



GORDON COLLEGE

**Undergraduate Academic Catalog
2011-2012**

THE UNITED COLLEGE OF GORDON AND BARRINGTON

255 Grapevine Road, Wenham MA 01984

T 978 927 2300 F 978 867 4659

www.gordon.edu

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.

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.

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.

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.

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

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.

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.

TABLE OF CONTENTS

| | |
|---|-----|
| Academic Calendar | 4 |
| Registration Deadlines | 5 |
| General | 7 |
| Admissions | 13 |
| Financial | 18 |
| Student Life | 28 |
| Academic Policies | 31 |
| Academic Program | 48 |
| Core Curriculum | 61 |
| Academic Divisions | 64 |
| Departmental Curriculum | 66 |
| Art | 66 |
| Biblical Studies And Christian Ministries | 73 |
| Biology | 84 |
| Chemistry | 91 |
| Communication Arts | 95 |
| Economics And Business | 99 |
| Education | 108 |
| English Language And Literature | 117 |
| History | 122 |
| International Affairs Major | 129 |
| Kinesiology | 132 |
| Languages And Linguistics | 137 |
| Mathematics And Computer Science | 146 |
| Music | 153 |
| Philosophy | 162 |
| Physics | 168 |
| Political Science | 173 |
| Psychology | 177 |
| Recreation And Leisure Studies | 183 |
| Sociology And Social Work | 188 |
| Theatre Arts | 195 |
| Interdisciplinary Minors | 198 |
| Directory | 218 |
| Appendices | 234 |
| Four-Year Academic Calendar | 241 |
| Campus map | 243 |
| Index | 244 |

ACADEMIC CALENDAR 2011–2012

Four-Year Academic Calendar at back of catalog.

FALL SEMESTER 2011

August

- 17 Fall Faculty Workshop
 19–23 Required Orientation and registration for new students
 19 Residence halls open for new students only, 1 p.m.
 20 Meal plan begins for new students, 5 p.m.
 22 Residence halls open for continuing students, 1 p.m.
 22 Meal plan begins for continuing students, 5 p.m.
 22–30 Required registration finalization for all students
 24 Classes begin, 8 a.m.

September

- 5 Labor Day (school closed)
 12 Summer grades due

October

- 7–9 Homecoming
 12 Quad 1 ends
 13–14 Quad 1 final exams
 17 Quad 2 begins
 24 Grades due for spring Incompletes
 24–Nov. 11
 Advance registration for spring

November

- 11 Veteran's Day observed (classes meet)
 8 Day of Prayer (no classes)
 23 Meal plan ends at dinner
 23–27 Thanksgiving Recess
 27 Meal plan resumes, 5 p.m.

December

- 8 Last day of classes
 9 Reading day
 12–15 Final examinations
 16 Meal plan ends at breakfast
 16 Residence halls close, 12 noon
 27 Grades due from faculty
 16–Jan. 18, 2012 Christmas Recess

SPRING SEMESTER 2012

January

- 16 Martin Luther King Jr. Birthday
 17–18 Required Orientation and registration for new students
 17 Meal plan begins, 8 a.m.
 17 Residence halls open for continuing students, 2 p.m.
 17–25 Required registration finalization for all students
 19 Classes begin, 8 a.m.

March

- 7 Quad 3 ends
 8–9 Quad 3 final exams
 9 Meal plan ends at dinner
 10 Residence halls close, 12 noon
 10–18 Spring Recess
 18 Residence halls open, 2 p.m.
 18 Meal plan resumes, 5 p.m.
 19 Quad 4 begins
 23 Deposit due for next year (continuing students)
 26 Grades due for fall Incompletes

April

- 2–20 Advance registration for fall
 6–9 Easter Recess (no classes)
 19 Symposium Thursday (no classes)

May

- 8 Thursday classes meet on last Tuesday
 9 Last day of classes
 10 Reading day
 11, 14–16 Final examinations
 18 Meal plan ends at lunch
 18 Baccalaureate
 19 Commencement
 20 Residence halls close, 12 noon
 21 May Term begins
 28 Memorial Day (no classes)
 29 Spring grades due from faculty

July

- 16 May Term grades due from faculty

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

REGISTRATION DEADLINES 2011-2012

The following summarizes the deadlines to be observed.

| | | Fall | | Spring | |
|---|-------------------------------|--|-------------------|------------|----|
| Deadline to register for the semester | | August 30 | | January 25 | |
| | | May Term: First class session | | | |
| | | Summer: July 1 | | | |
| Last day for percentage refund of tuition charges on official withdrawal from the College* | 100% | August | 23 | January | 18 |
| | 80% | September | 2 | January | 27 |
| | 70% | September | 9 | February | 3 |
| | 60% | September | 16 | February | 10 |
| | 50% | September | 23 | February | 17 |
| | 0% | after September 23 | after February 17 | | |
| May Term: 80% after first class session; 0% after that | | | | | |
| Last day to add courses or change sections, including independent work or NECCUM cross-registration | Full Term | August | 30 | January | 25 |
| | Quad 1,3 | August | 30 | January | 25 |
| | Quad 2,4 | October | 21 | March | 23 |
| | May Term: First class session | | | | |
| Last day to drop courses with no academic record (see withdrawal from College above) | | August | 30 | January | 25 |
| | | May Term: Prior to first class session | | | |
| Last day for tuition refund for course drops/withdrawals (if applicable) [§] | 100% | August | 30 | January | 25 |
| | 90% | September | 2 | January | 27 |
| Last day to withdraw from courses with a W grade* | Full Term | October | 28 | March | 23 |
| | Quad 1,3 | September | 23 | February | 17 |
| | Quad 2,4 | November | 11 | April | 13 |
| Last day to submit remaining requirements and change incomplete to a grade | From Spring | | | October | 12 |
| | From May Term or Summer | | | October | 12 |
| | From Fall or January Term | | | March | 7 |

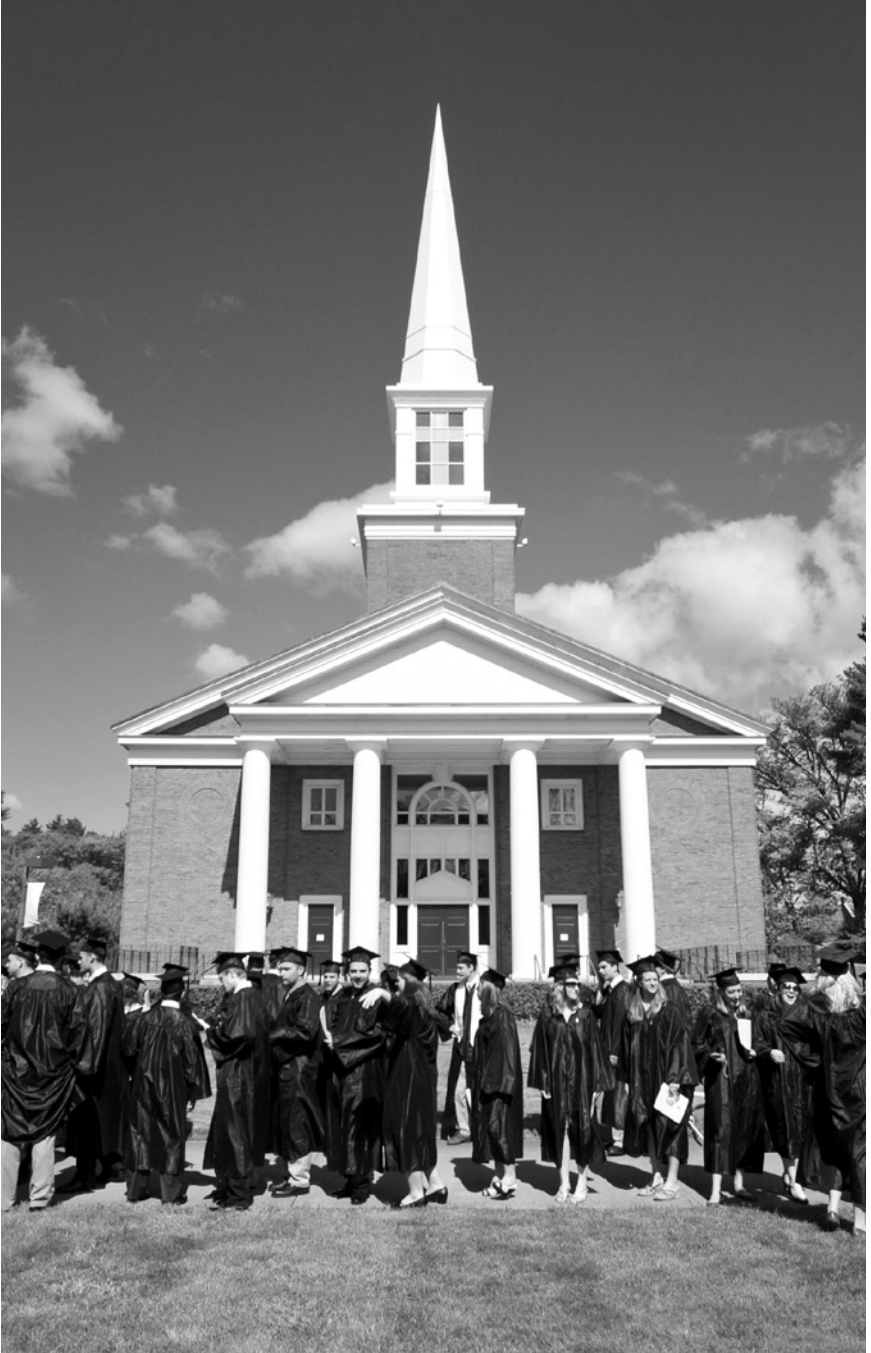
A \$10 fee will be charged for each withdrawal made after the fifth day of a semester. Students may withdraw from a class through the fourth week of a quad class or the ninth week of a full-semester course. A "W" will be recorded on the permanent record. After the deadline the grade may be an F.

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.

[§] Special refund policies apply for applied music, Discovery Expeditions or La Vida.



A. J. Gordon Memorial Chapel

GENERAL

THE CHARACTER OF GORDON COLLEGE

DESCRIPTION AND HISTORY

Gordon College is the only nondenominational Christian college in New England. It 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 Arts in Teaching, Master of Education and Master of Music Education degrees in education and music education.

In the fall of 2010 the College's undergraduate enrollment of 1,524 was drawn from 44 states and 32 foreign countries. Approximately 19 percent of enrollment—including international students—are of Asian, African American, Hispanic, Native American or non-Caucasian descent.

Gordon was founded in Boston in 1889 by a small group of Christians who recognized the need for educated leadership in churches and 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 Northeast Consortium of Colleges and Universities in Massachusetts (10 institutions).

MISSION

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. To that end, Gordon College, a Christian community of the liberal arts and sciences, is dedicated to:

- The historic, evangelical, biblical faith
- Education, not indoctrination
- Scholarship that is integrally Christian

- People and programs that reflect the rich mosaic of the Body of Christ
- Life guided by the teaching of Christ and the empowerment of the Holy Spirit
- The maturation of students in all dimensions of life—body, mind and spirit
- The application of biblical principles to transform society and culture

OBJECTIVES: GOALS FOR LEARNERS

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

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

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

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 kingly authority in all aspects of life.

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 COMMUNITY

ACADEMIC EXPECTATIONS

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

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 their heart, actively pursue a genuine relationship with God and contribute positively to the spiritual growth of those around them.

BEHAVIORAL EXPECTATIONS

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 or 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: i.e., 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 dean of students has administrative responsibility for all cases of student misconduct. Discipline cases may be handled by the Judicial Board comprised of students, staff and faculty members; or a staff hearing. 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

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

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 15 with notification concerning admission by December 15. 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 deadline is 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 March 1. This is a nonbinding option which enables Gordon to notify applicants regarding an admission decision by March 30. 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

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 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 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 without a valid test score on file with the Registrar's Office 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) off campus or a language correspondence test through Brigham Young University (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; 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.

Special Student 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) or SAT scores; Foreign Student Financial Aid Application and Declaration Form of the College Scholarship Service (CSS); a second Christian faith reference from a school official in lieu of an admission interview; all other regular admission credentials. If transfer credit is requested, international credentials should be submitted with an AACRAO's Foreign Credential Analysis 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/transferapply.

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.

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, including upper-level courses or 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.

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 should contact the undergraduate program coordinator in the Department of Music to begin the music application and audition process at 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.

Readmission

All students seeking readmission must apply through the Admissions Office.

APPLICATION DEADLINES

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

| Student's Deadline | Application Materials Required | Notification from Gordon |
|---------------------------|--|--|
| November 1 | Spring semester admission application deadline; classes begin mid-January each year | 1-3 weeks after application is completed |
| November 15 | Early decision admission application deadline | December 15 |
| December 1 | Early action admission application deadline | January 1 |
| December 15 | Deposit of \$250 (nonrefundable) for spring semester | |
| February 1 | FAFSA must be submitted for processing | |
| March 1 | Recommended deadline for fall semester applications; since Gordon employs a rolling admissions policy, applications will continue to be reviewed after March 1 | By March 30 |
| March 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 | Deposit of \$250 (nonrefundable) for fall semester | |

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 2011–2012

The academic year is divided into two semesters of 15 weeks each. The following rates are per semester.

| | |
|---|-----------------|
| Tuition (12 to 18 semester credit hours) | \$14,665 |
| Board (meal plan) | 1,403 |
| Room (double occupancy)* | 2,814 |
| Comprehensive Services and Technology Fee | 590 |
| Health Center Fee | 58 |
| Total | \$19,530 |

| Semester Credit Hour Blocks | Per Semester Tuition |
|--|-----------------------------|
| 1–2 | 2,069 |
| 3–4 | 4,013 |
| 5–6 | 6,017 |
| 7–11 | 8,049 |
| 12–18 | 14,655 |
| 19 | 15,568 |
| 20 | 16,497 |
| 21 | 17,439 |
| 22 | 18,354 |
| 23 | 19,282 |
| 24 | 20,224 |
| 25 | 21,150 |
| 26 | 22,093 |

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 Term. Gordon also offers varied courses during May Term (mid-May through June) at a reduced tuition rate. See www.gordon.edu/mayterm.

* Room (double occupancy) without board contract in Bromley Hall: \$3,408 per semester; Tavilla Hall: doubles \$3,592; singles \$3,706. Room charge includes laundry facility fee.

BOARD

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 \$1,403 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 \$700 per semester. Students not wishing to participate in the apartment dwellers board program can contact CSD to opt out of the plan until the first day of the boarding period.

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 a la carte with credit from the student's account. Unused credit from the meal plan may be carried over from fall to spring semester. 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.

COMPREHENSIVE SERVICES AND TECHNOLOGY FEE*

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.

HEALTH CENTER FEE*

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.

APPLICATION FEE*

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.

DEPOSITS*

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 23; it will be credited toward their fall semester bill. All students residing on campus must pay an additional \$100 housing deposit prior

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

to April 1. The deposit is refundable as follows: before June 1—full refund upon cancellation of housing reservation in writing; before July 1—\$50 refund upon cancellation; July 1 or after—no refund.

FEES*

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.

Late Registration Fee: \$25

Validation Examination Fee: \$50 per examination

Parking Fee: \$180 per year per car; \$100 per semester per car; \$50 per semester for commuters.

Laboratory/Computer Fee: \$125 per laboratory course; \$60 per quad course

Physical Education Activity Fee: Basic fee \$100 per quad plus additional costs where applicable; Discovery and Concepts of Wellness \$565; La Vida \$785 (\$100 nonrefundable deposit for incoming students only); special drop, withdrawal and refund policies apply

Orientation Fee: \$100 for incoming students only

A health and accident insurance fee for August 20, 2011–August 20, 2012, 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.

Music Fees*

Nonrefundable after 10th 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): \$125 per semester

Piano Proficiency Class Level C or D(private lesson): \$300 per semester

Group Instrument Classes (music education majors): \$125 per semester

Vocal Diction Class (voice majors only): \$125 per semester

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

\$450 for 12 full-hour sessions

\$225 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:

\$600 per semester (3** or 4 credits)

\$900 for noncredit lessons

Half-hour lesson:

\$300 per semester (1** or 2 credits)

\$450 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.

REFUNDS FOR WITHDRAWAL

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 2011-2012

| Refund | Fall | Spring |
|--------|--------------------|-------------|
| 100% | August 23 | January 18 |
| 80% | September 2 | January 27 |
| 70% | September 9 | February 3 |
| 60% | September 16 | February 10 |
| 50% | September 23 | February 17 |
| none | after September 23 | February 17 |

Failure to officially withdraw may result in an inability to obtain a financial refund.

There is no refund for room charges. Board refunds will be granted until September 23 for fall and February 17 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

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 applied music, La Vida and Discovery classes. See Music and Outdoor Education 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

For the 2011–2012 school year, payment for the first semester will be due July 8, 2011, and payment for the second semester will be due December 15, 2011. 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 14, 2011, or March 15, 2012, 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, signed copies of student and parent/spouse federal tax returns with W2s and all schedules and forms.

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.

* See Financial Aid Status under Grading Policy for academic conditions to continue financial aid.

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. Recipients are recommended by the Admissions Committee. 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.

Leadership Scholarships. Scholarships are awarded to students who demonstrate the potential to utilize their leadership skills in the Gordon environment and beyond.

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.

ENDOWED SCHOLARSHIPS

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 Scholarship
 Dr. and Mrs. Frank R. and Robert R. **Clark** Memorial Scholarship
Class of 1933 Alumni Scholarship
Class of 1991 Scholarship
Class of 1992 Scholarship
 Bill and Betty **Clay** Scholarship
 Ethel B. **Coit** Scholarship
 Robert C. **Cooley** Memorial Endowed Scholarship
 Rev. and Mrs. William J. **Crawford** Scholarship
 Julia and Myrtie **Crooker** Scholarship
Crossroads Scholarship
 Jessie Stuart **Cunningham** and Alfred B. Cunningham Memorial Scholarship
 Rev. Dr. Lloyd F. **Dean** Scholarship Fund
 Charles E. **Diehm** Memorial Scholarship
 Ethel M. **Dixon** and Harold S. Dixon Scholarship
 Rebecca **Donaldson** Scholarship
 Harry M. **Durning** Scholarship
Earle Memorial Scholarship
East-West Scholarship
 Mr. and Mrs. George **Ferguson** Memorial Scholarship
Ferrin Friends Scholarship
 Howard W. **Ferrin** Scholarship
 Fannie **Field** Scholarship

Madeline **Fife** Endowed Scholarship
President James **Forrester** Award
David **Franz** Scholarship
Freshman Physics Award
Dr. Ralph **Galbraith** Scholarship
Calvin B. and Sigrid **Geary** Scholarship
Edwin K. **Gedney** Memorial Scholarship
Constantine and Katherine **George** memorial Scholarship Fund
Glendale Congregational Church Memorial Scholarship
Gordon Alumni Scholarship
Gordon College Women's Auxiliary Endowed Scholarship
Gordon Faculty Scholarship
Sonja M. **Gullbrand** Scholarship
Hardy Houghran **Gordon** and Harold William Gordon Memorial Scholarship
John Manning **Gordon** Scholarship
Richard Y. and Wilma M. **Grant** Music Scholarship
Walter Byron **Greene** Memorial Scholarship
Dick and Jody **Gross** Servant-Leader Scholarship
Miriam Frances **Gushee** Memorial Scholarship
Gordon and Gayle **Hall** Scholarship
May E. **Hancock** Scholarship
Helen Gordon **Harrell** Memorial Scholarship
Edward **Haskell** Scholarship
Jennie E. **Hilton** Scholarship
Edna C. **Hintz** Scholarship
His Scholarship
Hollinghurst Family Scholarship
Home Mission Grant
Samuel C. and Susan B. **Howes** Scholarship
Norma L. **Huse** Scholarship
Margaret 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. **Stotemyer** 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

GRADUATE GRANT AND SCHOLARSHIP ASSISTANCE

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 Mrs. Thuswaldner for additional information.

STUDENT EMPLOYMENT OPPORTUNITIES

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.



