research, participant observation and others. Requires development of independent research proposal.

**SOC322/SWK322 Social Policy and Institutions (4)**—See SWK322 course description.

**SOC325 Sociology of Education (4)**—Explores ways in which institution of education supports and obstructs student's transition into private and public spheres. Examines way structural factors such as class, race and gender operate to encourage and limit academic success throughout academic career. Special emphasis on students critically examining their own educational biography while working toward constructing innovative educational curricula based on their academic experiences and Christian mandates. (Alternate years.)

**SOC328 Sociology of Religion (4)**—Introduces and critiques assumptions, methods and theoretical insights of sociological study of religion. Emphasizes social context of religious behavior and beliefs, role of religion in social change, and development of new religious movements. *Prerequisite:* a 100-level sociology course.

**SOC333 Sociology of Gender (4)**—Explores way femininity and masculinity have been informed by cultural practices throughout American history. Utilizes research from journalism, social science, women's studies, and psychoanalysis to explore how certain behaviors and attitudes assumed to be naturally feminine or masculine are actually result of socialization. Grapples with implications of Christian faith for gender identity in contemporary American society. *Prerequisite:* a 100-level sociology course.

**SOC335/SWK335 Social Change and Development (4)**—Examines social change and continuity, development and underdevelopment in non-Western societies. Addresses impact of colonialism, modernity and globalization on cultures of these societies. Evaluates theories and models for development and modernization from Christian perspective. *Prerequisites:* a 100-level sociology course and junior standing.

**SOC340 Women and World Development (4)**—Explores various cross-cultural perspectives on gender in contemporary lives of women. Examines impact of traditional social systems on social and economic development of women, and addresses women's critiques and suggestions for democratic social change. Incorporates current multidisciplinary research on gender. *Prerequisites:* a 100-level sociology course and junior standing.

**SOC371 Selected Topics (2 or 4)**—Various topics covered on rotating basis. Designed for advanced students interested in topic presented. *Prerequisite:* permission of instructor. Designated as repeatable if different topic.

**SOC411 Contemporary Social Theory (4)**—Surveys prominent schools of 20<sup>th</sup>-century social thought. Links developments in sociological theorizing to broader intellectual trends of period. Perspectives surveyed include phenomenology, symbolic interactionism, functionalism, neo-Marxian theory, structuralism and poststructuralism, feminist theory, and rational-choice theory. *Prerequisite:* SOC285 or permission of instructor.

**SOC425 Social Service Internship (Variable)**—Supervised combined on-the-job work experience or research and related academic study in agency, business, government office or community organization. *Prerequisites:* advanced standing in sociology, minimum cumulative 2.50 GPA and preapproval by instructor and Registrar's Office.

**SOC471, 472 Research I, II (2-4)**—Individual research for honors thesis. *Prerequisites:* senior standing and departmental permission.

## SOCIAL WORK

- \* **SWK201 Introduction to Social Work and Social Welfare (4)**—Introduces social work as a helping profession; includes history, values, knowledge and skill bases; addresses people in their environment and interaction of spiritual, biological, psychological and social systems with them. Highlights social work methods, settings, problem areas, client populations, social policy and institutions, and service delivery systems. Includes 25-hour contextual learning in a human service setting. Fulfills core Civic Responsibility theme.

**SWK202 Human Behavior and the Social Environment (4)**—Uses systems model for examining interaction of individuals, families, cultural and social systems as well as behaviors, attitudes, values and problems related to different cultural, ethnic, sex and age groups and other populations at risk. Takes life span approach using sociological, psychological and biological knowledge to describe human growth and development, tasks and milestones. Uses systems model to describe interactions between the bio-psycho-social influences on development for each age group. *Prerequisite:* SWK201 or permission of instructor.

**SWK221/SOC221 Power, Prestige and Poverty (4)**—See SOC221 description.

**SWK232/SOC232 Diversity in U.S. Populations (4)**—See SOC232 description.

- \* **SWK250/PCS250 Peacemaking: Personal, Social, Global (4)**—Peace scholarship, research and diverse Christian perspectives on peacemaking as biblical calling. Conflict explored as transformational process in families, organizations and global contexts. Case studies of faith-based peacemakers and women's narratives in conflict zones examined. Dialogue skills for personal and civic engagement taught and practiced. Fulfills core Civic Responsibility theme.

**SWK291/SOC291 International Seminars in Production and Place (2-4)**—See SOC291 course description.

**SWK301 Helping Theories and Practice with Individuals and Families (4)**—This course examines the generalist model of social work practice using problem-solving and ecological systems frameworks for working with individuals and families. It introduces theoretical principles, focuses on the development of self-awareness and basic interviewing skills, and formulates helping strategies for work in a wide variety of problem situations and client populations. *Prerequisites:* junior standing, SWK201, 202 or permission of instructor.

**SWK302 Theory and Practice with Groups and Organizations (4)**—Examines role of groups in organizations, and organizational systems in communities; introduces students to both group and organizational theory and dynamics. Students learn and practice facilitation skills for psychoeducational groups, mutual aid groups, task groups, interagency teams and community meetings. Students learn and practice skills in organizational analysis, strategic planning, program development and evaluation, conflict resolution, collaboration, and leadership development. Includes case studies of high-impact nonprofits, innovations in government, faith-based initiatives, cross-sector partnerships and global social change networks. Synthesizes systems framework with group and organizational theory and practice. *Prerequisites:* SWK201, 202 or permission of instructor.

**SWK310/SOC310 Statistics for Social Research (4)**—See SOC310/SWK310 description.

**SWK311/SOC311 Social Research Methods (4)**—See SOC311/SWK311 description.

**SWK322/SOC322 Social Policy and Institutions (4)**—Examines domestic social policy issues, problems and programs in light of conflicting values, limited resources and matters of political/economic power.

**SWK335/SOC335 Social Change and Development (4)**—See SOC335 course description.

**SWK391 Seminar (2 or 4)**—Topics rotate; designed for any social work major or other advanced student interested in topic. *Prerequisites:* social work major, SWK201, 202, or permission of instructor. Designated as repeatable if different topic. Offered periodically.

**SWK401 Community and Sustainability (4)**—Explores theoretical and practical aspects of community political economy with a view toward sustainability. Historical and contemporary efforts in community organizing and community development discussed. Explores role of community-based organizations. *Prerequisites:* SWK201, 202, 301, 302 or permission of instructor. Course fee.

**SWK420 Practicum Seminar (2)**—Taken concurrently with SWK425 and SWK426. Integrates theory and practice through instruction and discussion; information and experience from various settings; group supervision. Examines socialization into profession and handling of personal values and practice. *Prerequisites:* SWK201, 202, 301, 302, 310, 311, 322, 401.

**SWK425, 426 Practicum I, II (6, 6)**—Major field practice internship in local human service agency. Students work 32 hours per week (400 hours total) in professional-level roles, providing social services to clients under instruction and supervision; challenging settings. Develops and practices professional skills; matches interests and goals. *Prerequisites:* SWK201, 202, 301, 302, 310, 311, 322, 401.

## PEACE AND CONFLICT STUDIES

\* **PCS250/SWK250 Peacemaking: Personal, Social, Global (4)**—See SWK250 course description.

**PCS325 Conflict Mediation: Theory and Practice (4)**—Introduces theory and practice of mediation. Utilizing conflicts in families, organizations and communities, students learn basic mediation skills through case studies, role playing and simulations. Grounded in foundational and evolving theory of third-party neutral conflict resolution and transformation, course addresses issues of ethics and appropriate contexts for use of mediation.

**PCS375 Conflict Transformation and Reconciliation (4)**—Explores theological frameworks for shalom, conflict as transformational, and reconciliation as healing process in organizations and communities. Both justice and forgiveness examined, as well as public apology, truth and reconciliation commissions, historical conciliation and postcolonial reconstruction.

**PCS425 Internships in Peace and Conflict Studies (2–8)**—Supervised field assignment in peace and conflict studies combined with related academic study. Prepares students for professional career choices. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisites:* PCS/SWK250, 375 and minimum 2.50 cumulative GPA.



## DEPARTMENT OF THEATRE ARTS

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**Chair Norman Jones, Jeffrey S. Miller.**

**MISSION:** If, as John Calvin suggests, “the primary duty of the Christian is to make the invisible kingdom visible,” theatre is uniquely endowed to vividly fulfill this calling. Whether by creating work which decries what is cheap, hollow, pretentious and evil or by celebrating what is valuable, excellent, good and holy in our culture, quality theatre has the potential to awaken an audience to its own spiritual failures and capabilities.

The Department of Theatre Arts seeks to prepare students for a life of service and leadership in such a theatre—within a variety of settings, from the commercial and nonprofit to the school, community and church. Grounded on a solid foundation of theatre history, dramatic literature, acting, directing and technical production, the theatre program strives to develop and nurture students who approach all their work from a mature Christian perspective, equally equipped for both sound intellectual critique and compelling artistic expression.

### Requirements for the Theatre Arts Major

In addition to a solid foundation of theatre history, dramatic literature, acting, directing and technical production, majors can focus their program through selected electives including special topics such as acting Shakespeare, advanced acting, design (scenic, costume, lighting), dialects, historical interpretation, musical theatre, movement, stage combat, stage management, technical topics and voice.

THT010 Theatre Hour (each semester)

THT150 Technical Production I

THT234 Introduction to the Theatre

THT235 Fundamentals of Acting

THT250 Technical Production II

THT310 Theatre History I

THT320 Theatre History II

THT410 Directing

THT491,492 Senior Seminar I, II

Plus 10 credits of electives selected from:

THT240 Voice and Scene Study

THT275 Musical Theatre

THT291 International Seminar: Studies on British Stage

THT375 Professional Skills

THT381 Independent Study

THT425 Theatre Internship (2–4 credits)

**Theatre Participation Requirement.** Recognizing that theatre is a highly collaborative art form that demands the skill and labor of many people and that theatre productions are the laboratory for developing and applying practical skills of the discipline, all theatre arts majors are required to complete four semesters of 50 hours plus two semesters of 20 hours supporting production work during four years (eight semesters) at Gordon College. Minors are expected to complete two semesters of 20 hours.

These hours can be fulfilled in a variety of ways including performance, stage management, electrics, carpentry, costume creation, supplying props, box office, house management, running crew or combinations of the above. Some roles in the production process fulfill the requirement automatically, such as being part of

a show's cast where dress rehearsals and performances meet the required hours. The same is true of the master electrician and stage manager positions. Those not cast in productions will need to meet this requirement as part of crews, with hours recorded on time logs signed by faculty and student supervisors. At each year-end review, students will be required to note how they met this requirement for the year.

Theatre arts majors are also required to attend the department's monthly Theatre Hour and participate in an annual year-end review with the department faculty. Satisfactory progress in production participation and attendance at Theatre Hour is required for continuation as a theatre arts major.

### Studies in the British Stage

Professor Jones regularly leads a two-week, 4-credit trip to England under the College's International Seminar program. Students attend at least two dozen plays, enjoy backstage visits with producers, directors, playwrights and actors, and engage in vigorous discussion and journal keeping. Based in London, the program takes excursions to such other theatre venues as Stratford, York, Edinburgh and Dublin.

### Requirements for the Minor in Theatre Arts

A minor in theatre arts may be constructed in consultation with a departmental faculty member. All minors are required to take a minimum of 20 credit hours in the department, two semesters of 20 hours in productions, plus participation in at least two semesters of Theatre Hour. THT234 Introduction to Theatre and THT150 Technical Theatre Production I are required of all theatre minors. The remaining credits will be taken in the concentration area or as a faculty-approved combination.

## COURSE DESCRIPTIONS

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- \* **FNA112 Arts in Concert (4)**—See divisional course descriptions.

**THT010 Theatre Hour (0)**—Monthly time set aside for department and visiting guest artists, lectures, workshops and presentations. Except when studying abroad, theatre arts majors are required to attend each semester. Focus is upon developing skills and networks for professional theatre work. *Prerequisite:* major or minor.

**THT150 Technical Production I (4)**—Offers basic understanding of technical aspects of theatre production through direct involvement in mounting of Gordon's theatrical productions. Analysis, problem solving and processes applied in areas of stage carpentry, scene painting, properties, lighting, costuming, stage management and theatrical materials. (Alternate years. Offered 2013–14.) Lab fee.

- \* **THT234 Introduction to Theatre (4)**—Introduces all major areas of theatre, including acting, design, directing and writing. Open to all students as option for fine arts requirement of general core and includes experience-oriented, hands-on lab time as well as reflective assignments in play analysis and performance criticism. Fulfills core Aesthetic Sensibilities and Practices theme.

**THT235 Fundamentals of Acting (4)**—Explores actor's role; emphasizes technique, characterization, movement and critical analysis.

**THT240 Voice Study (4)**—Voice technique for actor focusing on developing lifelong practice of freeing natural voice, becoming more conscious of entire self as an instrument of honest and truthful communication.



**THT250 Technical Production II (4)**—Continues study and application of principles of theatrical production begun in THT150, guided to greater depth of understanding and mastery of skills with emphasis on independent thinking and problem solving related to projects for specific productions. (Alternate years. Not offered 2013–14.) *Prerequisite:* THT150. Lab fee.

**THT275 Musical Theatre (4)**—Introduces basic skills of singer-actor through classroom exercises, games and rehearsal techniques. Students cultivate performance skills in workshop environment, enhance critical eye and constructive coaching abilities and expand appreciation of musical theatre genre. Designated as repeatable.

- \* **THT291 International Seminar: Studies on British Stage (4)**—Students read essays which guide viewing of theatre performances in London, Edinburgh and a Shakespeare production. Fulfills core Aesthetic Sensibilities and Practices theme.

**THT310 Theatre History I: Aeschylus to Zola (4)**—Examines in depth great periods, writers and representative plays of Ancient Greece through turn of 20<sup>th</sup> century, analyzing social and cultural context, thematic concerns and dramaturgical styles of major theatrical movements. While primarily focused on development of Western literature, some Eastern and African origins, literature and styles are also explored. (Alternate years. Offered 2013–14.)

**THT320 Theatre History II: 20<sup>th</sup>-Century (4)**—Examines in depth explosive theatrical changes provoked by realism and reactions to realism throughout 20<sup>th</sup> century. Major writers, works and styles read and analyzed in terms of social context, thematic concerns and cultural impact. (Alternate years. Offered 2013–14.)

**THT371 Selected Topics in Theatre (2 or 4)**—Group-intensive laboratory designed to explore special topics in theatre including but not limited to voice production, movement, stage combat, dialects, acting styles, theatre design, musical theatre, interpretive studies for historical enactor, and topics related to specific productions in annual season. Whenever possible national and local professionals participate as guest artists. Designated as repeatable if topic is different. (Offered periodically.)

**THT375 Professional Skills (2 or 4)**—Courses in specialized areas of theatre offered periodically in conjunction with productions. Taught by professionals with training and expertise in specific fields. Skills include movement, stage combat, dialects, etc.

**THT381 Independent Study (2 or 4)**—Independent semester-long course in topic not available in existing curriculum; provides curricular enrichment. *Prerequisites:* minimum cumulative average of 2.75, adequate background to support topic, permission of instructor, advisor, department chair and registrar. Limited availability subject to faculty workload. May require lab fee.

**THT410 Directing (4)**—Studies fundamentals of directing including blocking, character analysis, script interpretation, securing rights, organizing and preparing budgets, exploring director/actor and director/designer relationships, articulating directorial concept and developing directorial perspective and process. *Prerequisites:* THT150, 234, 235, 250, 310 and 320. (Alternate years.)

**THT425 Internship: Theatre (2 or 4)**—Supervised learning experience in appropriate setting combining on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. *Prerequisite:* minimum cumulative GPA of 2.50.

**THT491, 492 Senior Seminar I, II (2, 2)**—Senior capstone courses explore integration of theatre arts and Christian faith as well as central question "Why do theatre?" Focus given to preparation for graduate school admission, professional auditions, job search, networking and other postgraduate issues.

## INTERDISCIPLINARY MINORS

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Gordon College offers interdisciplinary minors and courses that lie outside the traditional departmental framework and which are administered by faculty from various departments. These include divisional, independent and nondepartmental courses or minors as outlined below. In addition, a variety of curricular options are available for students to participate in off-campus programs through Gordon.

### Minor in Classics

The interdisciplinary minor in classical studies requires 24 credits: two full years of Latin language plus two additional courses from a selection of ancient history, classical literature and philosophy courses. In Latin IV students study original texts relating to their fields of specialty. Contact Dr. Graeme Bird, Languages and Linguistics for more information.

### Minor in East Asian Studies

The 20-credit minor in East Asian Studies combines studies of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. Due to staff transitions, the history courses required to compete this minor are not currently available, but are expected to be offered again in the future. Contact the History Department for more information.

#### Required Courses

##### Language (8 credits)

- MAN201 Intermediate Mandarin I and II or  
equivalent number of credits in another East Asian language
- HIS490 Advanced Seminar: Asian History (4 credits)

##### Electives (8 credits from the following)

- HIS224 Premodern China
- HIS225 Premodern Japan
- HIS241 Modern China HIS242 Modern Japan
- HIS351 Christianity in China HIS371 Select Topics (if an Asian topic)
- ECB291/HIS292 International Seminar: Development of Modern China
- ECB369 International Capitalism: Asia, U.S. and Europe
- One semester on an approved study abroad/internship program in  
one of the East Asian countries *or*
- An Internship with a local Asian community

### Minor in Environmental Studies

An interdepartmental minor focusing on the interactions between human systems and natural systems with the objective of preparing students for employment or further studies in areas involving the environment. Contact Dr. Dorothy F. Boorse.

#### Required Courses/Experiences (6–10 credits):

- ECB307 Environmental Economics *or* NPO205 Introduction to Nonprofits
- NSM222 Environmental Science
- NSM425 Environmental Internship

**Elective Courses** (12 credits from at least three departments):

BIO302	Crops and Society
BIO304	Conservation Biology
BIO371	Selected Topics in Environmental Studies
ECB305	Economic Development
PHI230	Ethics
PHI233	Environmental Ethics
POL214	American Domestic Policy
POL416/ECB416	International Political Economy
SOC335	Social Change and Development
SOC340	Women and World Development

**Off-Campus Experience** (variable credits):

Appropriate courses at Au Sable Institute of Environmental Studies, American Studies Program or Latin American Studies Program may be substituted for required and elective courses in the program by permission of the program director, Dr. Dorothy F. Boorse.

**Minor in Gender Studies**

The gender studies minor explores how conceptions of gender shape our perceptions, interactions and institutions in ways that redound to the benefit and detriment of various social groups. It teaches critical methods of inquiry and promotes habits of reflection that lead to transformative engagement with contemporary societies. It focuses special attention on the capacities of religious traditions—and of Christianity in particular—both to underwrite and to challenge our gendered orderings of the world. Sociology majors may complete a concentration in gender studies with courses overlapping major requirements. Contact Dr. Lauren Barthold, Department of Philosophy.

**Required Courses** (12 credits)

PHI240	Philosophy of Women: Women's Knowing, Doing, Being
SOC333	Sociology of Gender
PHI473	Gender Today

**Elective Courses** (8 credits)

BCM318	Gender in the Church: Biblical and Theological Perspectives
POL320	Women and Politics
SOC371	Human Sexuality
SOC340	Women and World Development

Oregon Extension Women's Studies May Term

*Students may choose no more than one of the following cognate elective courses:*

BCM205	Corinthian Correspondence
ENG420	Literary Criticism
LIN301	Sociolinguistics
PHI234	Aesthetics
PHI310	Language and Interpretation
PHI330	Contemporary Ethical Theories and Issues
SOC232	Diversity in U.S. Populations

## Minor in Latin American Studies

Designed for students with an interest in various aspects of Latin American societies (religion, politics, economics, culture), the program consists of required and elective courses as well as a Latin American field experience. Contact the Department of Languages and Linguistics.

### Required Courses

Two years college Spanish (or equivalent)

POL324 Politics of Latin America

LAS315 Latin American History, Contemporary Issues and Perspectives

### Elective Courses (At least 8 credits of the following):

BCM215 Biblical and Historical Foundations for World Missions

ECB305 Economic Development

SPN362 Latin American History, Culture and Civilization

SPN372 Survey of Latin American Literature *or* SPN493, 494 Seminar in Latin American Topics I, II

SOC335 Social Change and Development

Comparable courses at a Latin American university

### Required Field Experience

Latin American Studies Program or comparable program requiring field experience.

## Minor in Global Christianity (Missions)

See Biblical Studies and Christian Ministries Department.

## Minor in Neuroscience

See Psychology Department.

## Minor in Nonprofit Organization Management

This minor, open to students in any major, helps prepare students for professional careers in nonprofit organizations or volunteer work in community, church or other ministries. Contact Professor Andrew Moore, Economics and Business Department, for additional information. The minor consists of 24 credits:

ECB201 Principles of Microeconomics

ECB245 Principles of Management

NPO205 Introduction to Nonprofits

NPO308 Resource Development in Nonprofit Organizations

NPO337 Financial Management in Nonprofit Organizations

NPO425 Internship

See course descriptions under Department of Economics and Business.

## Minor in Outdoor Education

See Recreation and Leisure Studies Department.

## Minor in Peace and Conflict Studies

The peace and conflict studies minor is designed to equip students with knowledge and skills in conflict analysis, prevention, resolution and transformation. The program focuses primarily on conflict at the individual, social group, institutional and community levels. It addresses theory and practices to prevent, reduce and resolve violent conflict, as well as the building up of normative and institutional frameworks for sustainable peace. Students who successfully complete either the community transformation or global justice track of the program will be prepared to engage in the work of peacemaking in a variety of professional and nonprofessional settings, as well as to pursue graduate-level study in the field. Contact Dr. Judith Oleson, Department of Sociology and Social Work.

### Required Courses (16 credits):

PCS/SWK250	Peacemaking: Personal, Social, Global
PCS325	Conflict Mediation: Theory and Practice
PCS375	Conflict Transformation and Reconciliation
PCS425	Internship (or approved senior research project)

### Elective Courses (8 credits selected from one of the following tracks)

#### Community Transformation track

COM242	Interpersonal Communication
EDU245	Multicultural Education
PHI330	Contemporary Ethical Theories and Issues
POL214	American Domestic Policy
POL312	Justice
PSY353	Community Psychology
PSY360	Negotiation and Conflict Resolution
SOC232	Diversity in U.S. Populations
SOC290	Urban Sociology
SWK401	Community and Sustainability

#### Global Justice track

COM248	Intercultural Communication
ENG148	Literature and Human Rights
HIS238	A Century of Ideology and Bloodshed: Europe 1914–Present
HIS247	Britain and America in the Middle East
POL106	International Relations
POL219	Politics and the Developing World
POL246	International Diplomacy: The Model U.N.
SOC340	Women and World Development

Approved Global Education program

See course descriptions under Department of Sociology and Social Work.

## Minor in Prelaw

The prelaw minor is designed to help students prepare for careers in law by taking selected courses and by working with a prelaw advisor. Prelaw preparation may be accomplished from a variety of majors. Following the recommendations of the American Bar Association and the leading law schools, Gordon does not offer a prelaw major but encourages broad, rigorous preparation in the liberal arts. Advisors will counsel students in the minor with respect to selection of appropriate law schools and opportunities open to law school graduates. Contact Dr. Timothy R. Sherratt, Department of Political Science, or Dr. Mark Gedney, Department of Philosophy.

**Required Courses**

PHI212	Formal Logic
LAW217/POL217	American Constitutional Law
LAW235/PHI235	Philosophy of Law
ECB201	Principles of Microeconomics

Four additional credits determined in consultation with a prelaw advisor. Possible courses include:

ECB311	Intermediate Microeconomics
LAW320/ECB320	Business Law
LAW392/PSY392	Law and Psychology
PHI230	Contemporary Ethical Theories and Issues
HIS232, 234 or 237	(American history course, maximum of 4 credits)
A law-related internship (2 or 4 credits under Political Science, Psychology or Economics and Business Departments)	

**Minor in Public History and Museum Studies**

Students interested in entry-level positions in the fields of museum education, museum administration, collection management, artifact conservation, archival or curator work, or history-related mass media and technology are encouraged to complete a public history and museum studies minor as part of their undergraduate education. The minor consists of between 22 and 30 credits, depending on options chosen. Contact David Goss, Department of History.

**Required Courses**

HIS390	Introduction to Museums and Public History
HIS391	Case Studies in Museum Administration
HIS381	Independent Study in Organizational Management
HIS425	Internship (2 or 4 credits)
NPO205	Introduction to Nonprofits <i>or</i> one of the following tracks:

**One of the following:**

ECB217, 218	Principles of Accounting I, II
ECB245	Principles of Management
ECB346	Human Resources Management
ECB377	Principles of Marketing
ECB374	Small Business Management
HIS371	Selected Topic: Museum Interpretation
NPO308	Resource Development in Nonprofit Organizations
NPO337	Financial Management of Nonprofit Organizations

**Minor in Sport Studies**

See Recreation and Leisure Department.

**Minor in Sustainable Development**

The sustainable development minor is designed to prepare students to engage in sustainable development work in a variety of settings, as well as to pursue graduate studies in the field of development. It examines theories and practice of development with a particular concern for issues of social equity, economic viability and ecological integrity. Students are encouraged to think critically and analytically about the work of development, weighing carefully the competing values that often shape that work.

The minor consists of a minimum of 20 credits of required and elective courses. Students must also complete an internship or off-campus program that focuses significant content on questions concerning development and sustainability. Contact Dr. Margie DeWeese-Boyd, Department of Sociology and Social Work.

### Required Courses

SOC335 Social Change and Development  
NSM222 Environmental Science

### Elective Courses (12 credits)

BIO302 Crops and Society  
BIO304 Conservation Biology  
ECB305 Economic Development  
ECB416/POL416 International Political Economy  
PHI233 Environmental Ethics  
POL219 Politics of the Developing World  
SOC340 Women and World Development  
SWK401 Community and Sustainability

### Required Field Experience

American Studies Program (with approved internship)  
Au Sable Institute for Environmental Studies  
BIO291 International Seminar in Sustainable Tropical Agriculture Seminar  
Creation Care Study Program (Belize or New Zealand)  
Gordon in Romania  
Latin American Studies Program (environmental studies concentration)  
SOC/SWK291 International Seminar in Production and Place

## COURSE DESCRIPTIONS: DIVISIONAL

- \* **FNA112 Arts in Concert (4)**—Studies representative works from visual, theatrical and musical arts; important works from all major periods and genres; role of arts in culture; basic principles of artistic expression and response. Fulfills core Aesthetic Sensibilities and Practices theme.
- \* **NSM202 The Scientific Enterprise (4)**—See Core Curriculum.
- \* **NSM216 Introduction to Geology (4)**—Composition (minerals and rocks), physical structures, and internal and surface processes (physical, chemical and biological) that continuously sculpt surface of earth classified and analyzed. Internal processes include volcanism, plate tectonics and related phenomena. Surface processes include physical, chemical and biological processes accounting for evolving geomorphology of earth. Includes historical perspective on origin of earth and development through time. Fulfills core Natural World theme. *Prerequisite:* NSM202. (Not offered 2013–14.)
- \* **NSM220 Human Biology, Health and Disease (4)**—Studies human body from the molecular intracellular level to structure and function of organ systems. Health and disease, metabolism and energy balance discussed. Fulfills core Natural World or Human Person theme. Lab fee.
- \* **NSM222/BIO222 Environmental Science (4)**—In-depth study of environment and interaction with it. Major topics include decline of ecosystems, global atmospheric change, loss of biodiversity and human population explosion. Fulfills core Civic Responsibility or Natural World theme.