Chase Hall

STUDENT LIFE

The Center for Student Development seeks to assist students to integrate 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 not only to 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, 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 wholistic 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 provides wholistic care addressing illness and injury, recognizing the connection between the physical health of a student, academic challenges and personal well-being. 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 nurse practitioner or physician assistant visits as well. A physical exam must be completed within one year prior to the time classes begin and documentation provided of

vaccines as required by the laws of the Commonwealth of Massachusetts: (2) MMR, Tdap, (3) hepatitis B, (2) varicella or proof of disease and (1) Menactra. These and a tuberculosis risk screening form are mandatory for entrance to Gordon. A health form is available from the Admissions Office and must be returned 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 two advisors, 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 resume 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, or 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, 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 carry at least 12 eligible credits (not counting satisfactory/unsatisfactory courses) 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 carry at least 12 eligible credits (not counting satisfactory/unsatisfactory courses) 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 Scholars. 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 by a student with the advisor 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 the first five days of the semester or quad except for special add/drop, withdrawal and refund policies for 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.

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 maintain a cumulative grade point average at or above the minimum GPA for their hours attempted 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.

Satisfactory Academic Progress

Students are placed on academic probation or suspended from Gordon when they are not making 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 or May Terms 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.

| Credits Attempted* | Cumulative GPA |
|--------------------|----------------|
| 0–26 | 1.60 |
| 27–55 | 1.80 |
| 56–above | 2.00 |

* Includes transfer credits

For this chart only, credits attempted includes semester credit hours transferred into Gordon and all courses attempted at Gordon. 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 grade point average falls below the minimum required for more than one semester. In addition, no aid will be granted if a student's average falls below the table a second time in another academic year.

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 full-time 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 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 chapel and convocation 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, writing, or applied art or music courses may not be audited. Auditors may request a record of attendance on the permanent record. To do so,

at the completion of the course obtain an audit form from the Registrar's Office, and submit it 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.

- 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), which include a week for final exams. Sixteen credits per semester constitute a normal registration. Additional courses are offered in a mid-year January term, a May 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 clock hours per week of instruction for 14 weeks in addition to 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 3-2 |
| Early Childhood Education* | Engineering |
| Elementary Education* | Recreation and Leisure Studies |
| Kinesiology | Secondary Education* |

* All education majors must complete a second major allowed by the Massachusetts Department of Education's licensure requirements, and normally will be awarded the degree appropriate to the 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 prepares students to obtain the Initial License in the following areas: early childhood, with and without disabilities; elementary; moderate disabilities; or middle school or secondary education in biology, chemistry, English, history, mathematics, physics, French or Spanish. The Master of Arts in Teaching prepares teachers having the Massachusetts Initial License to obtain a Professional License in: early childhood, with and without disabilities; elementary; moderate disabilities. The M.A.T. is also designed for those who wish to pursue an additional Initial License in the areas of: reading, English as a second language or educational leadership.

The Master of Music Education 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 arranged in advance for an incomplete grade. A final grade or an incomplete must be reported for every student.

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 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 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 grade points earned by the total hours attempted at Gordon. 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 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 P 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.
- 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 4 (four) 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 38 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 18 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 Term

Gordon College offers a selection of credit and enrichment courses from various disciplines each May/June. May Term classes are offered on varied schedules to meet student needs; morning, afternoon and evening offerings are available as well as some online courses. Most classes start the Monday immediately after Commencement and are generally finished by the middle of June. 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.

Minors

Gordon offers 37 departmental and 14 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

A maximum of 20 credits may be taken online or as distance learning courses from a regionally accredited institution. This requires approval by student's advisor and 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

Students who find it necessary to request an exception to any academic policy should secure and complete a petition form from the Registrar's Office. 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 Education, La Vida, Discovery or Concepts of Wellness

To complete the physical education activity requirements, students must take La Vida, Discovery or Concepts of Wellness during their first year, plus two quad activity classes of choice prior to the start of the junior year. Special drop and withdrawal policies apply due to hiring and scheduling requirements of these programs. La Vida and Discovery are designed for students in the first year of their college experience. Activity classes (not La Vida, Discovery or Concepts of Wellness) may be taken off campus at accredited colleges provided the course will appear on an official 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. No sport will substitute for La Vida, Discovery or Concepts of Wellness. Completion of an armed forces basic training experience or R.O.T.C. may fulfill one activity requirement but will not fulfill La Vida, Discovery or Concepts of Wellness. Upon request, students who enter Gordon at age 25 may be excused from the physical education requirement.

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.

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 without a valid test score on file with the Registrar's Office 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) off campus or a language correspondence test through Brigham Young University (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. 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 18 major credits fulfilled at Gordon; 32 of the last 40 credits must have been in residence
- No more than 4 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 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, by the second day of a May Term class, or July 1 for summer programs. 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 may not qualify for financial aid eligibility. 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. 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 may set up an account through a link from Gordon's website at www.gordon.edu/transcripts or at 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 transferrable; 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 associate dean for residence life in 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 38 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, English, finance, French, German, history, international affairs, kinesiology, linguistics, mathematics, middle school education, music, music education, music performance, philosophy, physics, preengineering and 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.

Departmental Concentration. A departmental concentration is a prescribed group of courses related to a specific topic within a student's major. Requirements for the 42 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. This is a prescribed group of at least 20 credits of related courses taken from more than one department. Each of the 16 interdepartmental minors 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: American studies, classics, East Asian studies, environmental studies, gender studies, health professions, Latin American studies, missions, neuroscience, nonprofit organization management, outdoor education, peace and conflict transformation, prelaw, public history/museum studies, sport studies and sustainable development.

GRADUATE DEGREE PROGRAMS

Gordon College offers three graduate degrees. The Master of Education in Curriculum and Instruction prepares students to obtain the Initial License in the following areas: early childhood, with and without disabilities; elementary; moderate disabilities; or middle school or secondary education in biology, chemistry, English, history, mathematics, physics, French or Spanish. The Master of Arts in Teaching prepares teachers with the Massachusetts Initial License to obtain a Professional License in: early childhood, with and without disabilities; elementary; moderate disabilities. The M.A.T. is also designed for those who wish to pursue an additional Initial License in the areas of: reading, English as a Second Language or educational leadership. Students may also enroll for licensure or professional enrichment.

The Master of Music Education 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

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 Christian Studies

The mission and programs of the Gordon College Center for Christian Studies serve faculty and students by bringing engaging thinkers, issues and events to the Gordon campus and by magnifying the gifts and wisdom of the College community to the larger academy, Church and culture. The Center for Christian Studies (CCS) develops, promotes and coordinates opportunities for Christian scholars to deepen and broaden public conversations about the great human issues in our society.

Whether sponsoring individual scholars, creating small gatherings of Christian thinkers or organizing large public conferences, the CCS exists to benefit the academic, ecclesial and cultural communities through research, writing, performance and respectful conversations across disciplines, between academic institutions, among Church traditions and with the larger culture. The Center for Christian Studies is located at 266 Grapevine Road. See www.gordon.edu/ccs.

Health Professions Program

Medicine is a demanding but rewarding pursuit, and students bound for medical training need to complete an appropriate program of study to be competitive in applying to medical schools. 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. A two-year sequence of seminars prepares students for the study of medicine through readings, discussion of ethical issues, and visits with physicians, medical students, researchers and other health professionals. See Health Professions Program under Interdisciplinary/Off-Campus Programs or contact Dr. Craig Story, Biology Department, 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, 300 journals in hard copy, DVDs, videos, CDs, music scores, rare books and curriculum materials. In addition, the library provides access to over 60 online databases and over 45,000 online journal titles. 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 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 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

Gordon's 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 then recorded on students' transcripts, although academic credit is not awarded.

INTERNSHIP

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

Please see the Global Education Office website for additional information: 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.

Gordon in Aix: French Language and Culture Immersion. This Gordon program in Aix-en-Provence, France, is an academic-year program set up in conjunction with the Institut d'Etudes Françaises pour Etudiants Etrangers of the University of Aix-Marseille III and with a coordinator related to the French Reformed Seminary in Aix. The emphasis of this program is on gaining fluency in the French language. Advanced students may participate for only the spring semester. Students may earn 20 credits per semester. With COR210, 211 fulfills core Global Understanding theme. Contact the Global Education Office.

Gordon in Boston: Urban Studies with Professional Internship. Gordon College offers students a unique semester of urban study and internships while living together in the heart of Boston's inner city. With a vision to develop the next generation of urban leaders, the program uses an interdisciplinary approach focusing on the multifaceted dimensions of urban life. Classroom knowledge is supplemented with professional internships which serve the people of the city, and in which students can develop needed job skills and broaden their professional network for future employment. Internships are selected to further the student's personal and academic interests through firsthand experience in a wide array of businesses and organizations in such fields as healthcare, economic development,

education, media, social work, judicial, recreation and ministry. Students majoring in education, social work or youth ministry may complete their practicum requirement while participating in the Boston program and attending selected urban studies courses. Introduction to Urban Studies is a required course (fulfills the core social science option for students entering prior to 2009). In addition to the internship, course electives include Arts in the City (a core fine arts option for students entering prior to 2009 and a core Aesthetic Sensibilities theme option) and a special topics course from either communications, business, English literature or political science. With COR210, 211 fulfills core Global Understanding theme.

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 Gordon College semester in Orvieto, Italy, is an arts-oriented program which includes: introductory Italian language (2 credits); an interdisciplinary course in the cultural history of the Renaissance; and three courses in visual arts, creative writing, literature, history or theatre. Students and faculty are lodged in a convent in Orvieto, an ancient hill town located between Rome and Florence, and regular excursions are arranged to sites of artistic and cultural significance. See Off-Campus Course Descriptions. With COR210, 211 fulfills core Global Understanding theme. Contact the Art Department and the Global Education Office.

Gordon in Romania. Gordon in Romania provides students with a unique and exciting opportunity to engage a post-communist nation in transition and to discover Romania's language, culture and traditions. From the basis of a strong community—bonded together by academics, devotion and retreats—students participate in New Horizons' work with Romanian young people and explore issues of sustainable development, poverty, underdevelopment and human well-being. Students take four, 4-credit courses: Romanian Language, Culture and History; Eastern Orthodoxy; Sustainable Development; and Experiential Education. With COR210, 211 fulfills Global Understanding theme. Contact Global Education Office.



Gordon in Romania

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 or a minor in outdoor education. Sixteen credits and an internship placement. Contact Rich Obenschain, director of the La Vida Center for Outdoor Education and Leadership.

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 Theatre (England); Coffee Seminar (Guatemala); 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); Sustainable Tropical Agriculture (Project ECHO, Florida and Haiti or Honduras); 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 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.

Salzburg Honors Program: Exceptional students with a GPA of 3.5 or higher who plan to participate in two summers may develop and present an honors capstone project (thesis, recital or art showing). 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. See Off-Campus Course Descriptions.

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 Course Descriptions. Contact the Global Education Office.

China Studies Program. This semester program is based at the Overseas Education Office of Xiamen University in Fujian Province, with major excursions to Beijing and Hong Kong. Studies include standard Chinese language and interdisciplinary courses on Chinese history and culture. One-on-one conversational tutorials with Chinese students provide opportunities to meet with Chinese nationals. With COR210, 211 fulfills core Global Understanding theme. See Off-Campus Course Descriptions. Contact the Global Education Office.

Contemporary Music Center. This interdisciplinary program is based on Martha's Vineyard, Massachusetts. 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 or the Executive Track. See Off-Campus Course Descriptions. 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, 211 fulfills core Global Understanding theme. See Off-Campus Course Descriptions. 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 Course Descriptions. Contact the Global Education Office.

Middle East Studies Program. Cairo, Egypt, is the site of this semester program that 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 in Cairo. Trips to Israel, Palestine, Jordan, Syria and Turkey are included. With COR210, 211 fulfills core Global Understanding theme. See Off-Campus Course Descriptions. Contact the Global Education Office.

Scholars' Semester in Oxford (two semesters). The Oxford program is a year-long honors program for students in the liberal arts and social sciences with tutorials in the fields of classics, English language and literature, history, history of art, philosophy, religion and theology. Applicants must be recommended to the program by their department heads and must have a 3.5 or better GPA. Tutorials and seminars are equivalent to upper-division courses. Students are expected to do advanced work and therefore need to have sufficient preparation for the concentration chosen. Seventeen credits per semester. Contact the Global Education Office.

Uganda Studies Program. The Uganda Studies Program offers an invaluable opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity. There are two tracks offered: Uganda Studies or Intercultural Ministry and Missions. Each track is 16 credits. With COR210, 211 fulfills core Global Understanding theme. See Off-Campus Course Descriptions. Contact the Global Education Office.

Students in the Uganda Studies emphasis live and study with the Uganda Christian University (UCU) Honours College, a group of 35 students committed to high academic standards and self-guided learning. Core courses focus on the religion, culture, literature and history of Africa. Electives provide opportunity to explore areas of interest, studying with and learning from students from around East Africa. Participants process and apply their experiences in a faith and practice seminar. Each participant joins a campus group to get to know Ugandans from a specific area of the country and travels with a group to sights in Uganda. Students serve regularly in the local community and join Honours College students in a larger service project of their own design.

The Intercultural Ministry and Missions students study, worship and eat on-campus with Ugandan peers, but spend time with the Ugandan family within which they are integrated for the entire semester. Students learn relational ministry in a foreign culture firsthand by developing plans to creatively engage the community in which they live. Travel in this track is specifically designed to explore issues of cross-cultural ministry.

Other Approved Programs

Allied Health Science. Gordon College has a formal agreement with the Thomas Jefferson University College of Health Professions in Philadelphia, Pennsylvania. During their first two years at Gordon, students take a specific body of courses in preparation for admission to Jefferson programs leading to baccalaureate degrees in the fields of radiologic sciences, bioscience technologies, nursing, occupational and physical therapy. For further information see www.jefferson.edu/jchp/home.

Students interested in the program should immediately contact the health professions advisor to be sure they are on track with requirements. Close advising is essential to a successful application, which is initiated in the first semester of the sophomore year. Students who meet the criteria set out by Thomas Jefferson are assured of special consideration for admission. Contact Dr. Craig Story, director of health professions, for further information.

AuSable Institute of Environmental Studies. With the basic mission of promoting responsible Christian stewardship of God's creation, AuSable Institute and Pacific Rim Stewards serve evangelical Christian colleges by providing field-oriented courses in January and May, and two summer sessions. Study sites are located in northern Michigan and Washington state. Contact Dr. Dorothy Boorse, Gordon's AuSable representative.

Budapest Semester in Mathematics. This program provides an opportunity for qualified students majoring in mathematics or computer science to study in Budapest, Hungary, 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. With COR210, 211 fulfills core Global Understanding theme. Contact departmental faculty and the Global Education Office.

China Studies Institute (formerly, Beijing Institute of Asian Studies). 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, 211 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 choose to live in dorms or in homestays, and courses vary. With COR210, 211 fulfills core Global Understanding theme. Contact departmental 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 the urgent global, environmental issues of the coming decades. Programs are offered during fall and spring semesters in Central America (Belize) and the South Pacific (New Zealand and Samoa). Students in Belize study for four months in Nabitunich, a collection of cottages on a large farm near the Mayan ruin of Xunantunich. Located in the South Pacific, community living enriches the learning of this program. The three-week Samoa segment includes village homestays. With COR210, 211 fulfills core Global Understanding theme. Contact the Global Education Office.

University of Edinburgh. Currently approved for philosophy majors (biblical studies majors pending), 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. 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. With COR210, 211 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. With COR210, 211 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 in the spring semester and students from LCC to Gordon in the fall. Students from Gordon will join with 30 other North American students to immerse themselves in the culture of the Baltic states. Most courses are in business, English and theology, but LCC offers a wide variety of psychology and sociology courses as well. There are also courses that could meet core requirements or other requirements for students' majors. With COR210, 211 fulfills core Global Understanding theme. Contact the Global Education Office.

Oregon Extension. On the banks of an old millpond in the Cascade Mountains of southern Oregon, this fall-semester 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. Contact the Global Education Office.

Spring Semester in Thailand. The program employs an interdisciplinary approach to Thai history, sociology, anthropology, languages, politics, economics, education and religion. The first intensive 16 weeks are based in Chiang Mai and include an internship (16 hours/week). For the final month, students live and study in the foothills of the Himalayas of Northern Thailand in a Karen tribal village. With COR210, 211 fulfills core Global Understanding theme. Contact the Global Education Office.

Westmont College's 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. 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 in a variety of institutions in many countries overseas. Some programs require fluency in a foreign language while others offer courses taught in English. Contact the Global Education Office for information or petition forms.

HONORS PROGRAMS

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.

Lambda Pi Eta. The Tau Psi Chapter of Lambda Pi Eta, the honor society of the National Communication Association, was established at Gordon in 2005. It recognizes scholastic achievement and supports service leadership and professional development in communication arts. Membership is by invitation.

Phi Alpha Chi. Phi Alpha Chi was founded at Gordon in 1928 as a scholastic honor society. The Greek letters stand for Philoi 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 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 (consortium of Gordon College, Endicott College and Salem State College) must be graduating seniors with grade point averages of at least 3.0 who have pursued degrees in science or engineering and have shown an aptitude and experience in original and independent research.

Departmental Honors Programs

Departments at Gordon College have 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 for the program 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. 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. Students must have a 3.0 GPA or higher and sophomore status to begin the program. Offered as two six-credit courses; credit may be applied to three of the following core 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. 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. For further information contact M. Ryan Groff, program coordinator, or Dr. Thomas Albert Howard, director.

Pike Honors Program

The Kenneth L. Pike Honors Program provides exceptional students with an opportunity to meet unique academic goals not possible under existing Gordon programs by designing individualized, disciplined and challenging academic experiences, usually interdisciplinary in nature.

Students who complete at least one semester at Gordon College with a cumulative grade point average of 3.5 will receive an invitation to apply to the program. Applicants devise a draft proposal for their individualized major 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 in a unique way, or will constitute an interdisciplinary or contract major in a recognized discipline not available at Gordon. Pike contract majors must be approved by both the Pike and Academic Programs Committees of the faculty.

To remain in the program, the scholar's cumulative grade point average must not fall below 3.5 for a total of three semesters. Normally the equivalent of 56 credits must be earned under the program. 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. 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.

- * **COR107, 108, 109 The Great Conversation: Foundations in Thinking, Reading and Writing (4)**—Introduces Christian liberal arts tradition through reading, discussing and writing about works and ideas of some of the greatest writers of all time. 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. COR108, 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 Education**—Introduces fitness, recreation and outdoor activities which contribute to lifetime health and fitness.

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

PE015 Discovery

PE016 La Vida

PE017 Concepts of Wellness (by petition only)

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 seasons cannot be used. Use of club sports participation

* Fulfills core common or thematic requirement.

**The language requirement may be validated in several ways. See Admissions, Language Placement.

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 as well as 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. Up-to-date lists of courses which fulfill themes are available online and in the Registrar's Office. Thematic courses are also identified in 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 (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

Catherine M. Cobbey, 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

- 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.

DEPARTMENTAL CURRICULUM

DEPARTMENT OF ART

Chair Tanja Butler, Bruce Herman, Jim Zingarelli. **Part-Time:** Timothy Ferguson Sauder, Bill Franson, Bradford Johnson, Jean Sbarra Jones, C. Chris Minidis, Truit Seitz, 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): One drawing and one design class:

ART102 Drawing I

One of the following:

ART110 Design I: Principles of Design

ART270 Design II: Process and Application

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

ART150 Art History: Cave Art to Medieval

ART151 Art History: Renaissance to Modern

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

ART371 Selected Topics or ART381 Independent Study: Painting

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 or ART110 Principles of Design

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

ART367 Illustration

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

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

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

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

ART410 Modern Art Seminar

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
- ART410 Modern Art Seminar
- Art theory elective

COURSE DESCRIPTIONS* **FNA112 Arts in Concert (4)**—See divisional 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. Fine arts option for students entering before fall 2009; 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 20th century as well as parallel non-Western developments. Fine arts option for students entering before fall 2009; fulfills core Aesthetic Sensibilities and Practices theme.

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, introductory figure painting. *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 fundamentals of cameras, lighting, composition, basics of processing and printing black and white film, and use of photography as medium of communication and artistic expression. *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.

ART302 Drawing in Context (4)—Upper-level drawing course incorporating skills and knowledge gained in Drawing I and Drawing II, extending visual vocabulary of student with experimentation, more sophisticated theoretical concerns and exposure to contemporary art. *Prerequisite:* major, ART202 or permission of instructor. (Offered periodically.) Model 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)—Continues ART220. Emphasizes development of personal photography portfolio; explores landscape, portrait and experimental/digital techniques. *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/time line 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. 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 (resume 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 20th-century art (Cubism, Surrealism, Expressionism, Minimalism, etc.); Modernism and Postmodernism discussed within Western contexts while addressing non-Western influences. Open to nonmajors. Fine arts core option for students entering before fall 2009.