**NSM371/BIO371 Seminar in Environmental Studies (2)**—Prepares student for advanced discussion on environmental topics, connecting science to policy. Emphasizes analysis of current events related to environmental concerns.

*Prerequisite:* NSM222. (Alternate years.)

**NSM425 Environmental Internship (1–4)**—Off-campus placement or field experience in environmental studies; required internship, co-op placement or off-campus experience, e.g., Au Sable Institute in Michigan. *Prerequisite:* NSM222.

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## COURSE DESCRIPTIONS: NONDEPARTMENTAL

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**NON171 Gordon After Dark (2)**—Affords students opportunity to take seriously a variety of cultural events that Gordon offers. Students attend a concert, film, art opening, theatre performance, lecture, athletic event or panel discussion each week followed by class discussion. Brief readings and reflective essays required for each event. Open only to first-year students. *Prerequisite:* permission of advisor.

**NON211 Foundations for Leading (2)**—Survey of foundations of leadership, its theory and personal and public practice in workplace, church and community. Explores faithful leading with individuals, groups and in organizations; vision, character, creativity and perspectives of leading in past, present and emerging global future.

\* **NON310 Foundations of Work and Vocation (4)**—Integrative course exploring issues of work and vocation from biblical, theological, historic and philosophical perspectives. Attention given to nature of calling, life and work within biblical and ethical frameworks. See core note with NON312. *Prerequisite:* enrollment in The Elijah Project.

\* **NON312 Vocation: Discernment, Decision Making and the Call of God (4)**—Building on NON310, integrative seminar explores sociological and psychological contexts within which individuals respond to responsibilities and opportunities of work in contemporary world. Attention to contemporary challenges and opportunities, decision-making skills and exploration of individual giftedness. Completion of *both* NON310 and NON312 fulfills both core Human Person and Civic Responsibility themes. *Prerequisites:* NON310 and enrollment in The Elijah Project.

**NON325 Identity, Community and Vocation (4)**—Explores sociological and psychological contexts for finding one's place of service and contribution. *Prerequisites:* at least sophomore standing and permission of instructor.

**NON326 Theological Foundations of Vocation (4)**—Explores foundation of meaningful human action and role of work in lives of communities and individuals through disciplines of theology, philosophy and history. *Prerequisites:* permission of instructor and at least sophomore standing.

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## COURSE DESCRIPTIONS: INDEPENDENT

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**381 Independent Study (2 or 4)**—Independent semester-long course in topic not available in existing curriculum; provides curricular enrichment. *Prerequisites:* minimum cumulative average of 2.75, adequate background to support topic, permission of instructor, advisor, department chair and registrar. Limited availability subject to faculty workload. May require lab fee.

**425 Internship (2 or 4)**—Combination of on-the-job work experience and related academic study in area not covered by catalog listing. Written proposal must be approved in advance by supervising faculty member, department chair and Registrar's Office. *Prerequisite:* minimum 2.50 cumulative average. Contact Registrar's Office.



\_\_\_ **Guided Study (2 or 4)**—Required course listed in catalog, offered on tutorial basis because of scheduling conflict. May not be elective. *Prerequisites:* permission of instructor, advisor, department chair and registrar. May require lab fee.

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### COURSE DESCRIPTIONS: JERUSALEM AND ATHENS FORUM

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- \* **JAF301 Tradition: From Antiquity to the Enlightenment (6)**—Readings include Plato, Aristotle, Augustine, Dante, Shakespeare, Erasmus, Luther, Teresa of Avila, Milton, Bunyan and more. See core notes below. *Prerequisites:* sophomore status or higher and successful application into program.
- \* **JAF302 Modernity: From the Enlightenment to the Present (6)**—Readings include Alexis de Tocqueville, Dostoyevsky, J. H. Newman, Leo XIII, C. S. Lewis, Simone Weil, Flannery O'Connor, Martin Luther King and more. On completion of both semesters of JAF students may petition to have courses fulfill three out of four core requirements: HIS121, PHI118, Civic Responsibility theme or Human Person theme. Completion of both also fulfills the core literature requirement. See program director. *Prerequisite:* JAF301.

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### COURSE DESCRIPTIONS: NONPROFIT ORGANIZATION MANAGEMENT

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See course listings under Department of Economics and Business.

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### COURSE DESCRIPTIONS: PEACE AND CONFLICT STUDIES

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See course listings under Department of Sociology and Social Work.

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### COURSE DESCRIPTIONS: PRELAW PROGRAM

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**LAW217/POL217 American Constitutional Law (4)**—See POL217 course description.

**LAW235/PHI235 Philosophy of Law (4)**—See PHI318 course description.

**LAW320/ECB320 Business Law (4)**—See ECB320 course description.

**LAW392/PSY392 Law and Psychology (4)**—See PSY392 course description.

## OFF CAMPUS PROGRAMS

**291, 292 International Seminar (2 or 4)**—Intensive summer- or winter-break travel courses from different disciplines taught in context of specific culture or region. Regular class meetings supplemented by guest lectures, site visits, cultural events and home visits to provide insight into host culture. Seminars have included British Stage (United Kingdom); \*Disability in the Developing World (Honduras); \*Development of Modern China; \*History of Ancient and Modern Greek Culture and Religion (Greece); and \*Physical Settings of the Bible (Israel). Seminars with asterisk, with COR210 and 211, fulfill core Global Understanding theme. Course fee.

### GORDON IN AIX

- \* With COR210 and 211, the program fulfills core Global Understanding theme.

The curriculum at Gordon in Aix has three components, flexibly adaptable to the proficiency in French language and academic interests of each student. Credit for AIX 491, 492 is awarded by Gordon College; other credits may be transferred back to Gordon for the following:

**AIX251, 252 Seminar in French Culture and History (4, 4)**—All students take a seminar on key topics of French culture and history, taught by a professor from John Calvin Seminary, paying special attention to challenges facing the Christian church in an increasingly post-Christian and religiously pluralistic Europe.

**French Language Study**—Students develop their command of French language through courses in grammar, oral comprehension and writing taken at the *Institut d'Études Françaises pour Étudiants Étrangers* (IEFEE), where students are placed in classes at their proficiency level.

**Electives**—Students may take additional classes in areas of academic interest, according to their French proficiency, selected from courses offered by the *Institut d'Études Politiques* (the Institute of Political Studies at the University of Aix-Marseille) in areas such as politics, economics, international relations, law and media studies (with a few courses offered in English) or at the *Faculté Jean Calvin* (John Calvin Seminary) in various areas of biblical studies and apologetics.

### AMERICAN STUDIES PROGRAM

**ASP201 American Studies Mentorship (1)**—Matches student with experienced professional engaged in vocational service relevant to student's own aspirations. Monthly group meetings.

**ASP310 Topics in Leadership and Vocation (3)**—Introduces concepts for Christian responsibility and involvement in public issues. Studies basic policy analysis techniques and pattern of biblical revelation (Creation, Fall, redemption, consummation) as an analytical framework. Stresses interaction with internship placement responsibilities, challenges and opportunities.

**ASP322 Public Policy Research Project (3)**—Provides detailed survey of public policy issues and equips students with conceptual and analytical tools required to design a research agenda for a Washington, D.C., audience. Area experts and practitioners introduce institutions and policy positions that animate three key public debates on migration—economics/social welfare, security and national identity. *Corequisite:* ASP324.

**ASP324 Applied Politics and Seminar (3)**—Group project in which research team develops policy recommendations that address three key areas of debate. Briefings, conferences, hearings and other events related to policy issue. *Corequisite:* ASP322.

**ASP326 Entrepreneurship and Global Development Research Seminar (3)**—Detailed introduction to unique community of partnerships emerging in Washington, D.C., among commercial, governmental and nongovernmental organizations. Comparative analysis of different approaches to design and management of collaborations pertaining to global development issue of hunger and food security. *Corequisite:* ASP328.

**ASP328 Global Development Partnership Project (3)**—Working as members of a project team, and in consultations with client organizations, students participate in key aspects of research and development project and contribute to development and delivery of a report and briefing to client and selected project evaluators. *Corequisite:* ASP326.

**ASP425 American Studies Internship (6)**—Integration of faith with practice in volunteer work experience in Washington, D.C., in a professional setting in student's major field of concentration. Minimum of 20 hours a week; three reflective essays and summary paper. Supervised by American Studies Program staff.

## AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

See Department of Biology for information on this program. Course information available at their website <http://ausable.org>. Courses may transfer back to Gordon.

## GORDON IN BOSTON

- \* With COR210 and 211, the program fulfills core Global Understanding theme. Program under reorganization.
- \* **BUS201 Introduction to Urban Studies (4)**—(Under reorganization.) Introduction to understanding urban environment. Examines topics pertinent to metropolitan regions in U.S. with particular concern for City of Boston. Students consider issues in social science, history, politics and theology. Classroom theory balanced with small field research projects designed to equip students to become effective Christian leaders in cross-cultural urban settings. Offered on Wenham campus each semester. Required of students completing urban studies concentration of Christian ministry major. Fulfills core Civic Responsibility theme.
- \* **BUS215 Arts in the City (4)**—(Under reorganization.) Explores role of arts in urban culture and basic principles of aesthetic creativity and critique, with special attention to use of Christian paradigms to interpret and create art. Surveys artistic expression and response within metropolitan context, ranging from downtown cultural centers to diverse ethnic neighborhoods. Attention to content, craft and style of multicultural religious and secular urban artistic expression. Includes field trips to venues throughout City of Boston. Fulfills core Aesthetic Sensibilities theme. Meets every other Saturday. Open to Fowler Campus students also. Limited to 30 students. Fee.
- BUS301 Seminar in Urban Systems (4)**—(Under reorganization.) Required for all participants in Gordon in Boston and Writers Workshop programs. Taught in conjunction with Emmanuel Gospel Center, world leader in urban ministry research and urban systems theory. Explores Peter Senge's theories on systems thinking, develops hands-on community research in urban setting, and introduces concept of difference between mechanical systems thinking and living systems thinking as applied to urban challenges.

**BUS326 Church and the City (4)**—(Under reorganization.) Exposes students to missions and vision of the Church from context of emerging urban reality around the world. Students observe and learn directly from local church leaders and their ministries. Students are introduced to systems-thinking approach to developing analytical understanding of complex urban settings, and challenged to develop theological reflection on the city and the Church within the city. *Prerequisites:* BCM101, 103.

**BUS371 Selected Topics (4)**—(Under reorganization.) Courses sponsored by various departments designed to open academic dialogue with urban leadership and resources not available to main campus instruction. Includes COM371 Selected Topics in Urban News Media, ECB271 Selected Topics in Urban Economics and Business, BUS371/ENG371 Selected Topics in Urban Literature, or POL271 Selected Topics in Issues of Urban Law and Politics. Designated as repeatable if topic is different. Open to Fowler Campus students; limited enrollment.

**BUS425 Urban Internship (2)**—(Under reorganization.) Supervised work experience in church or volunteer organization, social service agency, business or government office. Tailored to fit student's major or interests. With approval of their departments, students may substitute optional urban practica in place of BUS425 (e.g., EDU425 Student Teaching, SWK425 Social Work, YMN425 Youth Ministry).

**BUS426 Internship Seminar (2)**—(Under reorganization.) Required for all participants in Gordon in Boston and Writers Workshop programs. Engages students in thoughtful study of issues relating to working in international or multicultural settings and assists in employment preparation, résumé writing, interview skills and portfolio development.

## CHINA STUDIES PROGRAM

- \* With COR210 and 211, the program fulfills core Global Understanding theme.

**CSP101, 102 Chinese (3, 3)**—Mandarin Chinese language instruction; level determined by placement test. For business concentration Chinese I is 2 credits.

**CSP310 Chinese Painting (1)**—Students learn to paint from Chinese artist, practicing basics of Chinese water-based brushwork, painting traditional pictures of bamboo, flowers, etc. Not available to students taking CSP318.

**CSP313 Chinese History (3)**—Presents history of China from earliest dynasties to 1949. Topics include classical Chinese philosophy, history, geography and cultural traditions.

**CSP317 Contemporary Society: Public Policy and Economic Development (3)**—Examines two key and interrelated aspects of modern China: government policy and economic reforms. Public policy covers structure of Chinese government, social rights and legal system, and issues such as ethnic minorities, family planning and education. Economic development focuses on government policies from 1949 to present, from commune system to current market-oriented reforms. Other topics include foreign investment, pollution and the environment, and World Trade Organization. Chinese studies concentration.

**CSP318 Dimensions of East Asian Culture (3)**—Introduces Chinese visual, physical, medical and culinary arts. Each component consists primarily of hands-on practice. In Chinese painting, students learn how to hold a brush, mix pigments and paint water colors in Chinese style. Instruction about Chinese cooking and cuisines will guide how students prepare and cook ingredients into meals. For Tai Chi, students will practice for 90 minutes a day, three weeks in a row, to learn a standard Tai Chi

routine and some practice in martial arts. Lectures on traditional Chinese medicine are not hands-on, although students will see TCM treatment such as acupuncture. Several lectures on unifying Chinese philosophy that underlies dimensions of Chinese culture. Chinese studies concentration.

**CSP320 International Business in China (3)**—Presents perspectives on doing business in China. Covers issues of fair and ethical business practices and factors involved in outsourcing jobs in China.

**CSP325 Intercultural Communication (3)**—Introduces fundamentals of language, communications and culture. Emphasizes bridges and barriers to cross-cultural communication, particularly between Chinese and Americans.

**CSP342 Eastern Philosophy and Religions (3)**—Introduces teachings, history and development of Confucianism, Taoism, Buddhism and folk religion, and considers their role in China today.

**CSP425 Business Internship (3)**—After completion of history study tour, business concentration students remain in Shanghai for three-week internships working for either Western or Chinese companies.

**CSP426 Field Experience or Internship (3)**—Includes at least 120 workplace hours. Designed to help students develop an understanding of what is involved in working with an organization in China.

**CSP043 Tai Chi (0)**—Students learn techniques, postures and routines of Tai Chi or Wu Shu, stylized forms of self-defense that tone body and concentrate mind. (Physical education activity; no credit.)

## CONTEMPORARY MUSIC CENTER

**CMC210 Inside the Music Industry (3)**—Through readings, lectures and seminars, provides up-to-the-minute insight into inner workings of music industry. Emphasis on career possibilities and gifts and skills required to succeed in major areas of performer, songwriter, record producer and engineer, artist manager, booking agent, concert promoter, record retailer, entertainment attorney, artist and repertoire, marketing or sales executive, or music journalist. Students gain understanding of structure and methodologies of typical U.S. music company.

**CMC225 Supervised Practicum (1)**—Intensive week-long road trip to major music market. Briefings, tours and meetings arranged with leading music companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers and artists in various cities.

**CMC232 Faith, Music and Culture (3)**—Helps students develop Christian approach to creation, marketing and consumption of contemporary music. While studying theory, history and criticism, students explore concept of culture and nature of popular culture, and examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts.

## Artist Track

**CMC307 Studio Recording (3)**—Artists, via both classroom and lab, work with faculty, other students and visiting experts to learn how to produce, record, mix and edit recordings in professional digital studio.

**CMC375 Performance (3)**—In consultation with staff and business track students, artists develop live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both on-campus showcases and public performances presented throughout semester.

**CMC400 Essentials of Songwriting (3)**—Artists receive classroom instruction, participate in directed study with faculty and work in collaboration with other students to develop use of form, melody, harmony, rhythm and lyric. Emphasis placed on song as vehicle for artist's creative exploration and public communication.

### **Business Track**

**CMC340 Music Business Survey (3)**—Through lecture, text and visiting music industry experts, business track students gain thorough understanding of key aspects of music business including booking, artist management, touring, road management, production, marketing and promotion, copyright and legal issues, publishing and licensing. Outlines economic, creative and spiritual elements critical to career in contemporary music. In concert with faculty, students help artist track students develop career in contemporary music and guide them in assessing their own strengths, weaknesses and interests. Focus is hands-on application through work with contracts, live show production and career planning.

**CMC345 Strategic Management (3)**—Students assemble an artist roster and participate in activities on their artist's behalf, scheduling, creating business plan, analyzing and forecasting trends in popular music, advising and developing artists with regard to live show and recordings.

**CMC377 Advanced Media Marketing (3)**—Through classroom instruction and presentations by visiting industry experts, students become familiar with traditional and progressive marketing strategies. Key areas include publicity, advertising, radio and video promotion, Internet marketing and tour support. Students develop comprehensive marketing plan for each artist and implement plan for tour.

### **Technical Track**

**CMC312 Advanced Studio Recording (3)**—Professional audio recording and production. Concepts and practices learned used to engineer and mix three songs per student in artist track. Students should leave prepared for entry-level position in any area of studio recording.

**CMC320 Audio Engineering (3)**—Concepts and common practices in professional audio. Instruction and practical experience focus on sound reinforcement for concerts as well as recording studio techniques. Students will put learning into practice in both the concert production and studio production courses.

**CMC350 Concert Production (3)**—Focuses on sound reinforcement, stage lighting and design, stage management and concert production management. Concepts and practices used by students to produce weekly live show as well as week-long tour. Students should leave prepared for entry-level positions in any area of concert production.

## **CREATION CARE STUDIES PROGRAM**

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**CCS320 Tropical Ecosystems (4)**—Students explore Belize forest, stream and near-shore marine environment of coral reef, mangrove and sea grass. Study of various ecosystems helps students scientifically gain a broad understanding of global environmental issues.

**CCS321 New Zealand Ecosystems (4)**—Students explore New Zealand's terrestrial and near-shore marine ecosystems. Students scientifically gain a broad understanding of global environmental issues.

**CCS322 Environmental Literature (3)**—Introduces students to landscape of environmental literature, both past and present, providing solid grounding in field. Through readings (including short story, essay and poetry), discussions and reflection, students consider what makes literature “environmental” and why this field was and is so important in shaping an earthly faith and worldview.

**CCS325 God and Nature (4)**—Through study of Scripture and other related texts, students explore theology of creation, biblical stewardship, questions of faith and science, and Christian responses to current environmental problems.

**CCS340 Introduction to Sustainable Community Development (4)**—Explores how knowledge of ecological systems, globalization, political economy and biblical worldview come together in development that is community-minded, just and ecologically sustainable. Through readings, lectures and field trips, students study complex issues in sustainable development such as nexus of poverty, environment, justice and practical challenges of sustainable community development.

**CCS425 Internship (1–3)**—Work experience in area of sustainable development.

## **LATIN AMERICAN STUDIES PROGRAM**

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**LAS312 Spanish Language Study (6)**—Daily Spanish language classes with requirements to complete homework assignments and practice language skills through oral interviews; in conjunction with Spanish Language Institute, San Jose, Costa Rica.

**LAS315 Perspectives on Latin American History and Contemporary Issues (3)**—Studies historical development of Latin America from varying analytical perspectives, impact of U.S. policy, nature and impact of economic crisis in region. Study trips to neighboring countries.

**LAS330 Environmental Science Seminar (4)**—Global problems and solutions related to sustainability of earth resources and response of Christians studied in context of a variety of ecosystems: dry forests, lowland rainforests, mountain cloud forests, volcanic regions and reefs. Spring term.

**LAS331 Field Research Practicum (2)**—Use of Costa Rica as natural laboratory, examines variety of ecosystems: dry forests, lowland rainforests, mountain cloud forests, volcanic regions as well as coral reefs. Field projects range from ecology to ecotourism. Examines sustainable development and management of Costa Rica’s protected natural areas. Investigates general ecology of several tropical biomes.

**LAS340 International Business Seminar (3)**—Fundamentals and application of international business. Exposes students to political, social and economic realities of Latin America. Students meet Latin American business and government leaders, visit plantations, cooperatives, maquilas and local businesses of interest. Fall term.

**LAS341 Case Study Project/Internship (3)**—Case study project for students completing international business concentration. Developed and carried out in conjunction with LAS340.

**LAS345 Language and Literature Seminar (3)**—Explores work of Latin American writers within context of Latin American society.

**LAS350 Responses to Third World Reality Seminar (3)**—Includes diverse perspectives, broad readings and hands-on experience in practicum setting. Participants achieve critical understanding of how Costa Ricans and Cubans

respond to their realities; reexamine worldviews by exploring beliefs of those met through the program; and articulate faith-informed positions on North Americans serving in Latin America, the relationships between humans and creation, and the use of violence in response to conflict.

**LAS391 Regional Study Travel (1)**—Through conferences and journaling, students develop knowledge about Central American countries visited by LASP groups.

**LAS425 Community Immersion (2)**—Part-time experience in which students work in various placements related to their field of study in and around San Jose, Costa Rica.

## LOS ANGELES FILM STUDIES CENTER

**LAF201 Hollywood Production Workshop (3)**—Students work collaboratively in groups to create festival-ready piece, including all legal documentation and rights to enable finished production to qualify for festival submission. Opportunity to make motion picture production using Hollywood locations, resources and protocol. Participate in competitive vetting process of scripts, pitches and meetings, much like process of professional industry. Small-group tutorials for each production position. For both novice and experienced students. Lab fee.

**LAF205 Professional Screenwriting (3)**—Introduction to contemporary screenwriting including understanding of dramatic structure, character and dialogue development, and writing process. Students complete full-length screenplay for feature film or “movie-of-the-week.” Novice and experienced students develop and improve skills. Emphasis on role of Christian faith and values relating to scripts.

**LAF206 Narrative Storytelling (3)**—Survey on art form of narrative storytelling. Special emphasis on visual aspect of discipline. Instruction ranges from history of story in culture and film to mechanics of story creation. Students hone their story skills, participate in workshop-style labs and create projects including making a short film.

**LAF208 Professional Acting for the Camera (3)**—Advanced workshop in practice and process of acting for camera for students desiring to pursue acting as a career. Instruction includes overview of current camera acting techniques and thorough discussion of art of acting. Class consists of acting scene work with all scenes filmed and critiqued. Students required to pursue roles in student and independent films. Class sessions include acting for film and television in Hollywood entertainment industry, with emphasis on developing materials and relationships necessary for a successful career.

**LAF240 Faith and Artistic Development in Film (3)**—Explores connection between eye, hand and heart and focuses on integration of faith and learning as well as developing necessary skills for analysis of culture of Hollywood. Four weeks emphasize eye: discovering own identity, film’s historical and spiritual impact, audience trends, auteur movement and vision in film. Four weeks emphasize hand: roles and aspects of production, production process, relationships on set and communication. Four weeks emphasize heart: ethics, relationships and communication, passion and art. Team-taught lecture seminar.

**LAF381 Independent Study (3)**—By special request and arrangement; not guaranteed and limited to students with experience in specific area of cinema or needing a senior project for graduation. Portfolio and project proposal required. If approved, a professional in Hollywood industry is assigned as mentor to supervise project. Projects include further development of portfolio or reel, critical research or senior thesis project.



**LAF425 Internship: Inside Hollywood (6)**—Part-time work experience in some aspect of Hollywood entertainment industry. Nonpaying positions, primarily in office settings, in development companies, agencies, management companies, postproduction facilities, etc. Students work 20–24 hours a week, spread over a three-day schedule, and accumulate 200–250 hours for semester. Orientation includes overview of Hollywood entertainment business.

## MIDDLE EAST STUDIES PROGRAM

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**MES101 Introduction to Arabic Language and Literature (4)**—Emphasizes acquisition of basic facility in Egyptian-spoken Arabic dialect and student interaction with nationals.

**MES315 Peoples and Cultures of the Middle East (4)**—Examines variety of peoples and cultures in Middle East societies such as Jordan, Syria, Lebanon, Israel/Palestine and Turkey. Locations will depend on safety conditions prevailing at time of travel, but course introduces students to patterns of thought and behavior which characterize region generally without losing sight of important national differences. Travel allows students to observe and study Middle East as multiethnic, multi-confessional region with variety of social, religious and political groups. Students learn about pressing issues related to gender, conflict, economic development and cultural identity that currently animate the many religious and political communities visited.

**MES320 Islamic Thought and Practice (4)**—Examines many dimensions of Islamic faith—historical, legal, doctrinal, popular and behavioral—from early times to present. Relates early developments to contemporary issues like impact of colonialism, gender equality, modernization, development and democracy.

**MES325 Conflict and Change in the Middle East Today (4)**—Considers political, economic and religious transformations occurring in Middle East; Arab-Israeli conflict (or what many scholars now call the “100 Years War”). Examines complexity of reaching peace in region shared by two peoples with competing views of civilization.

## GORDON IN ORVIETO

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**ORV101 Italian Language Studies (2)**—Introductory Italian language instruction emphasizing conversational participation in daily local life. Not required for students who have taken Italian. *Note:* Does not fulfill core language requirement; not equivalent to ITL101 Beginning Italian.

### Art

- \* **ORV270 Disegno/Drawing at Orvieto (4)**—Drawing-based course required during first month of semester, provides framework for program. Uses drawing to deepen students’ engagement with history and landscape of Italy, fusing cultural setting with community life. In-studio drawing sessions combined with on-site response to townscape and art-scape. Fulfills core Aesthetic Sensibilities and Practices theme.

**ORV371 Painting Studio at Orvieto (4)**—Advanced studio in methods and materials of oil or tempera painting with historical attention to narrative tradition of Renaissance painting.

**ORV372 Sculpture Studio at Orvieto (4)**—Sculpture in context of Italy's long tradition of stone carving and sculpture in clay, plaster and casting; attention given to mass and space relationships, volume, surface planes, textural variety and narrative organization.

**ORV373 Ceramics Studio at Orvieto (4)**—Ceramics in context of Orvieto's long history as a center of terracotta and majolica production since ancient Etruscans, through medieval geometric and animal-pattern decoration, Renaissance refinements of pottery for daily use, to sculptural ceramics of contemporary artists.