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 chain saws 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: Applied Graphics/Location-Specific Design (4)—Students use computer to research, compose and create options for projects produced by hand rather than by mechanical process. Focus on producing multiple options. Investigation of role and effect of location and spatial relationships on individual design projects. Links made between computer-aided design and hand-built work. Computer-based class using Adobe Illustrator, Photoshop and/or InDesign. *Prerequisite:* ART270, major or permission of instructor. Lab fee. (Alternate years.)



DEPARTMENT OF BIBLICAL STUDIES AND CHRISTIAN MINISTRIES

Chair Roger Green, Mark Cannister, Theodore Hildebrandt, Steven Hunt, Sharon Ketcham, Elaine Phillips, Robert Whittet, Marvin Wilson. Part-Time: Paul Borthwick, Scott Larson, Virginia Ward.

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 two core requirements (BCM101 and BCM103). The 10 required courses beyond the core are:

Biblical Interpretation (8 credits):

- BCM220 Introduction to Biblical Studies
- BCM335 Biblical Hermeneutics

The Gospels (4 credits) one of:

- BCM203 Gospel of Matthew
- 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* BCM306 Christianity from the Reformation to the Present *or* BCM 308 Christian Theology
- BCM302 Old Testament Theology *or* BCM310 New Testament Theology
- BCM305 Development of Christian Thought
- BCM322 American Christianity

Departmental Electives (12 credits) three from:

Department electives at least 8 credits of which must be from biblical studies (BCM203, 205, 209, 210, 211, 227, 232, 234, 301, 302, 305, 306, 308, 310, 322, 324, 325 or 337). 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, 205, 209, 210, 211, 227, 232, 234, 302, 310, 322, 324, 335 or 337. 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 six courses (24 credits) in biblical studies. These are BCM101, BCM103, an Old Testament course (BCM211, 227, 302 or 325), a New Testament (BCM203, 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 *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, 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

- BCM201 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, 301, 302, 305, 306, 310, 322, 324, 325, or 337.

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, 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

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.

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. Offered 2011–12.)

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 2011–12.)

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 2011–12.)

* **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 health care. 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, health care 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 2011–12.)

BCM232 Biblical Archaeology (4)—Studies archaeological discoveries and documents which shed light on Bible and its world. Emphasizes Dead Sea Scrolls. Field trips to museums. (Alternate years. Offered 2011–12.)

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. Fulfills core Human Person theme.

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 fall of odd-numbered years.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

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 21st-century theological issues. No prerequisite. (Alternate years. Offered 2011–12.)

- * **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.

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 2011–12.)

- * **BCM311 Hebrew I (4)**—Introduces fundamentals of biblical Hebrew; emphasizes grammar, vocabulary and syntax. (Alternate years. Not offered 2011–12.)
- * **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 2011–12.)

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 2011–12.)

BCM318 Biblical Perspectives of Gender (4)—Emphasizes critical study of Scripture that moves beyond experiential arguments concerning gender issues in Church 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 17th 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 2011–12.)

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. Not offered 2011–12.)

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 2011–12.)

BCM/BUS326 Church and the City (4)—See Interdisciplinary and 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.

BCM337 Historical Geography of the Lands of the Bible (4)—Studies geographical features of lands of Bible stressing factors that affected settlement patterns, communication and power struggles. Relevant biblical, historical and archaeological materials correlated with geographical features, major sites and routes in antiquity. (Alternate years. Not offered 2011–12.)

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. Repeatable with a different topic.

BCM375 Book of Revelation (4)—Study of the book of Revelation, its literary and historical environment, interpretation, major theological themes and modern-day application. (Alternate years. Not offered 2011–12.)

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. (Alternate fall semester of even calendar years.)

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.

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 2011–12: “The Life, Ministry and Theology of Dietrich Bonhoeffer;” “The Writings of Abraham Joshua Herschel;” “Exegesis of Ephesians.” *Prerequisite:* permission of instructor.

DEPARTMENT OF BIOLOGY

Chair Dorothy Boorse, Gregory Keller, Craig Story, Yuanming Zheng. Adjunct: Grace Ju, 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 the biological area 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.

Allied Health Programs

Special programs separate from the departmental majors are offered in cooperation with the Thomas Jefferson University College of Health Professions in Philadelphia. See Other Approved Programs in Academic Program section.

Environmental Science

Gordon College participates in the program of AuSable Institute of Environmental Studies in Washington state and Michigan. 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 AuSable, a student may complete a biology major with an environmental concentration (see requirements below) or minor in environmental studies (see minors) and may earn certification from AuSable as an environmental analyst. AuSable 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.

International Seminar: Sustainable Tropical Agriculture

A 4-credit biology/missions course is offered during winter break under the College's International Seminar program. Taught at ECHO (Educational Concerns for Hunger Organization, Fort Myers, Florida) and in Nicaragua, Haiti or Honduras, the course involves study of tropical fruit trees and vegetables, tillage, aquaculture and appropriate technology. Lectures, workshops and field trips held daily. Travel involves work with local farmers, agroforestry and aquaculture projects. Students assist in clinics and travel to villages with health and farm workers. This is a unique opportunity for practical experience in agricultural missions. See BIO291. Contact Dr. Ming Zheng, Biology Department, and Global Education Office.

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 AuSable 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 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

Students interested in a career in the medical, veterinary, dental or other health professions fields should complete the requirements for the Health Professions Program. The requirements for the concentration are listed in the Interdisciplinary and Off-Campus Curriculum section of the catalog. Contact Dr. Craig Story, Biology Department, 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 AuSable Institute of Environmental Studies

BIO440 Advanced Techniques in Ecology and BIO291 Sustainable Tropical 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 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 AuSable course) and at least three upper-level (300- or above) biology courses.

The following science and mathematics support courses are also required of all 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.

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.

COURSE DESCRIPTIONS

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

- * **BIO/NSM220 Human Biology, Health and Disease (4)**—Core life science lab option for students entering before fall 2009. Fulfills core Natural World theme. Not for biology majors. See divisional course descriptions.
- * **BIO/NSM222 Environmental Science (4)**—Core life science nonlab option for students entering before fall 2009. 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.

BIO200, 201/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 health professions minor or concentration, 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. 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.

- * **BIO291 International Seminar: Sustainable Tropical Agriculture (4)**—Core life science lab option. Offered during winter break in Florida and Haiti or Honduras. See department information.

BIO300, 301/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. *Prerequisites:* BIO/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.
- * **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.

BIO309 Plant Anatomy and Physiology (4)—Examines anatomy, structure and function of plant bodies. Research methods emphasized in weekly laboratory. *Prerequisites:* BIO150, 250. (Alternate years. Offered 2011–12.) 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. *Prerequisites:* BIO250. Fulfills core Natural World theme. (Alternate years. Not offered 2011–12.) 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. *Prerequisites:* BIO150, 151. (Alternate years. Not offered 2011–12.) 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. Lab fee.

BIO323 Developmental Biology (4)—Experimental analytical approach to problems in gamete production, fertilization, growth, differentiation and morphogenesis. Discussion of factors that control gene expression is emphasized. Experimental labs cover embryology, tissue culture and protein analysis. *Prerequisites:* BIO150, 151. (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. (Offered in even-numbered years: offered summer 2012.) 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. Students may enroll more than once if topic changes. Prerequisites set by instructor. *Selected Topics in Environmental Science fulfills core Natural World theme.

BIO415 Parasitology (4)—Exploration of diverse parasite fauna of man and other vertebrates and invertebrates. Lectures emphasize species of medicinal importance likely to be encountered while traveling domestically and overseas. Labs involve dissection, collection and identification of parasites from a variety of hosts found in Massachusetts. Content includes taxonomy, morphology, evolution, ecology and life history of parasitic protozoans, helminths and arthropods. Ideal for students interested in medicine, veterinary and wildlife sciences. *Prerequisites:* BIO150, 151. Junior or senior status recommended. (Alternate years. Offered 2010–11.) Lab fee.

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. Offered 2011–12.)

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)—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 resume 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. Arrangements made through Biology Department Chair.

AUSABLE INSTITUTE OF ENVIRONMENTAL STUDIES

Gordon is one of the charter members of AuSable 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. AuSable students can get certificates as naturalists or as land, water or environmental resources analysts. Offerings may vary annually. See AuSable representative Dr. Dorothy Boorse. Course information is available on the AuSable website at www.ausable.org.

DEPARTMENT OF CHEMISTRY

Chair Irvin Levy, Joel Boyd, 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 two 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.

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 credits from the following:

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

Health Professions Concentration

Students interested in entering a career in the medical, veterinary, dental or other health professions fields should complete the requirements for the professional concentration above (with some minor changes) plus the Health Professions Program requirements. See the Interdisciplinary and Off-Campus Curriculum section of the catalog. Biochemistry may be substituted for Inorganic Chemistry. Contact Dr. Craig Story, Biology Department, 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

- * **COR202/NSM202 Scientific Enterprise (4)**—See Core Curriculum.
- * **NSM216 Introduction to Geology (4)**—Core physical science nonlab option for students entering before fall 2009. See divisional course descriptions. Fulfills core Natural World theme.
- * **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. Core physical science lab option for students entering before fall 2009. 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.

* **CHE201 Forensic Science: Chemistry and Investigations (4)**—Explores nature of forensic investigations and how chemical, physical and biological techniques and instrumental tools are used in helping solve crime or provide clues to a mystery. Selected topics include trace analysis, toxicology, pharmacology, molecular genetics, fingerprinting and legal implications. Uses forensic science as framework for studying basic concepts of general and analytical chemistry. Core physical science lab option for students entering before fall 2009; 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 2011–12.)

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 2011–12.)

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. 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 2011–12.)

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

Chair Nathan Baxter, Catherine Cobbey, Virginia Todd Burton.

Part-time: Jo Kadlecsek.

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 story-telling 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.

- COM201 Visual Storytelling
- COM205 Perspectives on Communication
- COM252 Media and Society

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
- COM317 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

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

Capstone Experience

- 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

A minor in communication arts may be constructed in consultation with departmental chair. All minors are required to take a minimum of 20 credit hours in the department. Two courses are required for the minor: COM205 Perspectives on Communication and COM252 Media and Society. 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

COM201 Visual Storytelling (4)—Studies foundational concepts in storytelling and visual communication, and their interrelation in a digital context. Develops knowledge and skills in applying basic media storytelling structures and techniques (including journalism, public relations, advertising, opinion and scriptwriting) and basic visual design (including color theory, typology and composition). Lab fee.

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.

COM210 Rhetoric and Culture (4)—Tracks status of rhetorical theory and practice in cultural formations of Western tradition from classical times to present. Explores how symbolic actions mediate cultural traditions and practices, disclosing sensibilities of justice, excellence, knowledge and prudence. (Alternate years.)

COM217 Screenwriting (4)—Examines principles of screenplay writing with constant practice. Coursework includes extensive analysis of student work and established models. *Prerequisite:* permission of instructor. Lab fee.

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. Building on classical standards, develops greater skill and poise in making presentations. Cultivates discernment of timing and appropriateness in speech that serves listeners in their circumstances, helping them respond freely, lovingly and truthfully. *Prerequisite:* major or permission of chair.

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.

COM252 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.

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:* Major or permission of instructor. 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.

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.

COM325 Public Relations and Advertising (4)—Studies and practices many forms of promotional and public relations writing including press releases, public service announcements, magazine queries, securing television and radio interviews, coverage memos, media alerts, features, trade press releases, newsletters, backgrounders and public relations presentations. *Prerequisite:* COM201 or 211. (Alternate years.)

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. Cultivates greater insight into conditions of being persuaded and greater discernment in responding to and offering persuasion. *Prerequisites:* COM205, 252 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. *Prerequisites:* COM254 or permission of instructor.

- * **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. 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.

DEPARTMENT OF ECONOMICS AND BUSINESS

Chair Stephen Smith, Casey Cooper, Kent Seibert, Kejun Song, Bruce Webb.
Part-Time: Margaret Niehaus, Ryan Smith, Alice Tsang, 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
- ECB492 Senior Seminar: Management, Policy and Ethics

One of the following courses:

- ECB245 Principles of Management
- ECB277 Principles of Marketing

Three of the following courses:

- ECB335 Not-for-Profit Accounting
- ECB362 Cost Accounting
- ECB364 Federal Income Taxation
- ECB443 Auditing

Double majors in accounting and business administration will not be allowed to use the following accounting courses as electives for their business administration major: ECB335, 352, 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 coursework within the major at or above the 300 level
Double majors in accounting and business administration will not be allowed to use the following courses as electives for their business administration major: ECB335, 352, 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 10 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

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
- ECB335 Not-for-Profit Accounting
- 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 of the economics or business fields. See department faculty for details.

International Seminar: Economic Development in Modern China

The Economics and Business Department offers an 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 the spring semester, then travel to key sites of historical interest and economic development. Anticipated spring/summer 2011. Earns 4 semester hours of credit through either the Economics and Business Department or History Department. 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:*
- ECB335 Not-for-Profit Accounting
 - 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

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.

COURSE DESCRIPTIONS

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. Core social science option for students entering before fall 2009. 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.

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 International Seminar: Economic Development in Modern China (4)**—Summer study and travel program focusing on modern China, its economy and development. See departmental information. With COR210, 211 fulfills core Global Understanding theme. Anticipated spring/summer 2011.

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.

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. (Alternate years.)

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.

ECB335 Not-for-Profit Accounting (2)—Focuses on recording and reporting financial information in not-for-profit sector. Emphasizes nongovernmental entities such as colleges and universities, healthcare organizations, church and

parachurch organizations. Financial statements of various forms of organizations analyzed and implications for mission and organizational management examined. *Prerequisite:* ECB218.

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, 218.

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. *Prerequisites:* 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. *Prerequisite:* 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. (Alternate years.)

ECB371 Selected Topics (2 or 4)—Explores theoretical or applied topic not regularly taught. 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 Internship (2)—Combines on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. Two credits maximum toward major. *Prerequisite:* minimum cumulative GPA of 2.50.

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 Fiint-Ferguson; Licensure Officer, Janet Arndt; Joyce Meeuwse, Donna Robinson. Part-Time: Mariann Illingworth, Kathleen Mort, Suzette Persenaire, Ryan Plosker, Christine Redford, 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* |
| Academic Content Areas Aggregate | 98% passing rate |

Requirements for a Liberal Arts Second Major

All education majors must complete an acceptable 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.

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, 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.* See departmental advisor.

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 |

* 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.

- EDU440 Education Methods Block
- 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 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 licensure as an elementary teacher of English as a Second Language (ESL) PreK–6:

- LIN200 Introduction to Linguistics
- EDU245 Multicultural Education
- 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, 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, Spanish, French or German). The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.* See departmental advisor.

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
- EDU440 Education Methods Block
- 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, 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 |
| EDU440 | Education Methods Block |
| 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 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 licensure as an elementary teacher of English as a Second Language (ESL) PreK-6:

| | |
|--------|---|
| LIN200 | Introduction to Linguistics |
| EDU245 | Multicultural Education |
| 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, 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,

* 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.

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, 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 * 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
- EDU438 Classroom Management
- EDU483 Middle School Practicum (12-16 credits)

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, 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.* 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
- EDU438 Classroom Management
- 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, 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 secondary education major requirements, the following courses are required for ESL licensure:

- LIN200 Introduction to Linguistics
- EDU245 Multicultural Education
- 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
- EDU347 Elementary Reading and Language Arts (Grades 1–6)
- 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 and maintain a cumulative GPA of 2.70. 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)
- 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)

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.

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.

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. *Prerequisite:* EDU112–114. 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. *Prerequisites:* EDU114–116.

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 relationship to classic literature. Focuses on literary and educational aspects of works.

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. *Prerequisite:* EDU112–116, 225, 226 or PSY244.

EDU245 Multicultural Education (2)—Introduces concepts, issues and perspectives related to multicultural education and challenges personal awareness and attitudes toward diversity, instructional practices, curricula and resources which impact schools. Field experience required.

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. *Recommended prerequisite:* one course in linguistics. Course is a prerequisite for EDU400. (Alternate years.)

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. (Alternate years.)

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.

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. *Prerequisites:* junior or declared middle school major status; approval for teacher education program. (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. (Alternate years.)

EDU345 Introduction to Teaching Reading (2)—Explores history, theories, scientifically based reading research, developmental stages, phonics and components of 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 Civic Responsibility theme.

EDU371 Selected Topics (1–4)—Examines selected topics appropriate for educators. 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. (Alternate years.)

EDU420 Middle School: Methods and Curriculum (4)—Analysis of curricular issues of middle school: 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. *Prerequisite:* 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. (Alternate years.)

EDU438 Classroom Management (2)—Considers behavioral theory and practical means of working with learners with and without disabilities in classroom settings.

EDU440 Education Methods Block (4)—Methods, curriculum and evaluation of social studies, 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.

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 (8-16)—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 Andrea Frankwitz, Paul Borgman, Andrew Logemann, Mark Stevick. **Part-Time:** Lori Ambacher, Patricia Anders, Anne Blackwill, Stephen Leonard, Lynn Marcotte, Glenn Smith, Robert Talbot.

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 EN260 or EN360)

Three courses in writing, rhetoric and/or theory

A grade of C (2.0) or better must be attained in order for a course to fulfill a major or minor requirement.

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

COM317 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.

Courses required within the English major for Massachusetts licensure:

- ENG204 Grammar and Style *or* ENG404 History of the English Language
- ENG260 The Bible as Literature *or* ENG360 Biblical Narrative
- ENG312 Advanced Composition and Rhetoric
- Two British literature courses
- Two American literature courses

COURSE DESCRIPTIONS

CORE CURRICULUM

- * **ENG141 Western Literature (4)**—Studies selected literary works in European cultural tradition from ancient Greece through the modern period. Core literature option for students entering before fall 2009. Fulfills core Human Person theme.
- * **ENG143 Women’s Literature (4)**—Studies selected works by women authors. Focuses on gender issues, women’s styles. Core literature option for students entering before fall 2009. Fulfills core Human Person theme.
- * **ENG145 Nobel Literature (4)**—Studies selected literary works by winners of Nobel Prize for Literature. Core literature option for students entering before fall 2009. 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.

* Fulfills core common or thematic requirement.

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:* COR107. 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. *Prerequisite:* permission of instructor.

ENG214 Survey of British Literature I (4)—Traces development of British literature from Beowulf era through 18th 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.

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 19th and 20th 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 17th 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.

ENG333 Neoclassicism (4)—Focuses on English literature written between restoration of Charles II and rise of Romantic individualism. Includes Dryden, Pope, Swift, Boswell, Johnson, Fielding, Sheridan and others. *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 20th-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 19th-century Britain. Focuses on major novelists 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. (May be petitioned for Comparative strand.) *Prerequisite:* ENG211.

ENG348 American Literature: 1945 to Present (4)—Critical analyses of fiction and poetry of the contemporary period, 1945 to present (Munro, Sexton, Koethke, Barthleme). 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. 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.

ENG430 The Great American Novel (4)—Studies four or five major American novels in depth. Research, major paper and presentation required. *Prerequisite:* ENG211.

ENG434 Major Figure in American Literature (4)—Studies significant works of one major figure in American literature with in-depth historical and critical treatment. Research, major paper and presentation required. *Prerequisite:* ENG211.

ENG440 The Literary Journal (4)—Focuses on production of literary magazine. Students produce magazine, receiving hands-on training from initial manuscript selection to production of print copy, and become familiar with latest technology to generate page layouts and camera-ready copy. Discussion and selected readings center on traditions and theories regarding history and production of literary magazine. *Prerequisites:* senior standing and permission of instructor.

ENG470 Chaucer and the Medieval Tradition (4)—Studies *Canterbury Tales* and other medieval literary works using Middle English texts. Set in artistic, theological and philosophical contexts of Christian Middle Ages in Europe. *Prerequisite:* ENG211.

ENG472 Genres in British Literature (4)—Studies significant texts within one genre in British literary studies: fiction, poetry or drama. Research, major paper and presentation required. *Prerequisite:* ENG211.

ENG474 Major Figure in British Literature (4)—Studies significant work of one major figure in British literature with in-depth historical and critical treatment. Research, major paper and presentation required. *Prerequisite:* ENG211.

ENG484 Figures in World Literature (4)—Studies literature of two or three authors whose works have been translated into English. Research focuses on cultural, political and historical aspects of their work. Research, major paper and presentation required. *Prerequisite:* ENG211.

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.

DEPARTMENT OF HISTORY

Chair Jennifer Hevelone-Harper, Stephen Alter, David Goss, Thomas Howard, David Wick. Part-Time: Agnes Howard, Ute Possekel, Liesl Smith, David Sparks.