**ORV374, 376, 378 Special Topics in Art and Art History (4)**—Selected topics in areas of expertise of visiting instructors.

### Writing and Literature

**ORV350 Poetry and Ekphrasis (4)**—Explores relation between poetry and pictorial arts in classical Renaissance tradition of *ekphrasis* (poetry about art or visual art based on poems). Students both study tradition and practice craft of *ekphrasis*.

**ORV355 Renaissance Narrative (4)**—Compares how stories were told in literature and visual art of medieval-Renaissance Europe. Focus on famous fresco cycles of Renaissance Italy as visual interpretations of influential written narratives in European Christian culture.

**ORV360 Dante's *Divine Comedy* (4)**—Study of Dante's *Divine Comedy* (in dual-language edition), focusing on plot, theological and philosophical concepts, and historical and political background with attention to epic tradition and Dante's relation to visual epics such as Signorelli's *Last Judgment* in the Orvieto Cathedral.

**ORV361 British and American Writers in Italy (4)**—Studies strong pull exercised by Italy on imagination of a number of British and American poets, novelists and essayists, and on those wishing to become cultivated people of arts and letters. (Not offered every year.)

**ORV363 The Religious Drama of the Middle Ages (4)**—Studies medieval theatre connected to church holidays and liturgical readings; dramatizing saints' lives and personifying moral/spiritual warfare in the human soul; sophisticated in its handling of theology and Scripture but rooted in popular culture. (Not offered every year.)

**ORV375, 377 Special Topics in Literature and Creative Writing (4)**—Selected topics in areas of expertise of visiting instructors.

### History

**ORV340 Iconography and Spirituality in Late Antique and Medieval Italy (4)**—Interface of visual arts, Christian doctrine, spirituality, monasticism and politics during Middle Ages in experience of lay Christians, clergy and monastics in Italy. (Not offered every year.)

**ORV342 Introduction to Medieval Monasticism (4)**—Studies one of most influential modes of spiritual life and intellectual thought in Middle Ages, focusing particularly on Italian contribution to Western monasticism by Umbrian saints such as Benedict, Francis and Bonaventure, and Catherine of Siena. (Not offered every year.)

**ORV379 Special Topics in History (4)**—Selected topics in areas of expertise of visiting instructors.

## SCHOLARS' SEMESTER IN OXFORD

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**OXF300 The British Landscape (4)**—Examines in cross-disciplinary manner how British landscape was formed and reformed by societies which conquered and settled in it. Looks at dialectic relationship between culture (economic, social, intellectual, religious and artistic aspects of each group) and landscape (natural landscape and human imprint on that landscape). Viewings, lectures, regional and local field trips.

**OXF301 Further Studies in the British Landscape (4)**—Students pursue further studies in British landscape with new program of lectures and field trips, writing on additional disciplines or case studies.

**OXF395, 396 Secondary Tutorial I, II (3, 3)**—Similar in structure to primary tutorial, secondary tutorial may complement student's concentration. Takes place fortnightly. Offered tutorials cover range of topics.

**OXF494 Integrative Seminar (4)**—Integrates both tutorial work and participation in Oxford faculty lectures which pertain to student's field of study. Allows students to reflect on key methodological issues within concentration, encouraging learning from each other as well as from tutor, and requiring term papers rather than weekly essays.

**OXF495, 496 Primary Tutorial I, II (6, 6)**—Chosen in same field of study as integrative seminar, typically one-on-one supplemented by Oxford faculty lectures. Tutorial based on presentation of short essay responding to assigned question; carried out as conversation between tutor and student. Tutorials offered in disciplinary concentrations of art history, classics, English language and literature, history, modern languages, musicology, philosophy, psychology or theology. Students attend 16 university lectures which complement tutorial work.

**OXF498 Thesis Track (3-4)**—Over course of second term students work on thesis to be completed and presented in final week of term.

## SALZBURG INSTITUTE SUMMER PROGRAM

- \* **SAL101 Beginning German I (4)**—Intensive introduction to German language and culture; course focuses on four skills associated with language learning: listening, speaking, reading and writing. Students enjoy unique opportunity to practice acquired conversational skills in class and throughout their studies in Salzburg.
- \* **SAL201 German Christian Thought and Culture: Middle Ages to Enlightenment (4)**—Acquaints students with foundations of European intellectual life from Middle Ages to Enlightenment and many manifestations in music, arts, theology, literature and philosophy. Includes cross-cultural workshops, concerts and numerous excursions to wide array of cultural institutions and churches as well as four-day trip to Vienna. Fulfills core Aesthetic Sensibilities and Practices theme. (Alternate years. Offered 2013.)
- \* **SAL202 German Christian Thought and Culture: Enlightenment to Present (4)**—Acquaints students with foundations of European intellectual life from Enlightenment to present and many manifestations in music, arts, theology, literature and philosophy. Includes cross-cultural workshops, concerts and numerous excursions to wide array of cultural institutions and churches as well as four-day trip to Vienna. Fulfills core Aesthetic Sensibilities and Practices theme. (Alternate years. Offered 2014.)

**SAL216 Printmaking Studio at Fortress Hohensalzburg (4)**—Students explore different printmaking techniques, including “shellac” technique, collography and lithography.

**SAL270 Drawing Studio at Fortress Hohensalzburg (4)**—Modern and contemporary approaches, including expressionistic, minimalistic/maximalistic ideas. In addition to working on drawings, students discuss works by influential contemporary artists.

**SAL310 Painting Studio at Fortress Hohensalzburg (4)**—Modern and contemporary approaches including expressionistic, minimalistic/maximalistic ideas. In addition to working on paintings, students discuss works by influential contemporary artists.

**SAL371, 381 Special Topics or Independent Study in German Christian Thought and Culture (4)**—Under supervision of visiting instructors or Salzburg Institute faculty, students study rich cultural and ecclesiastical history of Salzburg, German and Austrian literature and theatre, German language, cultural studies, philosophy or intellectual history.

**SAL471 Selected Topics: Concert and Presentation (2)**—Towards the end of the summer program, music performance students may receive two additional credits by presenting lecture recitals in historic churches and other venues in Salzburg.

**SAL050 Applied Music Lessons (2)**—Students majoring in voice or a musical instrument may take applied music lessons with professors of the world-renowned Mozarteum University.

## UGANDA STUDIES PROGRAM

- \* With COR210 and 211, program fulfills core Global Understanding theme.

**USP101, 102 Luganda I, II (3, 3)**—Introductory language Level I and Level II may be taken in same semester.

**USP103, 104 Kiswahili I, II (3, 3)**—Introductory language Level I and Level II may be taken in same semester.

**USP318 Introduction to Ugandan Politics (3)**—Introduces basic structures and operations of Ugandan politics. Examines history and development of current political structures, facts of Uganda politics, questions of stability, democracy, and what is needed in Uganda and other African countries. Also examines Uganda’s international role in East African Community, African Union, human rights issues, interest groups, etc.

**USP320 Religion in Contemporary Uganda (3)**—Examines and familiarizes students with three major religions which have had a strong influence in Uganda: African Traditional Religion (Baganda, Bagisu and Acholi), Islam and Christianity. Study of ATR is phenomenological; study of Islam emphasizes basic understanding and appreciation of life of prophet Muhammad, formative influence on Islam and cultural influence. Examines influence of Christianity in Uganda and historical interaction between the three religions and issues of interfaith dialogue and understanding.

**USP325 Social Work Practicum Junior Level (6)**—Opportunity to integrate social work theory and practice in cross-cultural setting.

**USP332 Faith and Action in the Ugandan Context (4)**—Combines traditional classroom component with broad spectrum of experiential learning including living and studying with Ugandan students; regular volunteer service; home stays; travel to various regions; and exposure to various social services, e.g., orphanages, hospitals, schools. Program core. Required of all participants.

**USP335 African Literature (3)**—Surveys literature of sub-Saharan Africa with distinctive features of East, West and Southern Africa as well as genres of oral literature, fiction, poetry and drama. Combines literary and cultural analyses to read for theme and style; insights into African society and concepts of negritude and black aesthetics. Program core.

**USP338 Law and Christian Political Thought in Africa (4)**—Introduces development of Christian political thought over two millennia, with particular emphasis on use and application of Christian political thought in contemporary sub-Saharan Africa. Covers foundations of Christian political thought and surveys topical issues in seminar style.

**USP345 East African History from 1800 to Independence (3)**—Introduces students to history of Uganda, Kenya, Tanzania and Rwanda since 1800. Commencing from precolonial era, focuses on colonialism and its effects on East African culture and indigenous social institutions. Reviews African reaction to colonial policies and surveys cultural and social changes experienced in East Africa during colonial period to time of decolonialization. Program core.

**USP347 Understanding Worldviews (3)**—Introduces importance and means of forming worldview which integrates faith and life. Considers meaning and relevance of creation and evolution, of beginning of life, sin and evil, different offers of salvation and various ways to live one's life in contemporary world. Relates topics of course to African setting as well as to larger global context of today's world.

**USP348 Understanding Ethics from a Christian Perspective (3)**—Introduces basic concepts of ethics, with particular emphasis on Christian moral teaching. Students will relate reading topics to contemporary setting in Africa.

**USP349 Spiritual Disciplines in Community**—Explores practice of spiritual disciplines within different Christian community contexts. Readings and discussions cover traditional spiritual disciplines (e.g., solitude, fasting, celebration) as well as issues related to Christian community (e.g., temporary community, intentional community). Participants will engage in selected disciplines within contexts of various Christian communities of which they will be a part during the semester (e.g., the USIP student community, host families, the UCU community). Factors related to intentional communities, temporary community and naturally occurring communities will be considered. Concludes with intentional temporary community experience of a weeklong backpacking trip.

**USP352 East African Politics Since Independence (3)**—Introduces politics of East Africa. Provides historical context for understanding contemporary politics in East Africa and theoretical and conceptual tools for analyzing recent developments in East Africa. Provides significant specific information about individual countries. Focuses on politics of Uganda, Kenya, Tanzania and Rwanda, starting with struggle for independence and concluding with analyses of current political events in each country. Program core.

**USP--- Uganda Christian University Courses (4)**—Other course options are available with approval of major advisor(s) and Global Education Office.

**USP425 Uganda Studies Practicum (4)**—Provides opportunity to enrich understanding of Uganda through active service learning and participation in Ugandan organization.

**USP426 Cross-Cultural Ministry Practicum (3)**—Opportunity to enrich understanding of culture, cultural differences and similarities, as well as develop cultural awareness and communication skills through active service learning and participation in Ugandan community.

**USP427 Social Work Practicum—Senior Level (12)**—Opportunity to integrate social work theory and practice in a cross-cultural setting. Requires direct communication and coordination between Uganda Studies Program and student's social work department.

### **WESTMONT IN SAN FRANCISCO/URBAN STUDIES PROGRAM**

**WUS190 The Urban Internship (8)**—Internship opportunities available in virtually every academic major allowing students to gain clearer sense of their vocation and its connection to Christian faith, and develop new confidence in their own gifts. Minimum 24 hours per week field placement in San Francisco in social service agencies, with children, the aged, in education, business, churches, hospitals, mental health. Required of all participants.

**WUS194 Independent Study Project (4)**—Learning contract under guidance of San Francisco-based faculty.

**WUS195 Seminar in Urban Studies (4)**—Interdisciplinary approach to city and impact on human history and communities. Meets three hours per week. Required of all participants.

**WUS210 Modern Grammar and Advanced Composition (4)**—Nonfiction prose workshop emphasizes revision and style through peer-review sessions, in-class writing, mini-lessons, workshops and oral presentation. Nonfiction prose by diverse writers read to explore narrative, interpretive, descriptive, persuasive and expository writing. Students hone investigative research skills, using local resources. *Prerequisite:* first-year writing course.

**WUS334 Ethnicity, Race and the City in Literature (4)**—Explores traditions in America's diverse cultural literatures and literary representations of relations between and within different ethnic and racial communities. Fall only.

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**Michael J. Ahearn, M.B.A.** Senior Vice President for Finance and Administration, 2009  
B.A., Colgate University; M.B.A., Dartmouth College; M.S., University of Rochester.

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B.A., Bethel College; M.A., Ph.D., University of Minnesota.

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B.A., University of North Carolina at Chapel Hill; M.A., Wheaton College.

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B.A., Gordon College; M.S., Boston University.

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B.S.E.E., Tufts University.

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**C. Thomas Brooks**, M.M., Professor of Music; Director of Choirs, 1988. B.M., Houghton College; M.M., New England Conservatory of Music; Artist Diploma, University of Hartford.

\* Date following title indicates beginning of full-time continuous faculty appointment at Gordon.

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**Gregory Carmer**, Ph.D., Dean of Chapel, 2002. B.A., Spring Arbor College; M.A., Ph.D., Boston College.

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**Roger J. Green**, Ph.D., Professor of Biblical Studies, Terrelle B. Crum Chair of Humanities; Chair, Department of Biblical Studies and Christian Ministries, 1985. (Barrington College, 1970–78; 1981–85.) B.A., Temple University; M.Div., Asbury Theological Seminary; M.Th., Princeton Theological Seminary; Ph.D., Boston College.

**Bruce W. Herman**, M.F.A., Professor of Art; Lothlórien Distinguished Chair in Fine Arts, 1988. B.F.A., M.F.A., Boston University.

**Clifford Hersey**, Ed.D., Dean for Global Education, 2000. B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., Ed.D., Boston University.

**Jennifer Hevelone-Harper**, Ph.D., Professor of History, 1998. B.A., Gordon College; M.A., University of Chicago; M.A., Ph.D., Princeton University.

**Theodore A. Hildebrandt**, Th.D., Professor of Biblical Studies, 1999. B.A., University at Buffalo, State University of New York; M.Div., S.T.M., Biblical Theological Seminary; M.A., Th.D., Grace Theological Seminary.

**Bert H. Hodges**, Ph.D., Professor of Psychology, 1972. B.A., Wheaton College; M.A., Ph.D., Vanderbilt University.

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**Thomas A. Howard**, Ph.D., Professor of History; Director, Center for Faith and Inquiry; Director, Jerusalem and Athens Forum; Stephen Phillips Chair of History, 1999. B.A., University of Alabama; M.A., Ph.D., University of Virginia.

**Steven A. Hunt**, Ph.D., Professor of Biblical Studies, 2001. B.A., Northwestern College; M.C.S., Regent College; Ph.D., University of Sheffield.

**Peter W. Iltis**, Ph.D., Professor of Kinesiology, 1983. B.S., M.S., Indiana University; Ph.D., University of Kansas.

**Daniel C. Johnson**, Ph.D., Professor of Sociology, 1998. B.S., Liberty University; M.A., Ph.D., University of Virginia.

**Norman M. Jones**, M.A., Professor of Theatre Arts, 1985. B.S., Houghton College; M.A., University at Buffalo, State University of New York.

**Gregory Keller**, Ph.D., Associate Professor of Biology, 2007. B.S., Alma College; M.A., The College of William and Mary; Ph.D., Pennsylvania State University.

**Sharon Ketcham**, M.Th., Associate Professor of Christian Ministries, 2004. B.A., Gordon College; M.Th., Gordon-Conwell Theological Seminary.

**Susan Kim**, Ed.D., Assistant Professor of Music, 2010. B.M., M.M., The Juilliard School; Ed.D., Columbia University.

**David Soong-hua Lee**, Ph.D., Professor of Physics; Chair, Department of Physics, 2006. B.S.E., Princeton University; M.S.E., Ph.D., California Institute of Technology.

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**Andrew Logemann**, Ph.D., Assistant Professor of English; Chair, Department of English Language and Literature, 2008. B.A., Wheaton College; M.A., Ph.D., Indiana University.

**Leasa Y. Lutes**, D.M.L., Professor of Spanish and German, 1993. B.A., Wheaton College; M.A., D.M.L., Middlebury College.



**Lynn M. Marcotte**, M.A., Assistant Professor of English; Writing Center Coordinator, 1998. B.A., Ohio State University; M.A., Salem State College.

**Joyce Meeuwse**n, Ed.D., Assistant Professor of Education, 2010. B.A., San Jose State University; M.A., University of California San Diego; Ed.D., Vanderbilt University.

**Ruth Melkonian-Hoover**, Ph.D., Associate Professor of Political Science; Chair, Department of Political Science, 2005. B.A., Biola University; M.A., Ph.D., Emory University.

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**Michael Monroe**, D.M.A., Assistant Professor of Music, 2005. B.M., University of Arkansas; M.M., University of Maryland; D.M.A., New England Conservatory.

**Andrew P. Moore**, M.S., Associate Professor of Economics and Business, 2011. B.S., California State University Los Angeles; M.S., Troy State University; M.S., Philadelphia Biblical University.

**Priscilla S. Nelson**, Ed.D., Associate Professor of Education; Chair, Elementary Education, 2001. B.S., Gordon College; M.Ed., Boston University; Ed.D., University of Massachusetts Lowell.

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**Elaine A. Phillips**, Ph.D., Professor of Biblical Studies, 1993. B.A., Cornell University; M.Div., Biblical Theological Seminary; M.A., Institute of Holy Land Studies; Ph.D., The Dropsie College for Hebrew and Cognate Learning.

**Suzanne M. Phillips**, Ph.D., Professor of Psychology, 1997. B.A., Gordon College; M.A., Ph.D., University at Buffalo, State University of New York.

**Dale J. Pleticha**, Ph.D., Professor of Physics; Moderator, Division of Natural Sciences, Mathematics and Computer Science, 1984. B.S., Saint Procopius College; M.Div., Biblical Theological Seminary; M.S., Ph.D., Cornell University.

**Ryan Plosker**, Ed.D., Coordinator of Special Programs and Marketing Administration for Graduate Education, 2012. B.S., M.S., Northeastern University; Ed.D., University of Massachusetts Lowell.

**Stanley L. Reczek**, M.Ed., Assistant Professor of Physics; Director, May Term; Natural Science Technical Associate, 2003. B.S., Villanova University; M.Ed., Gordon College.

**Donna J. Robinson**, Ed.D., Associate Professor of Education; Moderator, Division of Education, 1999. B.A., Gordon College; M.A., C.A.G.S., Salem State College; Ed.D., University of Massachusetts Lowell.

**David W. Rox**, Ed.D., Professor of Music, 1982. B.S., Gordon College; M.M., Ed.D., Boston University.

**Daniel Russ**, Ph.D., Academic Dean, 2003. B.A., University of Evansville; M.A., Dallas Theological Seminary; M.A., Ph.D., University of Dallas.

**Myron Schirer-Suter**, Ed.D., Director of Jenks Library Services, 2004. B.A., David Lipscomb University; M.S.L.I.S., University of Illinois Urbana-Champaign; M.A.R., David Lipscomb University; Ed.D., Pepperdine University.

**Kent Seibert**, D.B.A., Professor of Economics and Business; Chair, Department of Economics and Business, 2008. A.B., Kenyon College; M.A.I.R., M.A., University of Minnesota; D.B.A., Boston University.

**Jonathan R. Senning**, Ph.D., Professor of Mathematics and Computer Science, 1993. B.S., Gordon College; M.A.M., Ph.D., University of Virginia.

**Timothy R. A. Sherratt**, Ph.D., Professor of Political Science, 1988. B.A., M.A., Oxford University; Ph.D., University of Kentucky.

**John E. Skillen**, Ph.D., Professor of English; Director, Gordon in Orvieto, 1983. B.A., Gordon College; M.A., Ph.D., Duke University.

**Stephen L. S. Smith**, Ph.D., Professor of Economics and Business, 1987. A.B., Williams College; Ph.D., Stanford University.

**David Starbuck**, M.Div., Director of Wilderness Immersion and Leadership Development Semester, 2011. B.S., Bryan College; M.Div., Gordon-Conwell Theological Seminary.

**Mark Stevick**, M.A., Associate Professor of English, 1998. B.A., Gordon College; M.A., Boston University.

**Craig M. Story**, Ph.D., Associate Professor of Biology; Director, Health Professions, 2002. B.S., Gordon College; Ph.D., Brandeis University.

**Richard H. Stout**, Ph.D., Professor of Mathematics, 1980. B.S., Wheaton College; M.A., Oakland University; Ph.D., Pennsylvania State University.

**Andrew Stuart**, M.B.A., Assistant Professor of Economics and Business, 2011. B.A., Gordon College; M.B.A., University of New Hampshire.

**Chad Stutz**, Ph.D., Assistant Professor of English, 2011. B.A., Wheaton College; M.A., University of Nevada Las Vegas; Ph.D., Boston College.

**Gregor Thuswaldner**, Ph.D., Associate Professor of German and Linguistics; Fellow, Center for Christian Studies, 2003. B.A., University of Salzburg; M.A., University of Vienna; Ph.D., University of North Carolina Chapel Hill.

**Justin Topp**, Ph.D., Associate Professor of Biology, 2011. B.S.E., University of Iowa; Ph.D., University of Texas–Southwestern Medical Center.

**James Trent**, Ph.D., Professor of Social Work, 2003. B.A., Wake Forest University; M.Div., Duke University; M.S.W., University of North Carolina Chapel Hill; Ph.D., Brandeis University.

**Alice Tsang**, M.B.A., Associate Professor of Economics and Business; Director of Asian Initiatives, 2011. B.A., University of Hong Kong; M.B.A., New York University.

**Dwight Tshudy**, Ph.D., Associate Professor of Chemistry, 2004. B.A., Gordon College; M.S., Ph.D., University of Massachusetts Amherst.

**Emmanuelle Vanborre**, Ph.D., Assistant Professor of French; Chair, Department of Languages and Linguistics, 2007. B.A., M.A., University of Montpellier; M.A., Ph.D., Boston College.

**Michael H. Veatch**, Ph.D., Professor of Mathematics; Chair, Department of Mathematics and Computer Science, 1987. B.A., Whitman College; M.S., Rensselaer Polytechnic Institute; Ph.D., Massachusetts Institute of Technology.

**Jessica Ventura**, Ph.D., Assistant Professor of Kinesiology, 2010. B.S., M.S., Ph.D., University of Texas Austin.

**Robert J. Whittet**, M.Div., Associate Professor of Christian Ministries; Director of Church Relations, 1998. B.A., Gordon College; M.Div., Gordon-Conwell Theological Seminary.

**David P. Wick**, Ph.D., Professor of History, 1995. B.A., Crown College; M.A., Ph.D., University of Washington.

**Marvin R. Wilson**, Ph.D., Professor of Biblical Studies, Harold John Ockenga Professor of Biblical and Theological Studies, 1971. (Barrington College, 1963–1971.) B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; M.A., Ph.D., Brandeis University.

**Yuanming Zheng**, Ph.D., Professor of Biology, 2002. B.S., M.S., Southwest Agricultural University; Ph.D., Washington State University.

**James J. Zingarelli**, M.A., Professor of Art, 1996. B.F.A., Pratt Institute; M.A., Trinity College.

## ADJUNCT FACULTY

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Adjunct faculty are part-time faculty members who have held notable academic appointments previously, attained significant recognition in a nonacademic field, or served with distinction as long-term part-time faculty at Gordon. Adjunct faculty are elected by the Faculty Senate.

**Lori Ambacher**, M.A., Adjunct Professor of English, 2000. B.A., Wheaton College; M.A., Binghamton University, State University of New York.

**Anne H. Blackwill**, Ph.D., Adjunct Professor of English, 1999. B.A., Wheaton College; M.A., Ph.D., Stanford University.

**Paul M. Borthwick**, D.Min., Adjunct Professor of Christian Ministries, 1999. B.A., University of Massachusetts; M.Div., D.Min., Gordon-Conwell Theological Seminary.

**Eric Convey**, B.A., Adjunct Professor of Journalism, 2003. B.A., Gordon College.

**David Cook**, Ph.D., Adjunct Professor of Philosophy, 1999. B.A., Arizona State University; M.A., Ph.D., University of Edinburgh.

**Harold Heie**, Ph.D., Senior Fellow, Center for Christian Studies, 2003 (See Professors Emeriti).

**Grace C. Ju**, Ph.D., Adjunct Professor of Biology, 1991. B.A., Duke University; M.S., University of California Davis; Ph.D., Purdue University.

**Scott Larson**, D.Min., Adjunct Professor of Christian Ministries, 2009. B.A., South Dakota State University; M.Div., D.Min., Gordon-Conwell Theological Seminary.

**Faith Lueth**, M.M., Adjunct Professor of Music; Director, Women's Choir, 2005. B.M., Boston University; M.M., Boston Conservatory.

**R. Preston Mason**, Ph.D., Adjunct Professor of Biomedical Science, 1999. B.S., Gordon College; Ph.D., University of Connecticut Storrs.

**Carol Powers**, J.D., Adjunct Professor of Law, 2000. B.S., Vanderbilt University; J.D., Boston College.

**Sue Trent**, M.F.A., Adjunct Professor of Art, 2004. B.A., Wake Forest University; M.A.T., University of North Carolina; M.F.A., Washington University St. Louis.

**Meirwyn I. Walters**, J.D., Adjunct Professor of Economics and Business, 1994. B.A., Harvard University; J.D., Boston College.

## APPLIED MUSIC STAFF

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**Travis Alford**, M.M.

**Soo Bae**, M.M.

**Norma Brunner**, M.M.

**Mary Bulger**, M.M.

**Heidi Clark**, M.M.

**Steve Correia**, M.Ed.

**Nancy Dimock**

Instructor of Composition

Instructor of Cello

Instructor of Piano

Instructor of Voice

Instructor of Voice

Instructor of Woodwinds

Instructor of Oboe

<b>William Gray</b> , M.Ed.	Instructor of Brass and Tuba
<b>Susan Hagan</b> , M.M.	Instructor of Double Bass
<b>Peter Iltis</b> , Ph.D.	Instructor of French Horn
<b>William Kirkley</b> , M.M.	Instructor of Clarinet
<b>Doug Marshall</b>	Instructor of Organ
<b>Amy McGlothlin</b> , M.M.	Instructor of Saxophone
<b>Jessica Modaff</b> , M.M.	Coach/Accompanist, Instructor of Piano
<b>David Patterson</b> , M.M.	Instructor of Classical Guitar
<b>Walter Pavasaris</b> , M.Ed.	Instructor of Strings
<b>Alina Polyakov</b> , Ph.D.	Instructor of Piano
<b>Rafael Popper-Keizer</b>	Instructor of Cello
<b>Piper Runion-Bareford</b> , B.M., M.Div.	Instructor of Harp
<b>Wren Saunders</b> , M.M.	Instructor of Bassoon
<b>Frederick Sienkiewicz</b> , M.M.	Instructor of Trumpet
<b>Nathan Skinner</b> , B.M.	Coach/Instructor of Piano
<b>Aaron Trant</b> , M.M.	Instructor of Percussion
<b>Martin Wittenberg</b>	Instructor of Trombone
<b>Eileen Yarrison</b> , D.M.A.	Instructor of Flute
<b>Todd Young</b> , M.M.	Instructor of Percussion

## PROFESSORS EMERITI

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**Jane B. Andrus**, Ph.D., Professor of Biology, 1985–1995. (Barrington College, 1979–1985.) B.A., Colorado College; M.A., Boston University; Ph.D., University of Maryland.