MISSION: The Department of History introduces students to essential knowledge of humankind's past, assisting them to gain insights 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 broadly educated students for responsible Christian citizenship and insightful cultural involvement. It also seeks to prepare students with preprofessional education in such fields as business, law, government service, teaching, the Christian ministry, archival and museum work, and to qualify them for graduate studies in the social sciences.

Requirements for the Major in History

History majors are required to take 32 credits of historical offerings beyond the core requirements. The following must be included in the course selections:

HIS492 Colloquium in Historiography

Six to 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 History
- HIS494 Advanced Seminar: Medieval and Early Modern History
- HIS495 or 496 Advanced Seminar: Ancient History I or II

In addition to the above major requirements, at least 4 credits each are to be selected from four of the six following categories, one of which must be History of Asia, Africa, the Middle East and Latin America:

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 and Early Modern Europe

- HIS219 Medieval Europe
- HIS221 Renaissance and Reformation Europe
- HIS223 The Formation of Modern Europe 1555–1789
- HIS331 History of England, Ireland, Scotland and Wales
- HIS341 Eastern Europe, Byzantium and the Caucasus

History of Modern Europe

- HIS230 Revolutionary Europe 1789–1914
- HIS238 A Century of Ideology and Bloodshed: Europe 1914–Present
- HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean
- HIS240 Christianity and the Modern World: A Historical View
- 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
- HIS324 History of American Foreign Relations

History of Asia, Africa, the Middle East and Latin America

- HIS224 Premodern China
- HIS225 Premodern Japan
- 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)

Public History and Museum Studies

- HIS390 Public History and Museum Studies
- HIS391 Museum Management

Majors anticipating graduate school are encouraged to elect additional history courses beyond 32 credits as well as to develop the language and research skills related to their prospective graduate studies. History majors are strongly encouraged to pursue intermediate language study in French, German, Italian, Greek or Latin. Majors are also encouraged to select a distribution of courses across historical periods and geographical areas.

Honors in History

Seniors who complete an independent research project culminating in a written honors thesis will be eligible to graduate with honors in history. Under the direction of a faculty advisor, candidates will develop a thesis proposal and enroll in HIS471, 472 Research I, II in the junior or senior year. For honors the thesis developed in the research courses must be of high quality and defended orally to department faculty and fellow students towards the end of the senior year. The minimum GPA for honors candidates is 3.50 in the major and 3.00 overall. See department faculty for details.

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. Fulfills core Global Understanding theme.

International Seminar: Economic Development in Modern China

The Economics and Business Department and the 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 interest and economic development. Tentatively offered spring/summer 2011. Earns 4 semester hours of credit through either the Economics and Business Department or History Department. Contact Global Education Office to apply. Fulfills core Global Understanding theme.

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 for specific teacher education and major requirements. The following history courses are required for Massachusetts licensure: HIS232, 234, 237, 375, 492, an advanced seminar and GEG210.

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 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.

Minor or Concentration in Public History and Museum Studies

Professional training for 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. Entry level positions in above fields may be attained by students with a bachelor's degree. Major in history not required. For specific requirements see Interdisciplinary and Off-Campus Curriculum. Contact Professor David Goss, History Department.

COURSE DESCRIPTIONS

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. Fulfills social science core option for education majors entering before fall 2009.

* **HIS121/COR121 Historical Perspectives on Culture, Belief and Civilization (4)**—Examines culture building, development and change, and interaction of diverse peoples across a broad swathe 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.

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–14th 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 14th–16th 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 18th century. Topics include dynastic history, Confucianism, Daoism, Buddhism, Tang and Song poetry, Yuan plays, Ming and Qing novels, painting, architecture and culinary techniques. (Alternate years.)

HIS225 Premodern Japan (4)—Focuses on history and cultural heritage of premodern Japan. Topics include Shinto, Bushido, Buddhism, tea ceremony, poetry, aesthetics and art. (Alternate years.)

HIS230 Revolutionary Europe 1789–1914 (4)—Studies 19th 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 (2)—Surveys history of Blacks on North American continent; African origins and background; history and problems of Afro-American in the United States from 17th century until present. (Alternate years.)

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 20th-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 17th century to present. Focuses on political, economic, cultural and diplomatic developments of China in effort to increase understanding of dynamic changes taking place today.

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.

HIS245/FRE245 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.

- * **HIS247 Britain and America in the Middle East (4)**—Explores British and American involvement with events 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. Fulfills core Global Understanding theme. (Alternate years.)

HIS250/SP250 History of Latin America (4)—Surveys Latin American experience from preColumbian days to present; formation of political institutions, pattern of economic development and role of religion and church.

HIS291 International Seminar: History of Ancient and Modern Greek Culture and Christianity in the Aegean (4)—See department information.

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.)

- * **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. (Alternate years.)

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–15th centuries). Examines ethnic and religious identities, structure of political authority, literary and artistic expression, and life in rural and urban communities. (Alternate years.)

- * **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. (Alternate years.)

HIS371 Selected Topics (2–4)—Explores various historical themes or periods. Repeatable with different topic.

HIS375 The Darwinian Revolution (2)—Examines advent and impact of Charles Darwin's evolution theory. Surveys life and earth sciences, religion and views on human origins before, during and after upheaval brought about by Darwin's *On the Origin of Species* (1859). Includes recent debates on intelligent design and teaching of evolution. 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 (2 or 4)—Research in modern Asian history. Topics concentrated from 16th century to present and focus on political, social, intellectual and cultural themes. Topics vary; check with instructor. Repeatable with different topic.

HIS491 Advanced Seminar: American History (4)—Reading and research in American history using both historiographic and primary sources. Offered fall term. Topics include "U.S. in World War II," "Postwar Presidents, 1945–1974" and "Post-Watergate Presidents, 1974–2000." Check with department. 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 History (2 or 4)—Readings and research in special topics in modern European and Western history. Topics vary; check with instructor. Repeatable with different topic.

HIS494 Advanced Seminar: Medieval and Early Modern History (2 or 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." Repeatable with different topic.

HIS495, 496 Advanced Seminar: Ancient History (2 or 4)—Reading and research on special topics in ancient history. Two of these two-credit courses meet requirement for senior research and writing project. Repeatable with different topic. Topics alternate. Topics 2009–10: 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)—Stresses location of nations and cities, rivers and seas; history and current political situation of each major area of world; basic geographical terminology. Topics include language, population, migration, energy and environment. (Alternate years.)

INTERNATIONAL AFFAIRS MAJOR

Director R. Melkonian-Hoover (Political Science).

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 *or*
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 *or* POL325 Congress and the Presidency
- POL219 Politics of the Developing World
- POL235 Politics of the Middle East
- POL240 Politics of Western Europe
- POL315 Politics of Post-Communist 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, in addition to the political science courses required for the major, 8 additional credits of political science, selected in consultation with the department chair.

COURSE DESCRIPTIONS

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

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 Core (38 credits)

- KIN112 Introduction to Human Movement Studies
- KIN212 Musculoskeletal Anatomy
- KIN222 Foundations of Exercise Physiology
- KIN310 Motor Control and Learning
- KIN320 Biomechanics of Human Movement
- KIN322 Clinical Exercise Physiology
- KIN350 Disorders of Voluntary Movement
- KIN370 Advanced Readings in Kinesiology
- KIN420 Modeling and Simulation of Human Movement
- KIN450 Neurophysiologic Bases for Movement
- KIN491 Senior Seminar

The department recommends but does not require that students take MAT134 Survey of Calculus or MAT141 Calculus I. Exceptional kinesiology majors may also consider the honors program described below. In addition to the support requirements and core kinesiology courses listed above, students with specific postbaccalaureate aspirations may choose one of the following concentrations to supplement the kinesiology major. Specified concentration courses are met by kinesiology major requirements.** Close consultation with academic advisors is recommended with all concentrations to ensure that specific graduate program prerequisites are met.

Health Professions Concentration

Kinesiology majors considering medical, dental or optometry schools should consult with their academic advisors about specific program requirements and appropriate course of study. Students are encouraged to follow the guidelines for the health professions concentration. The specific recommendations are listed in the Interdisciplinary and Off-Campus Programs section of the catalog.

Physician's Assistant Concentration

Kinesiology majors desiring to attend graduate school to become physician's assistants should choose this concentration. Prerequisites may be met by the following Gordon courses:

| | |
|-----------------|--|
| CHE111, 112 | Principles of Chemistry I**, II |
| BIO150 | Biology I: Cell and Genetics |
| BIO314 | Microbiology |
| KIN/BIO213, 214 | Human Anatomy and Physiology I**, II** |
| MAT220 | Biostatistics** |

Prephysical Therapy Concentration

Kinesiology majors desiring to complete the prerequisites for graduate programs in physical therapy should choose this option. Prerequisites may be met by the following Gordon courses. In addition to the courses listed below, it is highly recommended students apply for internships to supplement their experiences. These are arranged in collaboration with the students' academic advisors.

| | |
|-------------|--|
| BIO150 | Cell and Genetics |
| CHE111, 112 | Principles of Chemistry I**, II |
| PHY119, 120 | General Physics I**, II |
| KIN213, 214 | Human Anatomy and Physiology I**, II** |
| KIN222 | Foundations of Exercise Physiology** |
| MAT220 | Biostatistics** |
| PSY220 | Person in Psychological Context |
| PSY244 | Developmental Psychology |

Preoccupational Therapy Concentration

Kinesiology majors desiring admission to graduate programs in occupational therapy should choose this option. Prerequisites may be met by the following Gordon courses. In addition to the courses listed below, it is highly recommended students apply for internships to supplement their experiences. These are arranged in collaboration with the students' academic advisors.

| | |
|-----------------|--|
| KIN/BIO213, 214 | Human Anatomy and Physiology I**, II** |
| MAT220 | Biostatistics** |
| PSY220 | Person in Psychological Context |
| PSY244 | Developmental Psychology |
| PSY246 | Clinical Psychology: Psychopathology |

Prenursing Concentration

Kinesiology majors wishing to gain admission to postbaccalaureate accelerated nursing programs should choose this concentration. Prerequisites may be met by the following Gordon courses:

| | |
|-----------------|--|
| BIO150 | Cells and Genetics |
| BIO225 | Nutrition (or approved alternate) |
| BIO314 | Microbiology |
| CHE111, 112 | Principles of Chemistry I**, II |
| KIN/BIO213, 214 | Human Anatomy and Physiology I**, II** |
| MAT220 | Biostatistics** |

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.

* Fulfills core common or thematic requirement.

** Concentration courses met by kinesiology major requirements.

| | |
|--------|---|
| KIN240 | Orthopedic Injuries across the Lifespan |
| KIN330 | Sport Nutrition |
| KIN425 | Internship |
| ECB201 | Principles of Microeconomics |
| ECB217 | Principles of Accounting |
| ECB245 | Principles of Management |
| ECB377 | Principles of Marketing |

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.

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 |

Three from the following courses:

| | |
|--------|--|
| KIN222 | Foundations of Exercise Physiology |
| KIN310 | Motor Control and Learning |
| KIN320 | Biomechanics of Human Movement |
| | 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.

COURSE DESCRIPTIONS

- * **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.
- 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: KIN/BIO213.
- 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. Weekly laboratory. Lab fee.

KIN222 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.

KIN240 Orthopedic Injuries Across the Lifespan (4)—Examines orthopedic injuries from clinical perspective including evaluation techniques and interpretation as well as treatment and rehabilitative exercises pertinent across lifespan. *Prerequisite:* KIN212.

KIN310 Motor Control and Learning (4)—Examines perceptual, memory and motor functions in acquisition, retention and control of motor skills. Explores central and peripheral nervous system mechanisms involved in control of movement. *Prerequisites:* KIN213 and statistics. 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.

KIN322 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:* KIN222 or permission of instructor. MAT220 or approved statistics course recommended. Weekly laboratory. Lab fee.

KIN350 Disorders of Voluntary Movement (4)—Examines role of neurological structures in regulation and coordination of normal and disordered human movement. Emphasis on pathophysiology, clinical manifestations, assessment and treatment of various neurological disorders. *Prerequisite:* KIN/BIO213.

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:* KIN222; MAT220 or approved statistics course recommended.

KIN371 Selected Topics (2–4)—Theoretical and applied topics in kinesiology not regularly taught. 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.

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. Emphasizes preparation for graduate school admission. *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

Chair Gregor Thuswaldner, Graeme Bird, Damon DiMauro, Leasa Lutes, Moisés Park, Pilar Pérez Serrano, Emmanuelle Vanborre. Part-Time: 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 Language Major

The combined language 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:

FRE491,492 Seminar in Quebec Studies I, II

FRE493,494 Seminar in African Studies I, II

FRE245 History of Africa

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 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 core credits in the main pillars of linguistics and 12 credits of elective courses. 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 core 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
- LIN495 Senior Thesis

Electives (12 credits beyond core from below or Summer Institute of Linguistics)

- BIB335 Biblical Hermeneutics
- BBL304 Seminar: Greek Exegesis*
- COM210 Perspectives on Communication in Culture
- COM310 Contemporary Communication Theories
- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching
- EDU303 Teaching English as a Second Language Using Sheltered English
- 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**
- LIN371 Topics in Linguistics
- PHI335 Recent Philosophy I: 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.

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 two full years of Latin language plus two additional courses from one or more of the above fields for a total of 24 credits. Contact the department chair for more information.

* Prerequisite: Three semesters of Greek (BIB201, 202, 301)

** Prerequisite: Permission by program codirectors. The topic of the class must have a clear emphasis on linguistics (e.g., language history, issues of language policy, sociolinguistics, etc.)

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.

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).

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

FRE311 Advanced French Syntax (4)—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in oral and written formats. Conducted in French. *Prerequisite:* FRE202, placement score or equivalent. (Every third year. Not offered 2011–12.)

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 2011–12.)

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. (Not offered 2011–12.)

FRE371 Selected Topics (2 or 4)—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Not offered 2011–12.)

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. Not offered 2011–12.)

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. Offered 2011–12.)

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

FRE245/HIS245 History of Africa (4)—See HIS245 course description. Offered by the HISTORY Department; however, Francophone studies concentration credit given when requirements (reading and papers) completed in French. Department approval required in advance for French credit.

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. Offered 2011–12.)

* **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. Repeatable for credit if topic is different. *Prerequisites:* FRE311, FRE313 or equivalent. Fulfills core Global Understanding theme. (Every third year. Not offered 2011–12.)

GERMAN

LOWER LEVEL (FIRST YEAR)

- * **GER101, *102 Beginning German I, II (4, 4)**—Introduction to German language and German 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 German 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. Offered 2011–12.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

GER371 Selected Topics (2 or 4)—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Not offered 2011–12.)

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. Offered 2011–12.)

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. Not offered 2011–12.)

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. Repeatable for credit if topic differs. *Prerequisites:* GER311, 313 or 360, or permission of instructor. (Alternate years. Not offered 2011–12.)

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 2011–12.)

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 2011–12.)

SPN371 Selected Topics (2 or 4)—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Not offered 2011–12.)

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 2011–12.)

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 2011–12.)

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. Repeatable for credit if topic differs. *Prerequisite:* SPN311, 313 or equivalent. (Alternate Years. Offered 2011–12.)

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. *Prerequisite:* SPN311, 313 or equivalent. (Alternate years. Not offered 2011–12.)

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 2011–12.)

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. Repeatable for credit if topic differs. *Prerequisites:* SPN311, 313 or equivalent. (Alternate years. Not offered 2011–12.)

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.

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)—Studies how English has evolved, from Indo-European ancestor, through Old and Middle English to present. Texts from different periods read, looking at how grammar, vocabulary and pronunciation have changed. Possible scenarios for future of language discussed.

LIN491 Senior Thesis (4)—Examines specialized topics in language and literature.
Prerequisite: substantial completion of major or permission of instructor.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Chair Michael Veatch, Russell Bjork, Stephen Brinton, 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
- MAT241 Topics in the History of Mathematics
- 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. MAT214/PHY214 may be substituted for MAT241.

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. Core nonlab option for students entering before fall 2009. 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. Core nonlab option for students entering before fall 2009. 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. Core nonlab option for students entering before fall 2009. 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.

MAT241 Topics in the History of Mathematics (2)—Introduces important people and problems in history of mathematics with emphasis on developments since 1650.

MAT271, 371 Selected Topics (2 or 4)—Topics not regularly taught but of interest to majors. May enroll more than once if topic changes. Prerequisites set by instructor.

- * “Selected Topic Mathematics of Voting and Choice” fulfills core Civic Responsibility theme.

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 2011–12.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

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 2011–12.)

MAT353 Real Analysis (4)—Studies continuity, convergence of sequences and series, differentiability and integrability. Introduces appropriate topological concepts. *Prerequisites:* MAT142, 231. (Alternate years. Offered 2011–12.)

COMPUTER SCIENCE

CPS110 Algorithms to Machines: A Survey of Computer Science (4)—Introduces study of computer science for nonmajor. Topics include nature of algorithms, data representation, computer architecture, expression of algorithms in modern programming languages and translation of programs into machine language. Also history of computing, artificial intelligence and social impact of computing. Laboratory work introduces principles of computing through inquiry-based approach. Students complete significant programming project to control simple robot. Core lab option for students entering before fall 2009. Lab fee.

CPS121 Introduction to Programming (4)—Introduces fundamental programming concepts using Python. Topics include nature of algorithms, essential control structures, data representation, and object-oriented program design. 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 2011–12.)

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. (First offered fall 2012.)

CPS323 Programming Languages (4)—Introduces formal study of programming language syntax, data types and control structures; methods of executing higher-level constructs at run-time; data structures and algorithms used in compilation and interpretation. Laboratory work emphasizes acquisition of skill in numerous programming languages. *Prerequisite:* CPS222. (Alternate years. Not offered 2011–12.)

- * **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, NSM202 and BCM308.

CPS342/MAT342 Numerical Analysis (4)—See MAT342 course description.

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 2011–12.)

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 multi-tier system including backend database. *Prerequisite:* CPS222. (Alternate years. Offered 2011–12.)

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 2011–12.)

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.

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 (2)—Uses and impact of computers in modern society; considers ethical and moral issues in context of Christian worldview. Nontechnical; open to all students. *Prerequisite:* junior or senior standing or permission of instructor. (Alternate years. Not offered 2011–12.) Number of credits will change from 2 to 4 in 2012–13.

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 (2)—Students work in teams to implement design developed in CPS491. Readings and class discussion related to process. Credit hours will increase to 4 semester hours in 2012–13.

DEPARTMENT OF MUSIC

Chair C. Thomas Brooks, Susan Brooks, Mia Chung, Sandra Doneski, Susan Kim, Michael Monroe, David Rox. Part-Time: Norma Brunner, 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 take a music theory entrance exam. Students should contact the Department of Music to begin the music application and audition process.

Music Study for Nonmusic Majors and for Minors

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 contact the Department of Music Office. 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. A signed 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 complete Core Curriculum (the core Aesthetic Sensibilities and Practices requirement must be fulfilled by FNA112 Arts in Concert)

MUS211, 212 Music Theory I, II

MUL211, 212 Music Theory Lab I, II

MUS241 Survey of Musical Masterworks

MUS311 Music Theory III

MUL311 Music Theory Lab III

MUS315 20th-Century Techniques

MUS482 Special Studies in Music

Applied music (16 credits, eight semesters)

Music ensemble (eight semesters)

Passing of piano and voice proficiency examinations

Music electives (6 credits)

Additional liberal arts courses (30 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 141 credits for music education.

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)

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.

Students majoring in either music performance or music education must complete the following music courses (66 credits):*

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 20th-Century Techniques
 MUS318 Conducting
 MUS321–324 Music History and Literature III, IV, V, VI
 MUS327 Choral Methods and Literature or MUS328 Instrumental Methods and Literature
 MUS346 Instrumentation and Arranging
 Applied music (28 credits)
 Music ensemble (seven semesters)
 Passing of piano and voice proficiency examinations
 Successful completion of a senior recital

* Further requirements and information are outlined in the *Music Student Handbook*.