**Thomas A. Askew Jr.**, Ph.D., Professor of History, Stephen Phillips Chair of History, 1972–2000. B.A., M.A., Wheaton College; M.A., Ph.D., Northwestern University.

**Kay Bannon**, Ed.D., Professor of Education, 1982–2002. B.S., Gordon College; M.S., Lesley College; Ed.D., University of Massachusetts.

**Marion T. Bean**, Ed.D., Director of Media, Professor of Education, 1985–1991. (Barrington College 1956–1985.) B.A., Barrington College; M.Ed., Ed.D., Boston University.

**John Beauregard**, M.L.S., Director of Jenks Learning Resource Center, 1969–2003. B.A., Gordon College; M.Div., Gordon-Conwell Theological Seminary; M.L.S., University of Maine.

**Russell K. Bishop**, Ph.D., Professor of History, Stephen Phillips Chair of History, 1965–1998. A.B., M.A., Wheaton College; Ph.D., McGill University.

**Diane E. Blake**, Ph.D., Assistant Dean for External Education, 1987–2001. B.A., Gordon College; M.A., Ph.D., Boston University.

**John A. Burgess**, Ed.D., Professor of Education, 1966–1989. B.A., Gordon College; M.Div., Gordon Divinity School; M.Ed., Boston University; Ed.D., Harvard University.

**Alton C. Bynum**, Ed.D., Professor of Music, 1964–1999. A.B., Toccoa Falls Institute; B.S., Nyack Missionary College; M.M., Boston Conservatory of Music; Ed.D., New Orleans Baptist Theological Seminary.

**Russell Camp**, Ph.D., Professor of Biology, 1970–2007. B.S., Baldwin-Wallace College; M.A., Miami University, Ohio; Ph.D., University of Wisconsin.

**G. Lloyd Carr**, Ph.D., Professor of Biblical and Theological Studies, 1969–1993. B.Th., Central Baptist Seminary; B.A., Gordon College; B.D., Gordon Divinity School; Th.M., Union Theological Seminary; Ph.D., Boston University.

**Ann D. Ferguson**, Ph.D., Professor of English, 1955–2010. B.A., Wheaton College; M.A., Ph.D., Boston University.

**Muriel Radtke Franz**, Ed.D., Professor of Education, 1985–2001. (Barrington College, 1967–1985.) B.S., Minot State College; M.S., University of Wisconsin; Ed.D., Boston University.

**Michael W. Givens**, Ph.D., Professor of Kinesiology, 1979–2007. B.A., LeTourneau College; M.Ed., Stephen F. Austin State University; Ph.D., University of Illinois.

**John W. Haas Jr.**, Ph.D., Professor of Chemistry, 1961–1995. B.S., The King's College; M.S., Ph.D., University of Delaware.

**William A. Harper**, Ph.D., Professor of Political Studies, 1968–2006. B.A., Gordon College; M.A., Ph.D., Tufts University.

**Harold Heie**, Ph.D., Director, Center for Christian Studies, 1994–2003; Professor of Mathematics, 1975–1980. B.M.E., Polytechnic Institute of New York; M.S.M.E., University of Southern California; M.A., Ph.D., Princeton University.

**Robert H. Joss**, Ph.D., Professor of Psychology, 1974–2012. B.S., Wheaton College; M.A., Ph.D., University at Buffalo, State University of New York.

**Arno W. F. Kolz**, Ph.D., Professor of History, 1959–1999. B.A., Gordon College; M.A., Boston University; M.A., Harvard University; Ph.D., Boston University.

**Jerrold L. McNatt**, Ph.D., Professor of Physics; Chair, Department of Physics, 1971–2006. B.S., Wheaton College; M.S., Ph.D., University of Illinois.

**R. Rice Nutting**, D.M.A., Professor of Music, 1952–1991. B.M., Wheaton College Conservatory of Music; M.M., Eastman School of Music; D.M.A., Southern Baptist Theological Seminary; A.A.G.O.

**Tony R. Pitkin**, Ed.D., Professor of Education, 1971–1997. B.A., Westmar College; M.A., Ed.D., University of South Dakota.

**Malcolm A. Reid**, Ph.D., Professor of Philosophy, 1968–2007. B.A., Central Bible College; M.Div., Gordon Divinity School; Ph.D., University of Edinburgh.

**T. Grady Spires**, S.T.M., Professor of Philosophy, 1956–1998. A.B., Davidson College; B.D., Westminster Theological Seminary; S.T.M., Harvard University.

**Ronald O. Waite**, M.B.A., Professor of Business, 1987–2005. B.S., Houghton College; M.S., Stevens Institute of Technology; M.B.A., Pace University.

**Bruce G. Webb**, Ph.D., Professor of Economics and Business, 1977–2011. B.A., M.A., Northeastern University; Ph.D., Clark University.

**M. Jane Wells**, Ed.D., Associate Professor of Education, 1987–2001. B.A., DePauw University; M.A., Washington University; Ph.D., Boston University.

**Florence M. J. Winsor**, Ed.M., Assistant Dean of the Faculty and Registrar, 1956–1989. B.S., Gordon College; Ed.M., Boston University.

**Theodore N. Wood**, M.B.A., Professor of Economics and Business, 1981–2011. B.A., Taylor University; M.B.A., Clark University.

**Richard T. Wright**, Ph.D., Professor of Biology, 1965–1998. A.B., Rutgers; A.M., Ph.D., Harvard University.



# APPENDICES

## APPENDIX A

### STATEMENT OF FAITH

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This declaration expresses the beliefs common to the administrative officials and the faculty.

- I. The 66 canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice. A careful translation, such as the New International Version, is sufficiently close to the original writings in text and meaning to be entitled to acceptance as the Word of God.
- II. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons: the Father, the Son and the Holy Spirit, Who are of one substance and equal in power and glory.
- III. Humankind, created in the image of God, through disobedience fell from a sinless state at the suggestion of Satan. This fall plunged humankind into a state of sin and spiritual death and brought upon the entire race the sentence of eternal death. From this condition humankind can be saved only by the grace of God, through faith, on the basis of the work of Christ and by the agency of the Holy Spirit.
- IV. The eternally preexistent Son became incarnate without human father by being born of the virgin Mary. Thus in the Lord Jesus Christ divine and human natures were united in one Person, both natures being whole, perfect and distinct. To effect salvation He lived a sinless life and died on the cross as the sinner's substitute, shedding His blood for the remission of sins. On the third day He rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where He performs the ministry of intercession. He shall come once again, personally and visibly, to complete His saving work and to consummate the eternal plan of God.
- V. The Holy Spirit is the third Person of the Triune God. He applies to humankind the work of Christ. By justification and adoption humankind is given a right standing before God; by regeneration, sanctification and glorification, humankind's nature is renewed.
- VI. The believer, having turned to God in penitent faith in the Lord Jesus Christ, is accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is the responsibility of the believer to contribute by word and deed to the universal spread of the gospel.
- VII. At the end of the age the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.



## APPENDIX B

### LIFE AND CONDUCT AT GORDON COLLEGE

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#### I. Introduction

Gordon College is a Christian community, distinguished from other Christian communities by its primary commitment to provide a liberal arts education. As a Christian community it seeks to maintain itself by fostering those ideals and standards that are consistent with a Christian worldview. These ideals and standards are broadly moral; they would be characteristic of any community that was self-consciously Christian. This document is an attempt to specify those ideals and standards.

Given an atmosphere of free inquiry on a college campus, it is not surprising that the legitimacy of certain standards has traditionally been discussed, debated and argued. Nor is it surprising that such debate is more intense in these days when the orientation of our society is toward freedom and self-determination. Nonetheless, the demands of community life require some mutual understandings, and neither the difficulty of the task nor the imperfection of the end result should deter us from attempting to establish reasonable, viable expectations. A Christian approach to life and conduct seeks to promote freedom without becoming antinomian and to promote responsibility without becoming legalistic. Historically, it has always been difficult to embrace at the same time both the need for rules and the role of individual freedom under the guidance of the Holy Spirit. Nonetheless, this, we believe, is the biblical model, and so the course we have chosen.

This statement of life and conduct at Gordon College sets forth (1) those assumptions and principles which should guide the conduct of responsible Christians and (2) the specific rules and regulations which seem most likely to require explicit statement in a community such as Gordon College.

#### II. Assumptions and Principles

A. **Basic Assumptions—Gordon College strives to maintain its identity as a Christian academic community of students, faculty and staff. The College expects that all members of the College community will:**

1. Call themselves Christian by virtue of the grace of God and their personal commitment to Jesus Christ.
2. Recognize the Bible to be the Word of God and hence fully authoritative in matters of faith and conduct.
3. Have a sincere desire for that commitment to mature both in insight and behavior.

B. **Biblical Principles—The community recognizes that biblical principles are foundational for corporate life and individual behavior. Those principles which seem most pertinent are the following:**

1. Life within a Christian community must be lived to the glory of God, daily conforming ourselves to the image of Christ and recognizing the Lordship of Christ in every activity (Matthew 22:36–38, I Corinthians 10:31, Colossians 3:9, 10, 17).
2. Love for and accountability to God should motivate Christian conduct (Deuteronomy 6:5, II Corinthians 5:10).

3. Consistent with the example and command of Jesus Christ, love and justice must be the determinative factors in the relationships of Christians with others (John 15:12–17, I John 4:7–12).
4. Christians bear responsibility for service to others. They are responsible to serve their neighbors and be involved in the process of alleviating such pressing worldwide problems as poverty, hunger, disease, illiteracy and racism (Matthew 7:12, 25:31–46, Galatians 5:14, 6:10).
5. The actions of Christians within a community are not solely a private matter. Accordingly members of the Gordon community must hold their neighbors accountable for the implications of their conduct when it directly affects the welfare of community living (Matthew 18:15–17).
6. The community collectively and members individually are responsible for the effective stewardship of abilities, opportunities and institutional resources (Luke 19:11–27, I Corinthians 4:2).
7. Attaining common goals and ensuring orderly community life may necessitate the subordination of some individual prerogatives. Specifically, as servants of Christ we are called to practice forbearance. Christian freedom includes the option of not doing some things in order to contribute to the good of the larger community (I Corinthians 8:9–13, 9:19–23, 10:23–33).
8. Certain actions are expressly prohibited in Scripture and are, therefore, wrong. Christians are responsible to avoid those practices which are called sinful in Scripture. Similarly, Scripture commends some actions which are, therefore, right. There are other actions which are matters of individual conviction based on the given situation. In this latter area care must be exercised so as not to judge one another or to cause another to stumble or ourselves to fall (Matthew 7:1, Romans 14:1–23).
9. Christians are not asked to live the Christian life simply on the basis of their own moral character and strength. God has provided the authoritative Word of Holy Scripture, the guiding power of the indwelling Holy Spirit and the counsel of the Church—the body of believers both past and present. Christians are expected to study and obey the Scriptures, to cultivate a heart attitude which allows for the guidance of the indwelling Holy Spirit and to give serious consideration to the counsel of the people of God (II Timothy 3:16, II Peter 1:19–21, I John 2:27, I Peter 5:1–6).
10. Important to an understanding of all behavioral standards is the obligation of Christians to separate themselves from worldliness (Romans 12:2, I John 2:15). Worldliness is a subtle issue involving uncritical conformity to the prevailing spirit of the age. One's disposition concerning such matters as materialism, secularism, isolationism, security, success, injustice, hedonism and moral relativism must stand in perpetual review.

- C. **General Principles**—We acknowledge that it is impossible to create a community whose behavioral norms will be totally acceptable to every Christian. Nonetheless, we believe it is imperative for us to specify certain behavioral patterns which must be sustained in order that the objectives of the College can be met. Therefore, it is assumed that individuals who have voluntarily joined the Christian academic community at Gordon College and are striving to exhibit the behavior characteristic of a mature person will:
1. Understand that they have become part of an evangelical Christian tradition which is to be respected and valued but which is continually subject to review and evaluation. They also have freedom to offer constructive criticism of this tradition.
  2. Explore the broad range of human opinion and ideas without necessarily engaging in the whole range of human behavior.
  3. Strive to exemplify those positive elements of Christian behavior which are taught in Scripture (Romans 12:6–21, Galatians 5:22, 23, Colossians 3:12–17, II Peter 1:5–9).
  4. Be concerned about the welfare of other individuals within the community and of the community as a whole.
  5. Assume responsibility for their own behavior as it reflects upon their Lord, their community and themselves, particularly in the area of personal freedom, where discretion, moderation and restraint must be practiced.
  6. Continually assess themselves, their personal growth and their place within the Gordon community.

### III. Behavioral Standards

In light of the above assumptions and biblical principles of Christian conduct, the specific expectations which follow are established for students, faculty and staff of Gordon College. It will be noted that these behavioral standards distinguish between practices governed by Scripture and practices governed by consent of the community for its common good. The latter, which are established to enhance the quality of community living, are not to be confused with specific God-given directives, which are required of all Christians.