Music Performance. Students majoring in music performance must complete the following additional courses (30 credits):

- Pedagogical Practices for major instrument
- MUS482 Special Studies in Music
- Music electives (20 credits; voice majors must take two semesters of vocal diction)
- Additional applied music (4 credits)
- Additional ensemble (one semester)
- Successful completion of a junior recital

Music Education. Students majoring in music education must complete the following additional courses (43 credits):

- MUS097 Guitar Class
- MUS117 Introduction to Music Education
- MUS118 Music Education Prepracticum
- MUS245 World Music I
- MUS319 Advanced Conducting
- MUS327 Choral Methods *or* MUS328 Instrumental Methods
- PSY244 Developmental Psychology
- MUS335 Music Education K-5
- MUS336 Music Education 6-12
- MUS407 Music Education Seminar
- MUS415 Practicum
- Instrument Classes (6 credits—for nonvoice majors, two of these credits must be MUS091A Voice Class; voice majors must take two semesters of vocal diction class)

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 Music Department faculty on their major instrument and take the music theory placement exam. After acceptance into the minor, the following courses are required (20 credits minimum):

Applied music (8 credits on one instrument; two years of continuous study preferred)

- MUS211, 212 Music Theory I, II
- MUL211, 212 Music Theory Lab I, II
- MUS241 Survey of Musical Masterworks
- Music ensemble (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. *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, Orff/Kodaly Method) 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. May be repeated.)

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. Contents parallel 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 basic materials and forms of music; review of scales, intervals and triads. Includes principles of chord progression and part-writing procedures, melodic composition, harmonic analysis and nonharmonic tones. *Prerequisites:* acceptance into music major or minor; permission of instructor for nonmajors; corequisite: MUL211.

MUS212 Music Theory II (3)—Continues MUS211, including all diatonic chord progressions and part-writing procedures, nonharmonic tones and introduction to seventh chords and secondary chords. *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. *Prerequisite:* MUS221.

- * **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 fine arts requirement for students entering before fall 2009. Fulfills core Aesthetic Sensibilities and Practices theme.

MUS245 World Music I (2)—Introduces study of world music in social, cultural and political contexts; folk and native music of North and South Americas and Africa; current critical approaches to contemporary forms of Western popular music such as rap. Fulfills core fine arts requirement for students entering before fall 2009.

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. Fee for ensemble attire. See *Music Student Handbook*.

- | | |
|---|---------------------------------|
| ◆ MUS250 College Choir | MUS255 Symphonic Chorale |
| ◆ MUS251 Symphonic Band | MUS256 Chamber Singers |
| ◆ MUS252 Men's Ensemble | MUS257 Jazz Ensemble |
| ◆ MUS253 Gordon Symphony Orchestra | MUS258 Wind Ensemble |
| ◆ MUS254 Women's Choir | MUS259 Chamber Music |

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. 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. Repeatable. *Prerequisites:* audition and permission of instructor.

MUS311 Music Theory III (3)—Studies diatonic seventh, ninth, 11th and 13th chords; modulation; chromatic harmony, including Neapolitan sixths, augmented sixths and chords with augmented or diminished fifths. *Prerequisite:* MUS212; corequisite: MUL311.

MUS315 20th-Century Techniques (4)—Fully integrates study of 20th-century compositional techniques with examination of composer perspectives and historical events of time. Combines discussion of style and aesthetic perspective with analysis of building blocks of 20th-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. *Prerequisites:* MUS311, 323.

MUS318 Conducting (4)—Studies beat patterns and fundamental baton techniques; laboratory experience in conducting literature of medium difficulty. *Prerequisites:* MUS312, MUL312.

MUS319 Advanced Conducting (2–4)—Studies baton techniques and further development of conducting skills and rehearsal techniques including areas of critical listening and principles of interpretation. *Prerequisite:* 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. *Prerequisite:* MUS222.

MUS322 Music History and Literature IV (2)—Explores Classical period music literature; historical background, development of musical forms and style; analyzes representative works. *Prerequisite:* MUS321.

MUS323 Music History and Literature V (2)—Explores Romantic period music, historical background, development of musical forms and style; analyzes representative works. *Prerequisite:* MUS322.

MUS324 Music History and Literature VI (2)—Explores 20th-century music, historical background, development of musical forms and style; analyzes representative works. *Prerequisite:* MUS323.

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. (Alternate years.) Fulfills core fine arts requirement for students entering before fall 2009.

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.) Fulfills core fine arts requirement for students entering before fall 2009.

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 16th-century music and writing of two- and three-voice pieces in that style. *Prerequisites:* MUS312, MUL312.

MUS348 Counterpoint II (2)—Studies contrapuntal style of 18th-century late Baroque music and writing of two- and three-voice pieces in that style. *Prerequisites:* MUS312, MUL312.

MUS371, 471 Selected Topics I, II (2, 2)—Specialized coursework; focuses on area of interest to music major. *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 17th 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:* MUS324. (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:* MUS312, MUL312, MUS324. Also MUS241 for B.A. degree candidates.



Women's Choir Performance

DEPARTMENT OF PHILOSOPHY

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

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 above the 200 level.

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 Graeco-Roman through Medieval periods. (Alternate years.)
- PHI203 History of Philosophy II: Early Modern Philosophy (4)**—Surveys and interprets philosophical thought from 17th 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 common sense understanding of natural world is deeply flawed. Fulfills core Natural World theme. (Alternate years.)

* Fulfills core common or thematic requirement.

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 Practice 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.)

PHI237 Moral Education (4)—Considers exposition and critique of contemporary theories of moral education. Emphasizes formation of character. (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' 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. (Alternate years.)

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.

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.

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.

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.

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.

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. (Alternate years.)

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.

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

Chair David Lee, Dale Pleticha. Part-Time: 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
PHY130 First-Year Physics Seminar
PHY214/MAT214 Mathematical Methods in Physics I
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
CPS111 Introduction to Computer Science
CPS112 Introduction to Programming

In addition, a physics major must fulfill the requirements for one of the concentrations listed below.

Professional Physics Concentration

Recommended as the best preparation for graduate school as well as industrial or government employment. The following three courses are required:

PHY225 Electronics
PHY355 Quantum Mechanics
PHY372 Thermal Physics

The department also strongly recommends these supporting courses and additional mathematics and science courses:

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. Two additional physics courses numbered above PHY224 are required. In addition the student must complete 16 credits in mathematics and computer science from among the following courses:

PHY313/MAT313 Mathematical Methods in Physics II
CPS211 Object-Oriented Software Development
CPS212 Computational Structures and Algorithms
CPS311, 312 Computer Systems I, II
CPS323 Programming Languages
MAT229 Discrete Mathematics for Computer Science
MAT231 Transition to Higher Mathematics
MAT232 Linear Algebra
MAT318 Probability
MAT319 Statistics
MAT335 Algebraic Structures
MAT342/CPS342 Numerical Analysis
MAT353 Real Analysis

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
PHY225 Electronics
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, 112. See middle school/secondary 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
 CHE111 Principles of Chemistry I
 CPS111 Introduction to Computer Science
 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

- * **NSM202/COR202 The Scientific Enterprise (4)**—See Core Curriculum.
- * **NSM216 Introduction to Geology (4)**—Core nonlab physical science option for students entering before fall 2009. 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, optics. Laboratory included. *Prerequisites:* high school algebra and trigonometry. PHY119 is a core physical science lab option for students entering before fall 2009 and 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, optics. Laboratory included. *Corequisites:* MAT141, 142, 223 or equivalent. PHY121 is a core physical science lab option for students entering before fall 2009. 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)—Vector calculus including orthogonal coordinate systems and tensor notation, linear equations and transformations, Fourier series and transforms. *Prerequisite:* MAT223.

PHY216 Statics (4)—Study of systems under influence of external forces; topics include rigid body equilibrium, distributed forces, structures, forces in beams and cables, friction, virtual work; examples from wide variety of disciplines. Laboratory included. *Prerequisite:* PHY125 or 121. *Corequisites:* MAT142. (Alternate years.) Lab fee.

- * **PHY224 Astronomy (4)**—Important topics in modern astronomy for both science and nonscience majors including planetary objects, normal stars, pulsars, blackholes, galaxies, quasars and origin of universe. Core physical science nonlab option for students entering before fall 2009. Fulfills core Natural World theme.

PHY225 Electronics (4)—Laboratory-oriented introduction to circuit analysis and analog electronics 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)—Considers special relativity, quantization, wavelike properties of particles, Schrodinger'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, symmetry groups. Integral equations. *Prerequisite:* PHY214. (Offered upon sufficient demand.)

PHY314 Mechanics (4)—Newtonian mechanics including study of conservation theorems, gravitation and 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)—Topics include 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; examples from wide variety of disciplines. Laboratory included. *Prerequisite:* PHY216. *Corequisite:* MAT225. (Alternate years.) Lab fee.

PHY339 Electricity and Magnetism 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 Electricity and Magnetism II (4)—Theory of electrodynamics applied to electromagnetic waves, radiation and relativity. *Prerequisite:* PHY339. (Offered upon sufficient demand.) Lab fee.

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)—Covers wave function, Schrodinger's equation for variety of systems including hydrogen atom, identical particles, perturbation theory, scattering. *Prerequisite:* PHY236. (Alternate years.)

PHY371 Selected Topics in Physics (1-4)—Topics which are not offered elsewhere in curriculum. *Prerequisite:* permission of instructor. (Offered upon sufficient demand.) Repeatable when different topic. 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. *Prerequisite:* PHY122. (Alternate years.)

PHY391, 392 Junior Seminar I, II (0, 0)—Explores current research, postbaccalaureate education and employment, theological, philosophical and ethical issues in physics and chemistry.

PHY471, 472 Research I, II (1-4, 1-4)—Research under supervision of faculty member. *Prerequisite:* permission of supervising faculty member. Lab fee.

PHY491, 492 Senior Seminar I, II (1, 1)—Explores current research, postbaccalaureate education and employment, theological, philosophical and ethical issues in physics and chemistry.

DEPARTMENT OF POLITICAL SCIENCE

Chair Ruth Melkonian-Hoover, Paul Brink, David Lumsdaine, 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. Core social science option for students entering before fall 2009. 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. Core social science option for students entering before fall 2009.

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. Core social science option for students entering before fall 2009.

- * **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.

POL310 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 (4 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

Chair Bryan Auday, Kaye Cook, Jonathan Gerber, Bert Hodges, Robert Joss, 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 *or*
- PSY201 Psychological Perspectives on Reality *and*
- PSY202 Exploring Psychology
- 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 faculty must approve the option (A or B) and electives chosen.

A. For students anticipating graduate work

PSY220 Person in Psychological Context *or*
 PSY201 Psychological Perspectives on Reality *and*
 PSY202 Exploring Psychology
 PSY256, 257 Research Methods in Psychology I, II
 Psychology electives (8 credits)

B. For students interested in human services

PSY220 Person in Psychological Context *or*
 PSY201 Psychological Perspectives on Reality *and*
 PSY202 Exploring Psychology

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 transformation, 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

PSY201 Psychological Perspectives on Reality (2)—Explores nature and identity of persons as revealed through psychological research and theory as well as introduces the discipline of psychology. Topics addressed include physiology, cognition, development, social behavior and personality. Core social science option for students entering before fall 2009.

PSY202 Exploring Psychology (2)—Introduces psychology as scientific discipline and helping profession, as well as structure of major and department. Topics include perception, memory, emotion and therapy. *Prerequisite:* PSY201.

- * **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 or PSY201.

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.

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 or PSY201.

PSY250 Psychology of Memory (4)—Examination of organization of cognitive functioning with particular emphasis on human memory and manner in which information is 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. *Prerequisite:* PSY220 or PSY201 and 202 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 discussed. *Prerequisite:* PSY220, or PSY201.

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 or 201 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 or 201.

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 or 201 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. (Alternate years. Not offered 2011–12.) Lab fee.

PYL342 Cognition Lab (0)—Demonstrates various phenomena in perception, memory and imagination; major research project required. (Alternate years. Not offered 2011–12.) Lab fee.

PSY346 Clinical Psychology: Issues and Research (2)—Considers contemporary clinical psychology issues in context of theory and research. Topics vary but may include crisis intervention, therapeutic effectiveness, research on schizophrenia. *Prerequisite:* PSY246.

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:* PSY257. Permission of instructor for nonmajors. (Alternate years. Offered 2011–12.)

PYL347 Animal Behavior Lab (0)—Field observations of animals in various settings. Research project required. (Alternate years. Offered 2011–12). 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 and genetics. *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. Offered 2011–12.)

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. Offered 2011–12.) 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 2011–12.)

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 2011–12.) 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. Not offered 2011–12.)

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. Not offered 2011–12.) 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. *Prerequisite:* PSY220, or PSY201 and 202

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 or 201 and junior standing.

PSY371 Selected Topics (2 or 4)—Studies theoretical or applied topics not regularly taught. 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 or 201 and junior standing.

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, or PSY201 and 202, and junior standing.

PSY394 Life Span Development (4)—Surveys social, intellectual and vocational issues predominant during adolescence, adulthood and aging. Discussion format. *Prerequisites:* PSY220, or PSY201 and 202, and junior standing.

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, Descartes, Kierkegaard, Piaget and Gibson. *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., MRI, fMRI, ERP, PET). Both theoretical and empirical research discussed within topics of neuroanatomy, cognitive psychophysiology and neural substrates of executive functions (e.g., memory, decision making). Major research project required along with attending field trips to nearby brain-imaging laboratories. *Prerequisite:* PSY349 or permission of instructor.

PSY491 Senior Seminar (2)—Examines practical 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

Chair Valerie Gin, Margaret Hothem, Richard Obenschain.

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:

- PHI201 Moral Education
- 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 the Gordon College 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 the director of outdoor education. 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 either a recreation and leisure studies or Christian ministries concentration in outdoor education or a minor in outdoor education with 16 credits and an internship placement. Contact Rich Obenschain, director La Vida Center for Outdoor Education and Leadership.

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 after completing the application and obtaining approval from the department chair. W.I.L.D. Semester courses include:

- OEI241 Foundations of Outdoor Education
- OEI243 Philosophies and Theories of Outdoor Education and Leadership
- OEI343 Expeditionary Training (Wilderness Education Association Certification)
- OEI370 Humans, Nature and Human Nature
- OEI425 Internship

Wilderness First Aid or Wilderness First Responder required for completion of concentration.

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. Students must take four of the five sport studies course offerings below with the addition of one recreation and leisure studies theory course: REC115, 330 or 492.

- REC271 Sport Management
- REC272 Sport Sociology
- REC294 Philosophy and Theories of Coaching
- REC368 Sport Psychology
- REC391 History and Philosophy of Sport

COURSE DESCRIPTIONS

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.)

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:* REC216.

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.

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. *Prerequisite:* minimum 2.50 cumulative GPA.

RECREATION AND LEISURE PHYSICAL EDUCATION COURSES

- * **PED015 Discovery Expeditions (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.
- * **PED016 La Vida Wilderness Expeditions (0)**—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 or August expeditions.) Fee plus additional costs; special drop, withdrawal and refund policies apply.
- * **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.
- * **PED018–099 Physical Education Activity Classes (0)**—Designed to introduce fitness and lifetime recreational activity skills. Two quad experiences required. 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

Chair Ivy George, Sybil Coleman, Margaret DeWeese-Boyd,, Lawrence Holcomb, 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 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 in gender studies. For more information see the Interdisciplinary/Off-Campus Programs section of the catalog.

Minor in Peace and Conflict Transformation

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.

COURSE DESCRIPTIONS

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: Response to 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.
- SOC220 Marriage and Family (2)**—Examines male-female relationships in context of dating and marriage. Applies sociological knowledge and Christian perspectives of singlehood, mate selection, premarital sex, changing sex roles and marriage styles, communication and conflict, divorce and remarriage.
- 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 historic, social and economic forces which have contributed to emergence and assignment of multiple identities among Americans. Major populations and identities such as African Americans, Native Americans, Hispanic Americans, Asian Americans and Anglo Americans will be covered. *Prerequisite:* a 100-level sociology course.

SOC242 Deviance and Social Control (2)—Explores various sociological and theoretical perspectives on social deviance and its control. Introduces various analytical frameworks and varying relevance to understand deviant social behavior such as drug abuse, sexual deviance, suicide and other issues. Considers impact of Christian faith on morality of social behavior. *Prerequisite:* a 100-level sociology course.

- * **SOC250 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.

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 19th-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.

SOC330/SWK330 Human Sexuality (2)—Examines theoretical and conceptual issues, empirical research and social policies related to issues of human sexuality. Explores cultural, religious, biological and historical factors that contribute to formation and expression of sexuality. Contemporary issues in human sexuality including sexual orientation, sexual coercion and commercial sex discussed. *Prerequisite:* junior standing or permission of instructor.

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 ECB201 or POL106.

SOC338 The Social Construction of Race (4)—Explores how members of different intellectual traditions and academic disciplines have understood and explained racial difference throughout American history. Examines how trends in theology, philosophy, literature, biology, anthropology and social sciences have contributed to construction and transformation of concept of race. Analyzes specific historical events (i.e., Civil Rights Movement in the 1960s, African American neoconservatism in the 1990s) to reveal how racial categories have been erected, resisted and reconfigured. *Prerequisites:* a 100-level sociology course and SOC232.

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.

SOC345 American Culture (4)—Explores social transformation of American myths, norms and values; emphasizes cultural meanings of work, leisure, community, politics and media; develops critical, Christian perspective on problems and promises of American society.

SOC371 Selected Topics (2 or 4)—Various topics covered on rotating basis. Designed for advanced students interested in topic presented. *Prerequisite:* permission of instructor. Repeatable if different topic.

SOC411 Contemporary Social Theory (4)—Surveys prominent schools of 20th-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.

SOC448 The Social Self (4)—Using interdisciplinary approach, course investigates social and spiritual factors that contribute to development of individual identities. Research—from anthropology, social-psychology, psychoanalysis, feminist theory, race studies, Christian and Buddhist thought—employed to help explain the development and construction of human self. Questions include: What is self? How do infants become socialized? How do structural factors like class, race and gender influence identity? *Prerequisite:* a 100-level sociology course or PSY220 or permission of instructor.

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.

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/SOC250 Peacemaking: Personal, Social, Global (4)**—See SOC250 description.

* **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. *Prerequisite:* 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. *Prerequisite:* 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 Changes 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. Repeatable if different topic.

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.

DEPARTMENT OF THEATRE ARTS

Chair Jeffrey S. Miller, Norman Jones. Part-Time: Dawn Jenks Sarrouf.

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
- THT490 Senior Seminar

Plus 10 credits of electives selected from:

- THT371 Selected Topics
- THT381 Independent Study
- THT425 Theatre Internship (2–4 credits)

Theatre arts majors are required to be involved in at least one department production annually. This can be fulfilled by performing a role, stage managing, assistant stage managing, operating sound or light board, assisting a director or designer, working on running crew or building crew, or managing box office.

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

Professors Jones and Stevick regularly lead a two-week, 2-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 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

- * **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. (Offered 2011–12.) 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. Core fine arts option for students entering before fall 2009. Fulfills core Aesthetic Sensibilities and Practices theme.

THT235 Fundamentals of Acting (4)—Explores actor's role; emphasizes technique, characterization, movement and critical analysis.

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. (Not offered 2011–12.) *Prerequisite:* THT150. Lab fee.

THT275 Musical Theatre (4)—Introduces basic skills of singer-actor through classroom exercises, games and rehearsal techniques of H. Wesley Balk. Students cultivate performance skills in workshop environment, enhance critical eye and constructive coaching abilities and expand appreciation of musical theatre genre.

- * **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 20th 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 also explored. (Alternate years. Offered 2011–12.)

THT320 Theatre History II: 20th-Century (4)—Examines in depth explosive theatrical changes provoked by realism and reactions to realism throughout 20th century. Major writers, works and styles read and analyzed in terms of social context, thematic concerns and cultural impact. (Alternate years. Offered 2011–12)

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.

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.



Cast of Gordon College's production of *Into the Woods*.

INTERDISCIPLINARY AND OFF-CAMPUS PROGRAMS

INTERDISCIPLINARY MINORS

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 American Studies

This minor requires at least 28 credits related to the American experience in the fields of economics, literature, history, political studies and sociology. Fourteen credits must be in American history and American literature; the remaining 14 must relate to a central theme, e.g., ethnic America, and be planned in consultation with the American Studies Committee. Contact Department of History.

Minor in Classics

Majors in history are urged to consider the interdisciplinary minor in classical studies. Requires 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

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. Contact the History Department.

Required Courses

Language (8 credits)

MAN201 Intermediate Mandarin I and II or equivalent number of credits in another East Asian language

Electives (12 credits)

Students must choose 12 credits from the following courses, including 4 credits from HIS291, 490, 491, 493, 494, 495 or 496:

HIS224 Premodern China

HIS225 Premodern Japan

HIS241 Modern China

HIS242 Modern Japan

HIS351 Christianity in China

HIS371 Select Topics (if an Asian topic)

HIS490 Advanced Seminar: Asian History

ECB291/HIS292 International Seminar: Economic Development in China

ECB369 International Capitalism: Asia, U.S. and Europe

One semester of study in an approved study abroad/internship program in one of the East Asian countries

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
- NSM222 Environmental Science
- NSM425 Environmental Internship

Elective Courses (12 credits from at least three departments):

- BIO302 Crops and Society
- ECB305 Economic Development
- NSM371 Seminar in Environmental Studies
- 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 AuSable 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. 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 Biblical Perspectives of Gender
- POL320 Women and Politics
- SOC330 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

Health Professions Program and Minor

Students planning for careers in medicine, dentistry, optometry or veterinary medicine should notify the Admissions Office of these intentions before registering as freshmen to begin appropriate courses of study. Students majoring in biology, chemistry or kinesiology should declare a health professions concentration; other majors should declare a health professions minor with the Registrar's Office. An appointment should be scheduled with the director of the health professions program, Dr. Craig M. Story (Biology Department). See below for required and recommended courses.

Students planning for careers in nursing, physician assistant, physical therapy or other allied health professions should be aware that the prerequisite requirements for graduate study are different for each profession and that the requirements for these programs often differ from those required for the health professions concentration or minor. Students are therefore encouraged to discuss specific program requirements and appropriate courses of study with the director of the health professions program or the chair of the Kinesiology Department for advising in the allied health areas. Guidelines for these areas are available on the health professions website (www.gordon.edu/healthprofessions) and are listed under the areas of concentration for the kinesiology major in the catalog.

Required Courses for Minor (Medicine, Dentistry, Optometry, Veterinary Professions)

- BIO150 Biology I: Cell and Genetics
- BIO151 Biology II: Animal Biology
- CHE111, 112 Principles of Chemistry I, II
- CHE211, 212 Organic Chemistry I, II
- HLP200, 201, 300, 301 Health Professions Seminars I-IV (taken in sophomore and junior years)
- MAT141, 142 Calculus I, II or one semester of Calculus and MA220 Biostatistics
- PHY121, 122 Introductory Physics I, II or PHY119, 120 General Physics I, II

Recommended Courses

Upper-level courses that prepare students in the four major MCAT competencies are recommended for premedical, optometry, podiatry or dental school. These include courses in physical science, biological science, verbal reasoning and writing. Prehealth professions students who are interested in nursing, physician's assistant or other allied health areas (PT/OT and many others) should consult with the Health Professions Committee and Kinesiology Department chair to determine a course of study appropriate for their interests.

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 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 Cooper, 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

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):

SOC250 Peacemaking: Personal, Social, Global

PCS350 Conflict Transformation and Reconciliation (pending)

PCS400 Conflict Mediation: Theory and Practice (pending, or approved alternate)

PCS425 Internship (or approved senior research project (pending))

Elective Courses (8 credits selected from one of the following tracks)

Community transformation track

COM242 Interpersonal Communication

EDU245 Multicultural Education

PHI230 Ethics

PHI331 Community, Politics and the Good Life

POL214 American Domestic Policy

POL312 Justice

- PSY353 Community Psychology
 - PSY360 Negotiation and Conflict Resolution
 - SOC232 Diversity in U.S. Populations
 - SOC290 Urban Sociology
 - SWK302 Theory and Practice with Groups and Organizations
 - SWK401 Community and Sustainability
 - PCS426 Domestic Practicum in Peace and Conflict Studies (pending)
- 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
 - POL219 Politics and the Developing World
 - POL246 International Diplomacy: The Model U.N.
 - SOC340 Women and World Development
 - PCS427 International Practicum in Peace and Conflict Studies (pending)
- Approved global education program

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 Studies, or Dr. Robert Joss, Department of Psychology.

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:

- COM212 Writing for the Media
- ECB311 Intermediate Microeconomics
- LAW320/ECB320 Business Law
- LAW392/PSY392 Law and Psychology
- PHI230 Ethics
- HIS232, 234 or 237 (American history course, maximum of 4 credits)

A law-related internship (2 or 4 credits under Political Studies, 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 curatorial positions, 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 18 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

- THT371 Historic Interpretation
 HIS381 Independent Study in Organizational Management
 HIS425 Internship
 NPO205 Introduction to Nonprofits *or* one of the following tracks:

Track A

- ECB377 Principles of Marketing
 ECB374 Small Business Management
 NPO308 Resource Development in Nonprofit Organizations
 NPO337 Financial Management of Nonprofit Organizations

Track B

- ECB245 Principles of Management
 ECB346 Human Resources Management

Track C

- ECB217, 218 Principles of Accounting I, II
 ECB335 Not-for-Profit Accounting

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 community-centered, community-directed development work in a variety of settings around the world, 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 program consists of 24 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
 SOC Society and Sustainability (pending)

Elective Courses (12 credits)

- BIO302 Crops and Society
 ECB305 Economic Development
 ECB416/POL416 International Political Economy
 PHI233 Environmental Ethics
 POL219 Politics of the Developing World
 SOC335 Social Change and Development
 SOC340 Women and World Development
 SWK401 Community and Sustainability

Required Field Experience

- Internship experience in the field of sustainable development or
 global education course or program option
 BIO291 Sustainable Tropical Agriculture Seminar
 SOC/SWK291 International Seminar in Production and PlaceCreation Care
 Studies Program
 Au Sable Institute

COURSE DESCRIPTIONS: PEACE AND CONFLICT STUDIES

- * **PCS250/SOC250 Peacemaking: Personal, Social, Global (4)**—See SOC250 course description.

PCS350 Conflict Transformation and Reconciliation (4)—Course pending.

PCS402 Conflict Mediation: Theory and Practice (4)—Course pending.

PCS425, 426, 427 Internships in Peace and Conflict Studies(2–8)—Courses pending.

COURSE DESCRIPTIONS: PRELAW PROGRAM

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.

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. Core fine arts option for students entering before fall 2009. 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. Core physical science nonlab option for students entering before fall 2009. Fulfills core Natural World theme. *Prerequisite:* NSM202.
 - * **NSM220/BIO220 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. Core life science lab option for students entering before fall 2009. 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. Core life science nonlab option for students entering before fall 2009. Fulfills core Civic Responsibility theme.
- NSM371 Seminar in Environmental Studies (2)**—Prepares student for internship or environmental fieldwork. 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., AuSable Institute in Michigan. *Prerequisite:* NSM222.

COURSE DESCRIPTIONS: INDEPENDENT

___ **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.

COURSE DESCRIPTIONS: NONDEPARTMENTAL

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.

COURSE DESCRIPTIONS: OFF-CAMPUS

___ **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 include British Theatre (England); *Conflict and Peacemaking (Israel/Palestine); *Disability in the Developing World (Honduras); *Economic Development (China); *History of Ancient and Modern Greek Culture and Religion (Greece); Physical Settings of the Bible

(Israel); Production and Place-Coffee (Guatemala); Sustainable Tropical Agriculture (at Project ECHO in Florida, Haiti or Honduras); War and Peace (Croatia); World Religions and Christianity (Asia, Sri Lanka); Seminars with asterik, with COR210,211 fulfill core Global Understanding theme. Course fee.

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 Policy Analysis and Advocacy Seminar (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 Public Policy Project (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 Human Development Seminar (3)—Detailed introductin 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 Exercise (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.

GORDON IN BOSTON

- * With COR210, 211 fulfills core Global Understanding theme.
- * **BUS201 Introduction to Urban Studies (4)**—Required for all participants. Designed in modular format, examines three topics pertinent to metropolitan regions in U.S. with particular concern for City of Boston: social science, history and theology. Classroom theory balanced with applied field research. Designed to equip students to become effective Christian leaders in cross-cultural urban settings. Required of all program participants. (Core social science option for students entering before 2009. Fulfills core Civic Responsibility theme.)

* **BUS215 Arts in the City (4)**—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. Meets every other Saturday. (Core fine arts option for students entering before fall 2009. Fulfills core Aesthetic Sensibilities theme. Open to Fowler Campus students also.) Limited to 30 students. Fee.

BUS326 Church and the City (4)—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)—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. Open to Fowler Campus students; limited enrollment.

BUS425 Urban Internship and Seminar (4)—Supervised work experience in church or volunteer organization, social service agency, business or government office. Tailored to fit student's major or interests. Students work 12 hours on site and attend weekly seminar that assists students in employment preparation, resume writing, interview skills and portfolio development, and integrates classroom and work experience. Seminar engages students in thoughtful study of issues related to working in international, multicultural city. 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).

CHINA STUDIES PROGRAM

* With COR210, 211 fulfills core Global Understanding theme.

CSP101, 201 Chinese I, II (3, 3)—Mandarin Chinese language instruction; level determined by placement test. For business concentration Chinese I is 2 credits.

CSP310 Chinese Art (1)—Students introduced to regional folk art of China through field trips and artisan presentations. Artistic media include Chinese painting, opera, calligraphy, self-defense and cooking.

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 China from 1949 onward, focusing on changes that have transformed society since Reform Policies of 1979. Topics include reforms in educational system, women's issues, population control, rights of ethnic minorities, legal reforms, Taiwan and Tibet and Sino-U.S. diplomacy.

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.

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. record company.

CMC225 Supervised Practicum (1)—Intensive week-long road trip to major music market. Briefings, tours and meetings arranged with leading record 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)—Artists develop live concert presentation that best utilizes gifts as musicians, entertainers and communicators, in consultation with faculty and executive track students. On-campus and public performances.

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.

Executive Track

CMC340 Artists and Repertoire (3)—Executives learn how to spot talent; create label business plan; analyze and forecast trends in popular music; assemble successful artist roster; and, in tandem with artists, plan, budget and produce recording sessions.

CMC345 Artist Management (3)—Through lecture, text and online investigations, executive track students gain thorough understanding of economic, creative and

spiritual elements critical to career in contemporary music. In concert with faculty, help artist track students develop career plan and prepare materials to pitch artist to record company and negotiate recording contract.

CMC377 Music Marketing and Sales (3)—Through classroom instruction, presentations and hands-on experience, executive track students become familiar with role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, Internet marketing and tour support in marketing and sale of recorded music. Students develop comprehensive marketing plan for each semester's artist recordings.

Technical Track

CMC312 Advanced Recording Techniques (3)—Engineers work with artists recording, mixing and mastering their songs, showing proficiency in microphone placement and musical application of software plug-ins.

CMC320 Live Sound Reinforcement (3)—Trains students for entry-level positions as live sound engineer/front-of-house or monitor engineer. Engineers learn to complete line and sound checks quickly and reliably, trouble shoot problems and understand console and system signal flow.

CMC350 Lighting Design (3)—Prepares students for entry-level positions in live concert lighting. Students manage power distribution, DMX control of lighting fixtures and ultimately properties of light and dispersion that artfully blend to create alternate forms of reality.

CREATION CARE STUDIES PROGRAM

- * With COR210, 211 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 apprehend broad understanding of global environmental issues.

CCS321 New Zealand Ecosystems (4)—Students explore New Zealand's terrestrial and near-shore marine ecosystems. Students scientifically apprehend broad understanding of global environmental issues.

CCS322 Environmental Literature (3)—Readings in literature relating to global environment and sustainable development.

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.

JERUSALEM AND ATHENS FORUM

- * **JAF301 Tradition: From Antiquity to the Enlightenment (6)**—Readings include Plato, Aristotle, Augustine, Dante, Shakespeare, Erasmus, Luther, Teresa of Avila, Milton, Bunyan and more. *Prerequisite:* 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.
Prerequisite: JAF301.

LATIN AMERICAN STUDIES PROGRAM

- * With COR210, 211 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 Latin American History, Contemporary Issues and Perspectives (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 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 miniforests, mountain cloud forests, volcanic regions and reefs. Spring term.

LAS331 Field Research (2)—Field research in conjunction with LAS330 by students completing tropical science concentration.

LAS340 Business Seminar (3)—Studies business in Latin America from Christian perspective. Highlights export commodities, maquilas and multinationals marketing in Latin America; sources for business planning. 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 Travel Practicum (1)—Through conferences and journaling, students develop knowledge about Central American countries visited by LASP groups.

LAS425 Service Opportunity/Internship (1-3)—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.

LAF207 Motion Picture Production (3)—Intense, hands-on course in short film production. Students individually write, shoot, direct and edit own projects. Visual storytelling achieved through developing skills in directing, cinematography and editing. Enables both novice and advanced students to develop integration of story with technical skill. Taught by professional, experienced Christian filmmakers with credits in Hollywood industry.

LAF232 Theology in Hollywood (4)—Development of necessary skills for analysis of culture of Hollywood, role in popular culture and theological intersections therein. Seeks theological engagement with culture of Hollywood and cinema by investigating some of social, ethical and psychological implications of film on theology.

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, 211 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)—Surveys history and variety of peoples and cultures in Middle East in societies such as Jordan, Syria, Lebanon, Israel/Palestine and Turkey as well as development of Judaism, Christianity and Islam in these societies. Students learn about pressing issues, from gender to war to economic development, that currently animate many religious and political communities they visit.

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. Examines complexity of reaching peace in region shared by two peoples with competing views of civilization.

GORDON IN ORVIETO

- * With COR210, 211 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.

History

- * **ORV240 Christianity and the Modern World (4)**—Examines Protestant-Catholic split of 16th century, development of Catholicism in modern era and recent ecumenical relations between Protestants and Catholics with attention to problem areas between Catholics and Protestants: papal authority, teachings on Mary, Eucharistic theology, role of art in worship. Fulfills core Aesthetic Sensibilities and Practices theme.

***ORV241 Cultural History of the Renaissance (4)**—Interdisciplinary course providing framework for the Orvieto program, studying conditions of community life that promoted a rich culture of religious and civic art in Italy during Renaissance era. Excursions to centers of Renaissance culture such as Rome, Florence, Assisi, Siena, Arezzo, etc.

ORV242 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.

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 Benedict, Scolastica, Francis and Claire of Assisi, Bonaventure, and Catherine of Siena.

ORV343 Women, Family and Religion in the Early Modern Era (4)—Explores themes in social and religious history of women and family life in medieval and Renaissance Europe, and consequences of Protestant Reformation and Catholic Counter-Reformation for family, female spirituality, and the female religious orders.

ORV344, 346, 348 Special Topics in History (4)—Selected topics in areas of expertise of visiting instructors.

Writing

ORV350 Poetry and Ekphrasis (4)—Explores Renaissance interest in relation between poetry and pictorial arts in classical tradition of *ekphrasis* (poetry about art) or painting and sculpture based on works of literature. Students both study tradition and practice craft of *ekphrasis*.

ORV354, 356, 358 Special Topics in Creative Writing (4)—Selected topics in areas of expertise of visiting instructors.

Literature and Theatre

ORV260 Dante's *Divine Comedy* (4)—Study of Dante's *Divine Comedy* (in dual-language edition), focusing on plot, underlying 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.

ORV261 British and American Writers in Italy (4)—Studies strong pull exercised by Italy on imagination of British and American poets, novelists and essayists, and on those wishing to become cultivated people of arts and letters.

ORV262 Origins of Western Theatre (4)—Four epochs of premodern Western theatre strategically studied from Orvieto: religious drama of Ancient Greece, melodramatic spectacle of Roman theatre, participatory community drama of medieval Europe, and multifaceted theatre of Renaissance developed for public theatres and private palaces.

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.

ORV364 Shakespeare in Italy (4)—Focuses on extensive influence of Italy on Shakespeare's theatre, exhibited through plays set in Italy and plots taken from sensational Italian literature.

Art

ORV270 Drawing Studio at Orvieto (4)—Approaches drawing as a way to engage with details essential to any environment but specific to Orvieto, with in-studio drawing sessions of complex spatial constructions, still life and figure, and on-site response to townscape and landscape. Lab fee.

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. Lab fee.

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. Lab fee.

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. Lab fee.

ORV374, 376, 378 Special Topics in Art and Art History (4)—Selected topics in areas of expertise of visiting instructors. Lab fee.

SCHOLARS SEMESTER IN OXFORD

OXF300 Shaping of the British Landscape through Literature, Religion, Philosophy, Politics and Art (4)—Examines how British landscape was formed and reformed by societies which conquered and settled in it, and how those societies were successively influenced by physical and cultural legacies of predecessors.

OXF301 Further Studies in the Shaping of the British Landscape through Literature, Religion, Philosophy, Politics and Art (4)—Spring-term continuation of OXF300 with required weekly lectures and field trips.

OXF395, 396 Secondary Tutorial I, II (3, 3)—Similar in structure to primary tutorial, secondary tutorial may complement student's concentration or provide opportunity to study in field outside concentration. 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. Concludes with integrative exam allowing students to draw upon main themes of course of study.

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. Offered tutorials cover range of topics.

OXF498 Thesis Track (3–4)—Over course of second term students work on thesis to be completed and presented in final week of term.

GORDON IN ROMANIA

- * With COR210, 211 fulfills core Global Understanding theme.

ROM201 Romanian Culture, History and Language (4)—Explores Romanian culture and history, particularly post-communist, through visits to historic sites and museums, homestays, language study, working closely with IMPACT service learning club, formal and informal cultural exchanges, periodic lectures by qualified specialists and Romanian film.

ROM230 Eastern Orthodoxy (4)—Introduces Eastern Orthodox faith, dogma, aesthetics and lifestyle, exploring both theologically and culturally Romania's national faith. While allowing expert Orthodox authorities to speak on behalf of their church, course critically examines whether Eastern Orthodoxy is a barrier to socioeconomic development and democracy as conventional wisdom asserts.

- * **ROM242 Sustainable and Human Development (4)**—Explores issues of poverty, underdevelopment and human well-being correlating best practices and insights of secular world (Athens) with that of Christian faith (Jerusalem). Special attention given to bridging vision of Kingdom of God (just and loving relations) with concrete mechanisms aimed to achieve this, such as human rights, free media, public education and social and policy mechanisms. Focus and care given to motivating students to care about issues of global poverty and to think critically about poverty and human development via resources from within and outside presuppositions of Christian faith. Contested role of religion in development also considered. Fulfills core Civic Responsibility theme.

ROM258 Experiential Education (4)—Explores first-hand how two principal pedagogies of experiential education—adventure education and service learning—are applied to international development context of post-communist Romania. Both practical and theoretical; participation and development of transformational mission strategy (for community development) rooted in experiential education, development best practices, and Christian theology.

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 2011.)

* **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 crosscultural 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 2012.)

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.

SAL--- 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.

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.

UGANDA STUDIES PROGRAM

* With COR210, 211 fulfills core Global Understanding theme.

USP320 African Traditional Religions, Islam and Christianity in Contemporary Uganda (3)—Surveys major religions in Uganda with emphasis on ATR (Baganda, Bagisu and Acholi), Islam and Christianity. Emphasizes role of religion in Uganda and issues of interfaith dialogue and understanding. Program core.

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.

USP345 East African History (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 decolonialisation. Program core.

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.

WESTMONT COLLEGE'S URBAN STUDIES PROGRAM—SAN FRANCISCO

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.

WUS201 Film Studies (4)—Explores film as narrative and visual medium and introduces basic concept of film analysis. Spring only.

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.

WUS330 The Emergence of the Church, First and Second Centuries (4)—Theologian and futurist Leonard Sweet notes the 21st century has more in common with the first century than any other time in between. This observation is particularly relevant as we assess growth and development of the emerging church of our day. Focus on New Testament theology in formation of early church and contemporary churches in post-Christian San Francisco. Field trips and guest speakers.

WUS334 Ethnicity, Race and the City (4)—Explores traditions in America's diverse cultural literatures and literary representations of relations between and within different ethnic and racial communities. Fall only.



DIRECTORY

BOARD OF TRUSTEES

CLASS OF 2011

John M. Gurley '78 Manchester-by-the-Sea, Massachusetts
Physician, Ophthalmology

***Thomas L. Phillips** Weston, Massachusetts
Chairman and CEO (Ret.), Raytheon Company

***Herman J. Smith Jr. '70** Medford, Massachusetts
Associate Justice, Superior Court, Boston

Suannah Young Oxford, England

CLASS OF 2012

Gregory G. Groover Sr. Roxbury, Massachusetts
Pastor, Charles Street A.M.E. Church

Steven Krook New Ipswich, New Hampshire
President, S. K. Management Co.