- A. **Practices Governed by Scripture**—The following behavioral expectations are binding on all members of the Gordon community.
1. Those acts which are expressly forbidden in Scripture, including but not limited to blasphemy, profanity, dishonesty, theft, drunkenness, sexual relations outside marriage, and homosexual practice, will not be tolerated in the lives of Gordon community members, either on or off campus.
  2. Members of the Gordon community will strive to overcome “sins of the spirit,” notably pride, covetousness, jealousy, lust, immodesty, as all are destructive to the unity of the Body of Christ. Instead, each member of the Gordon community will enable and help others to nurture the fruit of the Spirit—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

3. Recognizing the Christian obligation to submit to governing authorities (Romans 13:1, I Peter 2:13), individuals related to Gordon College are expected to uphold the laws of the local community, the Commonwealth and the nation, except on those rare occasions wherein obedience to civil authorities would require behavior in conflict with the teaching and principles of Scripture (Acts 5:29).

**B. Practices Governed by Consent of the Community for Its Common Good—In addition to behavioral obligations set forth in Scripture, members of this community choose to impose upon themselves the following rules for behavior out of the conviction that they serve both the long-range interests of this institution and the immediate good of its individual members. Violations, therefore, must be regarded as serious breaches of integrity with this community to which each member has voluntarily chosen to associate.**

1. The principle of resting one day in seven was instituted by God for the benefit of the creatures made in God's image. Because Jesus declared Himself to be Lord of the Sabbath and because the Church celebrates His resurrection on Sunday, the College will avoid business as usual on Sunday, particularly in terms of scheduling events and the use of facilities during the Sunday morning worship hours, unless necessary.
2. Members of the Gordon community will not use tobacco products on campus, on adjacent properties or while attending College-related events or on College-related business. This standard is in keeping with the findings of medical authorities concerning the danger to one's health in the use of tobacco products. Further, it recognizes that Christians are responsible to be stewards of their bodies and considerate of the rights of others.
3. Members of the Gordon community will neither possess nor use alcoholic beverages on campus, nor on adjacent properties. Use of alcohol is prohibited while attending College-related events where students are present. While it is recognized that abstinence is not biblically mandated, members of this community are encouraged for reasons cited above to consider abstinence as a personal practice. This position reflects the College's concern with the physical, social and personal effects of alcohol use (see II. B. 6, 7 above). At no time will the illegal use or abuse of alcohol be tolerated by members of the Gordon community.
4. Members of the Gordon community are not to use drugs illegally. This includes the use of those drugs prohibited by law and the abuse of those drugs controlled by law.

## APPENDIX C

### STATEMENT OF PROVISION FOR STUDENTS WITH DISABILITIES

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Gordon College complies with Section 504 of the Rehabilitation Act of 1973. This means that the College does not discriminate on the basis of disability in admissions or access to its programs and activities. Inquiries regarding physical access should be directed to the dean of student life or Auxiliary Services. For issues of academic accommodations, contact the Academic Support Center. Accessibility of Gordon College facilities to students with disabilities is as follows:

- **A. J. Gordon Memorial Chapel**—Accessible with parking, ramps and elevator.
- **Barrington Center for the Arts**— Accessible with parking, ramps and elevator.
- **Bennett Athletic and Recreation Center**—Accessible with parking, ramps and elevator.
- **Frost Hall**—Main floor is accessible with automatic front doors. The building primarily houses administrative and faculty offices.
- **Health Center**—The Health Center in Lane Student Center is handicap-accessible.
- **Housing**—On-campus housing is available in six locations: Ferrin and Nyland Halls, with double-occupancy for men and women; Tavilla Hall, an apartment-style residence; Fulton and Chase Halls with suites. Tavilla, Chase, Fulton and Nyland Halls are accessible with elevators and accessible units. Audio-visual alarm systems are installed to assist hearing-impaired students.
- **Jenks Learning Resource Center**—Accessible with parking, ramps and elevator. The building houses the library, classrooms, media center, graduate education, Registrar's Office and faculty offices.
- **Ken Olsen Science Center**—Accessible with parking, ramps and elevator. The building houses classrooms, laboratories and faculty offices.
- **Lane Student Center**—The main level is accessible through automatic doors and includes the dining hall, food court and Bookstore. Lower and upper levels are accessible by elevator. The lower level has a ramp near parking, leading to Gillies Lounge, the Mail Room and Auxiliary Services. The upper level houses the Center for Student Development.
- **MacDonald/Emery Halls**—Accessible with parking, ramps, elevators and tie-corridors.
- **Phillips Music Center**—Accessible with parking, ramps and elevator.

### STUDENTS WITH DISABILITIES

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In accordance with Section 504 or the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the College's intent is to provide students with disabilities access that will allow them an education equivalent to that of their nondisabled peers. Gordon provides support services and reasonable academic accommodations for students with documented disabilities. Any student who intends to request services must provide written, comprehensive, clinical documentation from a specialist. This should be done prior to registration. Documentation must be current (e.g., completed within the past three years), provide clear and specific evidence and identification of the disability, and verify accommodation needs with specific academic recommendations (e.g., extended test time, reduced course load). Accommodations must be arranged each semester.

Students obtain a Faculty Notification Form from the Academic Support Center for any class in which accommodations will be requested. The student must submit the form to faculty within the first week of the course and discuss specific requests with each instructor. The Academic Support Center works interactively with students and faculty to resolve any accommodation issues. Any questions or disputes about accommodations should be immediately referred to the Academic Support Center. For additional information contact the registrar or the director of the Academic Support Center. For issues of physical access contact dean of student life or Auxiliary Services.

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## GRIEVANCE PROCEDURES RELATED TO DISCRIMINATION

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Gordon College has established policies and procedures to provide students with prompt and equitable investigation and resolution of allegations of unlawful discrimination based on race, color, gender, age, disability, marital status, veteran status, or national or ethnic origin. This procedure covers grievances brought under Title IX which forbids sex discrimination in educational programs and activities receiving federal financial assistance; Section 504 and the ADA, which prohibit discrimination on the basis of disability in any program or activity of the College; and the Age Discrimination Act, which prohibits age discrimination in education programs and activities receiving federal financial assistance.

Any student of Gordon College may use this procedure. It is not intended to replace or duplicate existing grievance procedures. This procedure does not deprive a grievant of the right to file a complaint with enforcement agencies external to the College.

For additional information regarding procedural steps, contact the Center for Student Development (CSD) or visit the CSD website. In all grievance cases the dean of student life will advise the grievant of the procedural steps involved, advise the grievant of the various internal and external options available to him/her, assist in the definition of the charges made and seek a timely resolution. It is the responsibility of the grievant to meet all the conditions for filing a grievance.

There are also grievance and appeal procedures that relate to student issues such as sexual harassment, grades, academic standing, behavior on campus and petitions over billing and parking violations. For information on such appeals, consult CSD or the *Student Handbook* ([go.gordon.edu](http://go.gordon.edu) website). The director of human resources will handle employee discrimination issues under the College's employment policies.

# FOUR-YEAR ACADEMIC CALENDAR

Fall Semester	2013-14	2014-15	2015-16	2016-17
Orientation/registration	8/23-27	8/22-26	8/21-25	8/19-23
Classes begin	8/28	8/27	8/26	8/24
Labor Day (no classes)	9/2	9/1	9/7	9/5
Quad 1 ends	10/16	10/15	10/14	10/12
Quad 1 final exams	10/17-18	10/16-17	10/15-16	10/13-14
Quad 2 begins	10/21	10/20	10/19	10/17
Thanksgiving Recess	11/27-12/1	11/26-30	11/25-29	11/23-20
Last day of classes	12/12	12/11	12/10	12/8
Reading day	12/13	12/12	12/11	12/9
Final exams	12/16-19	12/15-18	12/14-17	12/12-15
Christmas Recess	12/20-1/14	12/19-1/13	12/18-1/13	12/16-1/18

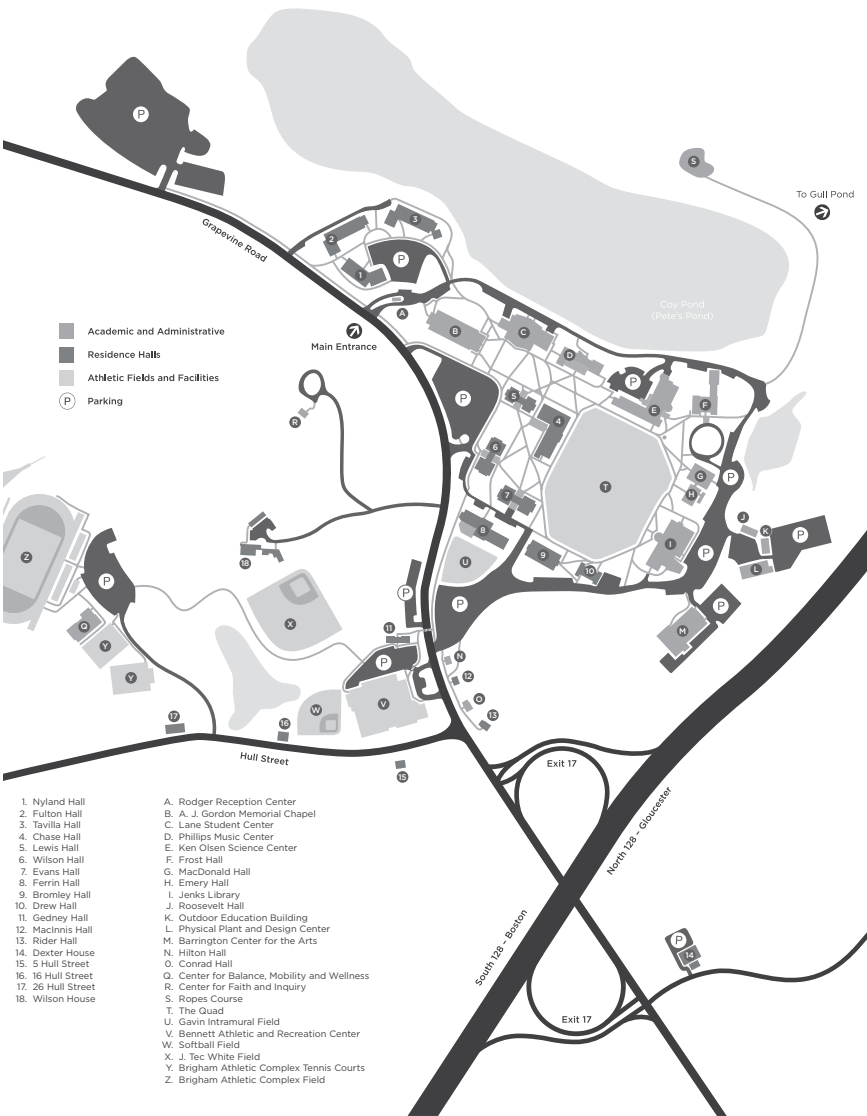
Spring Semester	2013-14	2014-15	2015-16	2016-17
New Student Orientation	1/12-14	1/12-13	1/11-12	1/17-18
Classes begin	1/15	1/14	1/13	1/19
MLK Jr. B'day (no classes)	1/20	1/19	1/18	1/16
Quad 3 ends	3/5	3/4	3/2	3/8
Quad 3 final exams	3/6-7	3/5-6	3/3-4	3/9-10
Spring Recess	3/7-16	3/7-15	3/5-13	3/11-19
Quad 4 begins	3/17	3/16	3/14	3/20
Deposit due for next year	3/28	3/27	3/22	3/24
Good Friday to Easter Monday (no classes)	4/18-21	4/3-6	3/25-28	4/14-17
Classes resume	4/22	4/7	3/29	4/18
Last day of classes	5/7	5/6	5/4	5/10
Reading day	5/8	5/7	5/5	5/11
Final exams	5/9, 12-14	5/8, 11-13	5/6, 9-11	5/12, 14-17
Commencement	5/17	5/16	5/14	5/20

AUGUST 2013-MAY 2014																											
AUG							JAN							FEB							MAR						
3	4	5	6	7	8	9	5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
11	12	13	14	15	16	17	12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
18	19	20	21	22	23	24	19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
25	26	27	28	29	30	31	26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	
SEPT							APR							MAY													
1	2	3	4	5	6	7	6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7
8	9	10	11	12	13	14	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
15	16	17	18	19	20	21	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
22	23	24	25	26	27	28	27	28	29	30	31			25	26	27	28	29	30	31	29	30	31				
29	30						30	31						30	31												
OCT																											
3	4	5	6	7	8	9	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10	11	12	13	14	15	16	10	11	12	13	14	15	16	8	9	10	11	12	13	14	8	9	10	11	12	13	14
17	18	19	20	21	22	23	17	18	19	20	21	22	23	15	16	17	18	19	20	21	15	16	17	18	19	20	21
24	25	26	27	28	29	30	24	25	26	27	28	29	30	22	23	24	25	26	27	28	22	23	24	25	26	27	28
27	28	29	30	31			27	28	29	30	31			29	30						29	30					
NOV																											
1	2	3	4	5	6	7	4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	18	19	20	21	22	23	24	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	25	26	27	28	29	30		22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30						29	30					
DEC																											
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
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**Health Professions**

**History**

**International Affairs**

**Kinesiology**

**Languages and Linguistics**

**Mathematics and Computer Science**

**Music**

**Philosophy**

**Physics**

**Political Science**

**Psychology**

**Recreation and Leisure Studies**

**Sociology and Social Work**

**Theatre Arts**

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