Roberto Miranda Somerville, Massachusetts
Senior Pastor, Congregación León de Judá

Kirk Ware Acton, Massachusetts
President, Nagog Real Estate Consulting Corporation

CLASS OF 2013

***Daniel S. Cho** Cambridge, Massachusetts
Executive Director, The Veritas Forum

Peter F. Herschend Branson, Missouri
Vice Chairman, Silver Dollar City

***Kurt Keilhacker** Saratoga, California
Managing Partner, TechFund Capital

***Joseph K. Krivickas** Boston, Massachusetts
Operating Partner, SSV Capital, LLC

Raymond C. Lee Repulse Bay, Hong Kong
Chairman, Oasis Development Enterprises

Ava Memmen Boston, Massachusetts
Harold L. Myra Wheaton, Illinois
Executive Chairman, Christianity Today International (Ret.)

Samuel A. Schreiner III '77

Senior Pastor and Head of Staff,
The Noroton Presbyterian Church

Darien, Connecticut

Aaron W. Shin

Senior Director, Raytheon

Waltham, Massachusetts

***Carrie D. Tibbles, M.D. '93**

Associate Director, Graduate Medical Education,
Beth Israel Deaconess Medical Center

Boston, Massachusetts

***Bradford H. Warner**

Financial Services Executive (Ret.)

Hingham, Massachusetts

CLASS OF 2014**Judith M. Dean '78**

International Economist, U.S. International
Trade Commission

Washington, D.C.

Lisa B. Forkner

Wife, mother, homemaker

Hingham, Massachusetts

Dale E. Fowler

Owner, Fowler Properties

Santa Ana, California

***Bronwyn E. Loring '87**

Founder, North Shore Christian Network Inc.

Pride's Crossing, Massachusetts

***David C. Schultz**

Private Investor

Lexington, Massachusetts

Mary M. Shahian

Managing Director, Daintree Advisors

Sudbury, Massachusetts

TRUSTEES EMERITI**CLASS OF 2012****Kenneth H. Olsen**

Chairman, Digital Equipment Corporation (Ret.)

Zionsville, Indiana

James H. Roberts '66B

President, Armbrust International

Coventry, Rhode Island

David R. Young

Founder and Managing Director, Oxford Analytica Ltd.

Oxford, England

CLASS OF 2013**Donald P. Chase**

Corporate Executive (Ret.), Investor

Fort Myers, Florida

PRESIDENT'S CABINET

- R. Judson Carlberg**, Ph.D. President, 1976
B.A., Wheaton College; M.Div., Denver Seminary; M.A., Ph.D., Michigan State University.
- 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.
- Sandra L. Butters**, B.A. Vice President for Development, 2010
B.A., Gordon College.
- Barry J. Loy**, M.A. Vice President for Student Development and Dean of Students, 1985
B.A., University of North Carolina at Chapel Hill; M.A., Wheaton College.
- Stephen C. MacLeod**, J.D., Ph.D. Dean of College Planning, College Counsel, 1985 (Barrington College, 1979–1985)
B.A., Boston University; M.A.C.S., Regent College; Ph.D., Michigan State University; J.D., Suffolk University Law School.
- Mark L. Sargent**, Ph.D. Provost, 1996
B.A., University of California Santa Barbara; M.A., Ph.D., Claremont Graduate School.
- Richard D. Sweeney, Jr.** Vice President for Marketing and Strategic Communications, 2010
B.A., Gordon College; M.S., Boston University.
- Daniel B. Tymann**, B.S.E.E. Executive Vice President, 2005
B.S.E.E., Tufts University.

ADMINISTRATIVE STAFF

ACADEMIC

- Janet M. Bjork**, M.L.S. Serials/Electronic Resources Librarian
Anita M. Coco, M.R.E. Media Support Specialist: Production/Event Coordinator
- Martha D. Crain**, M.M., M.L.S. Bibliographic Instruction/Librarian/Archivist
Cheryl M. DeLuca, M.A. Student Care and Recruitment Administrator, Global Education
- Randall M. Gowman**, M.S.L., M.R.E. Public Services Librarian
Christopher M. Imming, B.A. Director of Media Services
Christopher J. Jones, B.A. Director of Center for Educational Technologies
Shui-Keung Alec Li, M.L.S. Technical Services Librarian
Alyson L. Longacre, M.A. Assistant Director, Academic Support Center
Virginia Mayne, B.A. Assistant Registrar
Tracy Pierce, M.A. Educational Technology Support Specialist/Course Design Assistant Registrar
- Janet Potts**, B.A. Assistant Registrar

Amber R. Primm, B.A.
Paul G. Rogati, B.S.

Manager, Barrington Center for the Arts
 Educational Technology Support Specialist/
 Multimedia

Myron Schirer-Suter, Ed.D.
Ann C. Seavey, M.Ed.
Liesl R. Smith, Ph.D.

Director of Library Services
 Director, Academic Support Center
 Director, Administration and Management,
 Global Education

ADMISSIONS

June M. Bodoni, B.A.
Britt Carlson, B.A.
Kristy L. Cormier, M.Ed.

Senior Director of Admissions
 Director of Admissions, Recruitment
 Director of Admissions, Visit Programs

ATHLETICS

Marc Whitehouse, B.S.
Jonathan R. Tymann, M.A.T.S.

Associate Athletic Director
 Director of Athletics

CHAPEL

Gregory W. Carmer, Ph.D.
Laura M. Carmer, M.A.
Andene Christopherson, B.A.
Laurie S. Truschel, B.A.

Dean of Chapel
 Director of Missions
 Director of Worship
 Director of Discipleship Ministries

COLLEGE COMMUNICATIONS

Patricia C. Hanlon, M.A.
Jo Kadlecek, M.A.
Cyndi A. McMahon, B.A.

Director of College Publications
 Senior Communications Writer
 Director of Internal Communications

DEVELOPMENT

Bradford W. Lestage, M.A.
Daniel S. White, M.B.A., C.F.R.E.
Philip M. Williams, B.A.
Elsje B. Zwart, M.S.

Senior Major Gifts Officer
 Director of Special and Planned Gifts
 Director of Development Operations
 Major Gifts Officer

STUDENT FINANCIAL SERVICES

Melissa M. Bull, B.A.
Daniel O'Connell, B.A.

Student Employment Coordinator
 Director of Student Financial Services

FINANCIAL AFFAIRS

Nancy G. Anderson, M.L.S.
David R. Andrade, B.A.
Nancy J. Cassidy, B.S.
Douglas H. Crowell, M.S.
Paul A. Helgesen, M.R.E.
Ronald E. Hilton, M.A.
Jeffrey P. Hoy, B.A.

Director of Human Resources
 Director of Information Services
 Assistant Controller
 Auxiliary Services Technical Manager
 Director of Physical Plant
 Director of Auxiliary Services
 Director of Public Safety

| | |
|-------------------------------------|---|
| Russell S. Leathe, B.S. | Director of Network and Computer Operations |
| John R. Lawrence, A.A. | Director of Dining Services |
| Kimberlie J. Mather, B.S. | Controller |
| John C. Soucy, M.A.R. | Environmental Health and Safety Officer |
| Mark J. Stowell | Assistant Director, Physical Plant |
| Andrew C. Stuart, M.B.A. | Assistant to the Vice President for Finance and Administration |
| Robert F. VanCleaf, M.A.T.H. | Director of Strategic Project Management and Web |
| Jonathan W. Williams, B.A. | Software Architect and Strategist |

STUDENT DEVELOPMENT

| | |
|--------------------------------------|--|
| Meredith M. Benson, M.A. | Director of Housing |
| Gail Borgman, M.S.W. | Senior Counselor, Counseling Center |
| John David Bower, M.A. | Director, Chase and Lewis Halls |
| Valerie E. Buchanan, B.S. | Director, Office of Community Engagement |
| Christopher W. Carlson, M.S. | Associate Dean for Student Life |
| Terry L. Charek, M.A.T.S. | Associate Dean for Residence Life |
| Michael B. Curtis, M.Div. | Director, Wilson and Evans Halls |
| Rita Smith Dove, M.T.S. | Assistant Director of Career Services |
| Cami R. Foerster, B.A. | Director, Nyland Hall |
| Heidi Forget, M.S.W. | Counselor, Counseling Center |
| Susan L. Forsythe, B.S. | Director of the Health Center |
| Nathan J. Hausman, M.A. | Director of La Vida, Adirondack Programs |
| Janice K. Holton, M.S.W. | Director of Counseling Services |
| Pamela B. Lazarakis, B.A. | Director of Career Services |
| Miguel Martinez, M.D. | College Physician |
| Jennifer Memmen, M.A. | Director of Adventure Day Camp and Curriculum |
| Abigail L. Noble, M.A. | Director, Fulton Hall |
| Richard Obenschain, M.Div. | Director of La Vida Center for Outdoor Education |
| Julie M. Ray, M.A. | Associate Dean, First-Year Experience |
| Shella SaintCyr, M.A. | Director of Clarendon Program and Advisor to ALANA |
| Arlyne V. Sargent, M.A. | Advisor to International Students |
| Gregory B. Scruton, M.A. | Director of Campus Recreation |
| Joshua David Starbuck, M.Div. | Director, Tavilla Hall |
| Reid Swetland, M.A. | Counselor, Counseling Center |
| Emily Vare, M.A. | Director of Ferrin and Road Halls |
| Josh A. Wymore, M.A. | Assistant Director, First-Year Experience and Campus Activities |

FACULTY*

David W. Aiken, Ph.D., Professor of Philosophy, 1990. B.A., University of Maine Orono; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Boston College.

Stephen G. Alter, Ph.D., Associate Professor of History, 2000. B.M., Southern Methodist University; M.M., University of Texas Austin; M.A., Rice University; Ph.D., University of Michigan.

Janet S. Arndt, Ed.D., Associate Professor of Education; Director of Graduate Education, 2001. B.A., Gordon College; Ed.M., Boston University; Ed.D., C.A.G.S., University of Massachusetts Amherst.

Bryan C. Auday, Ph.D., Professor of Psychology; Chair, Department of Psychology, 1986. B.A., Biola University; M.A., California State University Los Angeles; Ph.D., Colorado State University.

Lauren Swayne Barthold, Ph.D., Associate Professor of Philosophy, 2005. B.A., George Washington University; M.C.S., Regent College; M.A., Simon Fraser University; Ph.D., The Graduate Faculty, New School for Social Research.

Nathan A. Baxter, Ph.D., Assistant Professor of Communication Arts; Chair, Department of Communication Arts, 2006. B.A., Willamette University; M.A., Texas A & M University; M.A., Western Seminary; Ph.D., Indiana University.

Graeme D. Bird, Ph.D., Associate Professor of Languages and Linguistics, 2001. B.A., M.A., Auckland University; B.M., Berklee College of Music; A.M., Ph.D., Harvard University.

Russell C. Bjork, M.S., Professor of Computer Science; Coordinator, Computer Science, 1980. B.S.E.E., M.S.E.E., Massachusetts Institute of Technology; M.Div., Gordon-Conwell Theological Seminary.

Dorothy F. Boorse, Ph.D., Associate Professor of Biology; Chair, Department of Biology, 1999. B.S., Gordon College; M.S., Cornell University; Ph.D., University of Wisconsin Madison.

Paul C. Borgman, Ph.D., Professor of English, 1981. B.A., Wheaton College; M.A., Southern Illinois University; Ph.D., University of Chicago.

Joel Boyd, Ph.D., Associate Professor of Chemistry, 2010. B.S., Wayland Baptist University; Ph.D., Rice University.

Paul A. Brink, Ph.D., Associate Professor of Political Science; Moderator, Division of Social Sciences, 2006. B.A., Redeemer University College; M.A., Dalhousie University; Ph.D., University of Notre Dame.

Stephen Brinton, M.S., Associate Professor of Computer Science, 2004. B.S., Gardner-Webb University; M.S., University of North Carolina Charlotte; M.Div., Asbury Theological Seminary.

* Date following title indicates beginning of full-time continuous faculty appointment at Gordon.

- C. Thomas Brooks**, M.M., Professor of Music; Director of Choirs; Chair, Department of Music, 1988. B.M., Houghton College; M.M., New England Conservatory of Music; Artist Diploma, University of Hartford.
- Susan G. Brooks**, M.M., Professor of Music, 1988. B.M., Houghton College; M.M., University of Rochester; Artist Diploma, University of Hartford.
- Virginia Todd Burton**, M.F.A., Assistant Professor of Communication Arts, 2009. B.A., Brown University; M.F.A., University of Texas Austin.
- Tanja Butler**, M.A., Associate Professor of Art, 2000. B.A., M.A., University at Albany, State University of New York.
- Mark W. Cannister**, Ed.D., Professor of Christian Ministries; Moderator, Division of Humanities, 1992. B.S., California University of Pennsylvania; M.A., West Virginia University; Ed.D., University of Pittsburgh.
- Gregory Carmer**, Ph.D., Dean of Chapel, 2002. B.A., Spring Arbor College; M.A., Ph.D., Boston College.
- Mia Chung**, D.M.A., Professor of Music/Artist-in-Residence, 1991. A.B., Harvard University; M.M., Yale University; D.M.A., The Juilliard School.
- Sean Clark**, Ph.D., Associate Professor of Kinesiology; Chair, Department of Kinesiology, 2000. B.S., Gordon College; M.S., University of Massachusetts Amherst; Ph.D., Oregon State University.
- Catherine M. Cobbey**, M.A., Associate Professor of Communication Arts; Moderator, Division of Fine Arts, 2001. B.A., Gordon College; M.A., Bowling Green State University.
- Sybil W. Coleman**, M.S.W., Professor of Social Work; Director, Social Work Program, 1989. B.A., Gordon College; M.Ed., Salem State College; M.S.W., University of Minnesota Duluth.
- Kaye V. Cook**, Ph.D., Professor of Psychology, 1978. B.A., Georgia College; M.A., Ph.D., University of North Carolina.
- Casey L. Cooper**, M.S.A., Assistant Professor of Economics and Business, 2006. B.A., Gordon College; M.S.A., Boston College.
- Karl-Dieter Crisman**, Ph.D., Assistant Professor of Mathematics, 2005. B.A., Northwestern University; M.S., Ph.D., University of Chicago.
- Ian DeWeese-Boyd**, Ph.D., Associate Professor of Philosophy and Education, 2002. B.A., University of South Carolina; M.A., Covenant Theological Seminary; Ph.D., St. Louis University.
- Margaret A. DeWeese-Boyd**, Ph.D., Associate Professor of Social Work, 1999. B.A., Carson-Newman College; M.A., Covenant Theological Seminary; M.S.W., Washington University; M.A., Ph.D., University of Missouri St. Louis.
- Damon DiMauro**, Ph.D., Professor of French, 2001. B.A., Tulane University; M.A., Ph.D., University of Wisconsin Madison.

- Sandra M. Doneski**, Ph.D., Associate Professor of Music; Director, Undergraduate Music Education; Director, Graduate Program in Music Education, 1999. B.M., Gordon College; M.M.Ed., Ph.D., Hartt School of Music, University of Hartford.
- Janis D. Flint-Ferguson**, D.A., Professor of Education and English; Chair, Middle-Secondary Education, 1990. B.A., North Central College; M.S., D.A., Illinois State University.
- Andrea K. Frankwitz**, Ph.D., Associate Professor of English; Chair, Department of English Language and Literature, 2006. B.A., Evangel College; M.A., University of Northern Iowa; Ph.D., Oklahoma State University.
- Stan D. Gaede**, Ph.D., Scholar-in-Residence, Center for Christian Studies; President, Christian College Consortium; Professor of Sociology, 2006 (1974–1996). B.A., Westmont College; M.A., California State University Northridge; Ph.D., Vanderbilt University.
- Mark D. Gedney**, Ph.D., Associate Professor of Philosophy; Chair, Department of Philosophy, 1998. B.A., Gordon College; M.Litt., University of Edinburgh; Ph.D., Boston University.
- Ivy George**, Ph.D., Professor of Sociology; Chair, Department of Sociology and Social Work, 1983. B.A., M.S.W., Stella Maris College; Ph.D., Brandeis University; M.T.S., Harvard University.
- Jonathan Gerber**, Ph.D., Assistant Professor of Psychology, 2010. B.Psych., University of Sydney; Ph.D., MacQuarie University.
- Valerie J. Gin**, Ed.D., Professor of Recreation and Leisure Studies; Chair, Department of Recreation and Leisure Studies, 1997. B.S., Greenville College; M.S., Eastern Illinois University; Ed.D., Boston University.
- Brian Glenney**, Ph.D., Assistant Professor of Philosophy, 2007. B.A., University of Washington; M.Litt., University of St. Andrews; Ph.D., University of Southern California.
- K. David Goss**, M.A., Assistant Professor of History, 1999. B.A., Gordon College; M.A., Tufts University.
- 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.
- Carol A. Herrick**, M.Ed., Assistant Dean and Registrar, 1996. B.A., Salem State College; M.Ed., University of Massachusetts Lowell.
- 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., Associate Professor of History; Chair, Department 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.

Lawrence E. Holcomb, Ph.D., Assistant Professor of Sociology, 1996. B.A., Gordon College; M.A., Ph.D., Brandeis University.

Margaret A. Hothem, Ed.D., Professor of Leisure Studies, 1979. B.S., Malone College; M.A., Morehead State University; Ed.D., Boston University.

Agnes Howard, Ph.D., Assistant Professor of English and History, 1999. B.A., Cornell University; M.A., Ph.D., University of Virginia.

Thomas A. Howard, Ph.D., Associate Professor of History; 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., Associate 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., Associate Professor of Sociology, 1998. B.S., Liberty University; M.A., Ph.D., University of Virginia.

Norman M. Jones, M.A., Associate Professor of Theatre Arts, 1985. B.S., Houghton College; M.A., University at Buffalo, State University of New York.

Robert H. Joss, Ph.D., Professor of Psychology, 1974. B.S., Wheaton College; M.A., Ph.D., 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., Assistant 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.

Irvin J. Levy, M.S., Professor of Chemistry and Computer Science; Chair, Department of Chemistry, 1985. B.S., University of Bridgeport; M.A., Wesleyan University; M.S., Boston University.

- Andrew Logemann**, Ph.D., Assistant Professor of English, 2008. B.A., Wheaton College; M.A., Ph.D., Indiana University.
- David Lumsdaine**, Ph.D., Professor of Political Science, 2007. B.S., University of California Berkeley; M.S., Ph.D., Stanford 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 Meeuwssen**, 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., Assistant Professor of Political Studies, 2005. B.A., Biola University; M.A., Ph.D., Emory University.
- Jeffrey S. Miller**, M.A., Professor of Theatre Arts; Chair, Department of Theatre Arts, 2002. B.A., Bethel College; M.A., University of Minnesota.
- 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.
- Priscilla S. Nelson**, M.Ed., Assistant Professor of Education; Chair, Elementary Education, 2001. B.S., Gordon College; M.Ed., Boston University.
- Richard L. Obenschain**, M.Div., Director of Outdoor Education, 1995. B.A., Lenoir Rhyne College; M.Div., Gordon-Conwell Theological Seminary.
- Judith Oleson**, D.Min., Associate Professor of Social Work, 2005. B.S.D., M.S.W., University of Minnesota Duluth; M.P.A., Harvard University; D.Min., Episcopal Divinity School.
- Moisés Park**, Ph.D., Assistant Professor of Spanish, 2010. B.S., University of Michigan; Ph.D., University of California Davis.
- Pilar Pérez Serrano**, M.A., Assistant Professor of Spanish, 2002. B.A., Gordon College; M.A., Brandeis University.
- 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.
- 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; Director, Center for Christian Studies, 2003. B.A., University of Evansville; M.A., Dallas Theological Seminary; M.A., Ph.D., University of Dallas.
- Mark L. Sargent**, Ph.D., Professor of English; Provost, 1996. B.A., University of California Santa Barbara; M.A., Ph.D., Claremont Graduate School.
- 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, 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; Chair, Department of Economics and Business, 1987. A.B., Williams College; Ph.D., Stanford University.
- Kejun Song**, Ph.D., Assistant Professor of Economics, 2010. B.S., M.A., Central South University; M.S., University of Kentucky; Ph.D., University of California Irvine.
- 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.
- Gregor Thuswaldner**, Ph.D., Associate Professor of German and Linguistics; Chair, Department of Languages 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.
- 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.

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, 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.

Bruce G. Webb, Ph.D., Professor of Economics and Business; Coordinator, Core Curriculum, 1977. B.A., M.A., Northeastern University; Ph.D., Clark University.

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; Chair, Department of Art, 1996. B.F.A., Pratt Institute; M.A., Trinity College.

ADJUNCT FACULTY

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).

Janice K. Holton, M.S.W., Adjunct Professor of Social Work, 1996. B.A., Mount Holyoke College; M.S.W., Boston University.

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.

R. Preston Mason, Ph.D., Adjunct Professor of Biomedical Science, 1999. B.S., Gordon College; Ph.D., University of Connecticut Storrs.

Richard V. Pierard, Ph.D., Adjunct Professor of History, 2000. B.A., M.A., California State University Los Angeles; Ph.D., University of Iowa.

Carol Powers, J.D., Adjunct Professor of Law, 2000. B.S., Vanderbilt University; J.D., Boston College.

Nicholas Rowe, Ph.D., Adjunct Professor of History, 2002. B.S., Massachusetts Institute of Technology; Ph.D., Boston College.

Meirwyn I. Walters, J.D., Adjunct Professor of Economics and Business, 1994. B.A., Harvard University; J.D., Boston College.

APPLIED MUSIC STAFF

| | |
|-------------------------------------|--|
| Soo Bae , M.M. | Instructor of Cello |
| Norma Brunner , M.M. | Instructor of Piano |
| Roy Brunner , D.M.A. | Instructor of Organ |
| Mary Bulger , M.M. | Instructor of Voice |
| Heidi Clark , M.M. | Instructor of Voice |
| Steve Correia , M.Ed. | Instructor of Woodwinds |
| Nancy Dimock | Instructor of Oboe |
| William Gray , M.Ed. | Instructor of Brass and Tuba |
| Liana Hill , M.M. | Instructor of Voice |
| Peter Iltis , Ph.D. | Instructor of French Horn |
| Susan J. Kim | Instructor of Violin and Viola |
| William Kirkley , M.M. | Instructor of Clarinet |
| Doug Marshall | Instructor of Organ |
| Jessica Modaff , M.M. | Coach/Accompanist, Instructor of Piano |
| Terry Myers , M.M. | Instructor of Bassoon |
| Walter Pavasaris , Ed.D. | Instructor of Strings |
| David Patterson , M.M. | Instructor of Classical Guitar |
| Alina Polyakov , Ph.D. | Instructor of Piano |
| Piper Runion-Bareford , B.M. | Instructor of Harp |
| Robert Schulz , M.M. | Instructor of Percussion |
| Frederick Sienkiewicz , M.M. | Instructor of Trumpet |
| Nathan Skinner , B.M. | Coach/Instructor of Piano |
| Aaron Trant , M.M. | Instructor of Percussion |
| Eileen Yarrison , M.M. | Instructor of Flute |

PROFESSORS EMERITI

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.

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.

Peter W. Stine, Ph.D., Professor of English, 1968–2008. B.A., Asbury College; M.A., Northwestern University; Ph.D., Michigan State 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.

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.

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

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

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.

I. 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 continuously 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.

II. 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 fornication, homosexuality, adultery, drunkenness, theft, profanity and dishonesty, will not be practiced by members of the Gordon community, either on or off campus.
 2. “Sins of the spirit” and “sins of the tongue,” such as covetousness, jealousy, pride, lust, envy, immodesty, impatience, backbiting and slander, will be avoided by members of the Gordon community (Jeremiah 9:3–9, Mark 7:20–23, Galatians 5:19–21). Although by their very nature more difficult to discern, they are potentially as destructive to the unity of the community as any “sins of the flesh.”
 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. Members of the Gordon community will observe Sunday as a day set apart for worship, ministry, rest and recreation. Activities suggesting business as usual will not be sanctioned or encouraged except where absolutely 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, on adjacent properties or while attending College-related events or on College-related business. 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 (such as hallucinogens, heroin, cocaine and marijuana) and the abuse of those drugs controlled by law (such as narcotics, amphetamines and barbiturates).

APPENDIX C

STATEMENT OF PROVISION FOR STUDENTS WITH DISABILITIES

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 should be directed to the associate dean for residence life or Auxiliary Services. 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. The College nurse may also visit students in on-campus residence hall rooms when necessary.
- **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

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 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.

GRIEVANCE PROCEDURES RELATED TO DISCRIMINATION

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.

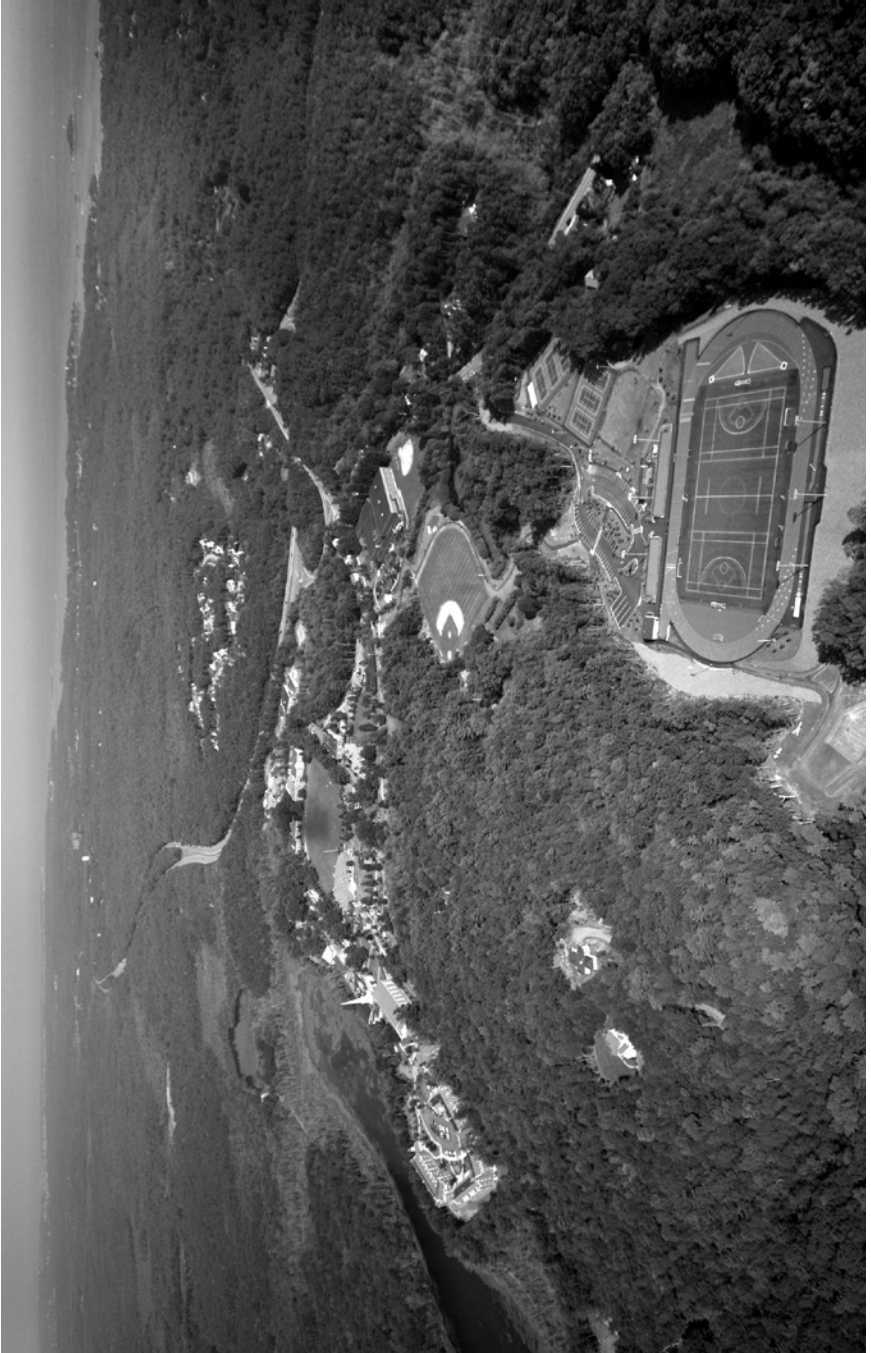
For additional information regarding procedural steps, contact the Center for Student Development (CSD) or visit the CSD website. In all grievance cases the associate dean of students will advise the grievant of the procedural steps involved, advise the grievant of the various internal and external options 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 website). The director of human resources will handle employee discrimination issues under the College's employment policies.

FOUR-YEAR ACADEMIC CALENDAR

| Fall Semester | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|------------|------------|------------|------------|
| Orientation/registration | 8/19-23 | 8/24-28 | 8/23-27 | 8/22-26 |
| Classes begin | 8/24 | 8/29 | 8/28 | 8/27 |
| Labor Day (no classes) | 9/5 | 9/3 | 9/2 | 9/1 |
| Homecoming | 10/7-9 | 10/5-7 | 10/11-13 | 10/10-12 |
| Quad 1 ends | 10/12 | 10/17 | 10/16 | 10/15 |
| Quad 1 final exams | 10/13-14 | 10/18-19 | 10/17-18 | 10/16-17 |
| Quad 2 begins | 10/17 | 10/22 | 10/21 | 10/20 |
| Thanksgiving Recess | 11/23-27 | 11/21-25 | 11/27-12/1 | 11/26-30 |
| Last day of classes | 12/8 | 12/13 | 12/12 | 12/11 |
| Reading day | 12/9 | 12/14 | 12/13 | 12/12 |
| Final exams | 12/12-15 | 12/17-20 | 12/16-19 | 12/15-18 |
| Christmas Recess | 12/16-1/17 | 12/21-1/15 | 12/20-1/14 | 12/19-1/13 |
| Spring Semester | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| MLK Jr. B'day (no classes) | 1/16 | 1/21 | 1/20 | 1/19 |
| New Student Orientation | 1/16-18 | 1/13-15 | 1/12-14 | 1/12-13 |
| Classes begin | 1/19 | 1/16 | 1/15 | 1/14 |
| Quad 3 ends | 3/7 | 3/6 | 3/5 | 3/4 |
| Quad 3 final exams | 3/8-9 | 3/7-8 | 3/6-7 | 3/5-6 |
| Spring Recess | 3/10-18 | 3/9-17 | 3/7-16 | 3/7-15 |
| Quad 4 begins | 3/19 | 3/18 | 3/17 | 3/16 |
| Deposit due for next year | 3/30 | 3/28 | 3/28 | 3/27 |
| Good Friday to Easter Monday (no classes) | 4/6-9 | 3/29-4/1 | 4/18-21 | 4/3-6 |
| Classes resume | 4/10 | 4/2 | 4/22 | 4/7 |
| Last day of classes | 5/9 | 5/8 | 5/7 | 5/6 |
| Reading day | 5/10 | 5/9 | 5/8 | 5/7 |
| Final exams | 5/11,14-16 | 5/10,13-15 | 5/9, 12-14 | 5/8,11-13 |
| Commencement | 5/19 | 5/18 | 5/17 | 5/16 |

| AUGUST 2011-MAY 2012 | | | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| AUG | | | | | | | JAN | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 28 | 29 | 30 | 31 | | | | 29 | 30 | 31 | | | | |
| SEPT | | | | | | | FEB | | | | | | |
| | 4 | 5 | 6 | 7 | 8 | 9 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 25 | 26 | 27 | 28 | 29 | 30 | | 26 | 27 | 28 | 29 | | | |
| OCT | | | | | | | MAR | | | | | | |
| | 2 | 3 | 4 | 5 | 6 | 7 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 30 | 31 | | | | | | | | | | | | |
| NOV | | | | | | | APR | | | | | | |
| | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 27 | 28 | 29 | 30 | | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | | | | 29 | 30 | | | | | |
| DEC | | | | | | | MAY | | | | | | |
| | 4 | 5 | 6 | 7 | 8 | 9 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 27 | 28 | 29 | 30 | 31 | | |

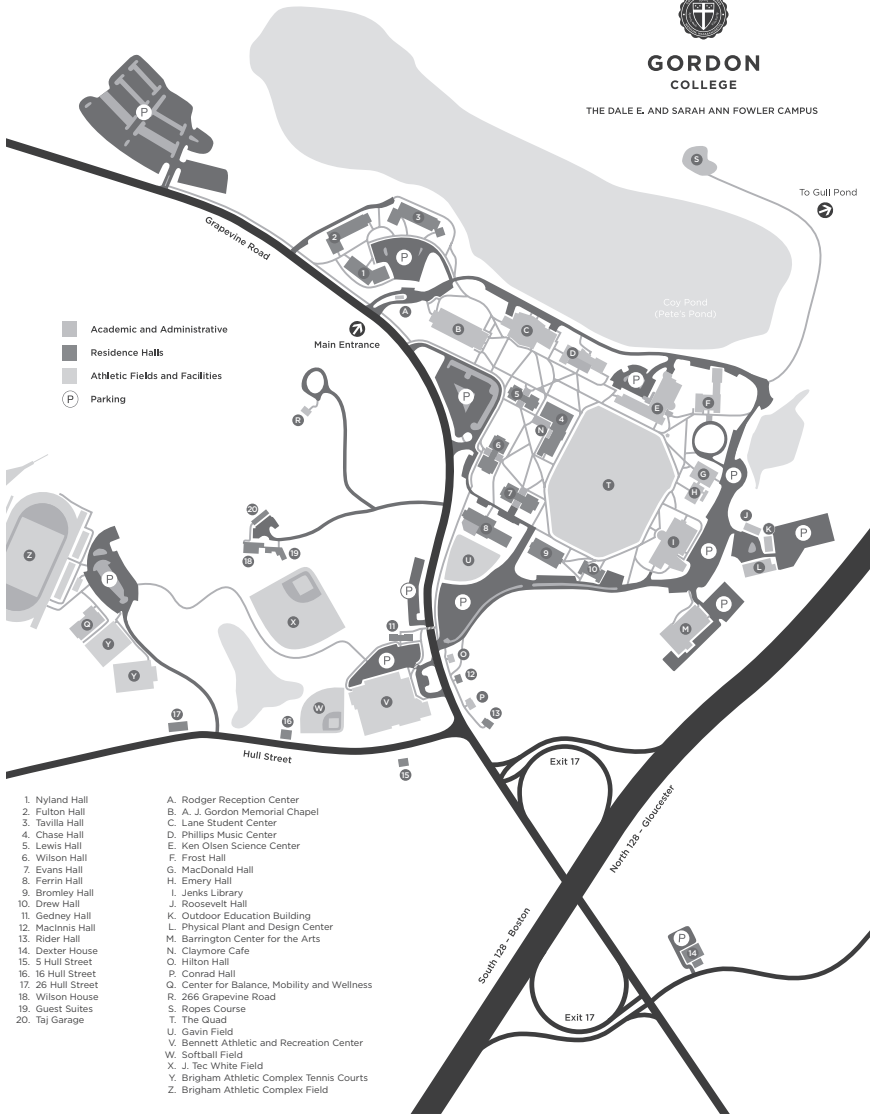


CAMPUS MAP



GORDON
COLLEGE

THE DALE E. AND SARAH ANN FOWLER CAMPUS



INDEX

- 3-2 Engineering 50,169,170
 Absences 34
 Academic Calendar 4,241
 Academic Expectations 10,32
 Academic Honors 31
 Academic Policies 31
 Academic Program 48
 Academic Skills 49
 Academic Standing 32,35
 Academic Support Center 49
 Accounting 99
 Accreditations and Affiliations 11
 Activities 29,43,183
 Added Courses 5,31
 Adjunct Faculty 229
 Administration Directory 220
 Admissions 13
 Advanced Placement (AP) 15
 Advising 31,49
 Aesthetic Sensibilities and Practices 63
 Africa—Uganda Studies 56,215
 Agricultural Missions 78,84
 Aix-en-Provence Program 52
 A. J. Gordon Scholars 23,31
 Alcohol Use 10,238
 Allied Health Science 56,84,132,200
 Alpha Mu Gamma 59,137
 American Studies 55,174,198,206
 Appeals 33
 Appendices 234
 Application Deadlines 17
 Application Fees 14,19
 Application Plans and Procedures 13–17
 Applied Music 20,154,157,215
 Art 16,66–72,110
 Art Education 110
 Art Gallery 50
 Asian Studies 57,103,123,140,198
 Athens, Jerusalem Forum 60,209
 Athletics 30,32
 Attendance 34
 Auditions 16,154
 Auditors 15,18,34
 AuSable Institute 56,86,90
 Bachelor Degrees 36–37
 Barrington Center for the Arts Gallery 50
 Barrington College 7
 Behavioral Standards 10,237–238
 Best Semester (C.C.C.U.) 54
 Bible at Gordon Program 75
 Biblical Languages 74
 Biblical Studies 61,73–83
 Billing 5,18,22
 Biology 84–90
 Biotechnology 85
 Block Tuition 18
 Board 19
 Board of Trustees 218
 Boston Urban Semester 52,206
 British Stage 195
 Budapest Semester 57,146
 Business Administration 100
 Cabinet 220
 Calendars 4,241
 Campus Activities 29
 Campus Map 243
 Career Services 29
 Catalog Requirements 35
 Center for Arts 50
 Center for Christian Studies 50
 Change of Course 5,20,31
 Chemistry 91–94
 China International Seminar 54,102
 China Studies Institute 57
 China Studies Program 55,207
 Chinese 139
 Christian College Consortium 12,35,57
 Christian Ministries 75
 C.I.E.E. 57
 Civic Responsibility Core Theme 63
 Class Attendance 34
 Classics 124,139,198
 Class Rank and Standing 35
 Club Sports 30
 Combined Languages 137
 Commencement 40
 Common Core Courses 61–63
 Communication Arts 95–98
 Commuters 20
 Comprehensive Fee 19
 Computational Physics 169
 Computer Information Systems 148
 Computer Science 146–152
 Concentrations 48
 Concepts of Wellness 20,43,62,187
 Consortium Visitor Program 12,35,57
 Contemporary Music Program 55,208
 Cooperative Education 51
 Core Curriculum 61–63
 Corporate Fitness Concentration 133
 Costs 18
 Council for Christian Colleges &
 Universities (C.C.C.U.) 12,54
 Counseling 29
 Course Changes 5,20,31
 Course Load 32,35

| | | | |
|---------------------------------|--|---|------------------|
| Creation Care | 57,209 | FAFSA Form | 17,22 |
| Creative Writing | 117 | Fees | 5,18,19,20 |
| Credit | 34,35,36 | FERPA | 45 |
| Cross-Registration | 12,13,35,43 | Field Trips | 34 |
| Curriculum | 66-216 | Film Studies | 55,96,210-211 |
| Damage Deposit | 19 | Final Examinations | 4,37 |
| Deadlines | 5,17,21,22 | Finalization | 38 |
| Dean's List | 31 | Finance | 101 |
| Deferred Enrollment | 36,45 | Financial Aid | 22-27,32 |
| Degrees Granted | 36 | Financial Clearance | 22 |
| Departmental Honors | 31,59,77,86,92,102, 123,130,134,137,146,148,170,173,188 | Financial Information | 18-27 |
| Deposits | 13,17,19 | Fine Arts | 63,64,66-72,204 |
| Directory | 218 | Fine Arts Division | 64 |
| Directory Information/FERPA | 45 | Food Plans | 19 |
| Disabilities Support | 2,49,238,240 | Foreign Languages | 14,44,62,137-145 |
| Discipline | 11,237 | Four-Year Calendar | 241 |
| Discovery | 5,20,43,62,187 | France, Program | 52 |
| Distance Education | 43 | Francophone Studies | 138,140-141 |
| Divisional Courses | 204 | French | 52,140-141 |
| Divisions | 64-65 | Freshmen | 14,35 |
| Dorms | 18,19,21,28,238 | Fulbright | 27 |
| Double Major | 48 | Full-Time Students | 18,35 |
| Drama | 195-197 | Gallery | 50 |
| Dropped Courses | 5,21,31 | Gender Studies | 190,199 |
| Drug Use | 2,10,237 | Geography | 128 |
| Early Childhood Education | 108 | German | 138,142-143 |
| Early Decision | 13,17 | Global Christianity | 76 |
| East Asian Studies | 103,123,140,198 | Global Education | 43,52-58,205-216 |
| Economics | 101 | Global Understanding Core Theme | 63 |
| Economics and Business | 99-107 | Goals for learners | 8 |
| Edinburgh | 57,164 | Good Standing | 32 |
| Education Department | 108-116 | Gordon-Conwell Theological Seminary | 75 |
| Education Division | 16,65 | Gordon in Aix | 52 |
| Elementary Education | 109-110 | Gordon in Boston | 52,206 |
| Eligibility | 32 | Gordon in Lynn | 53 |
| Elijah Project | 60 | Gordon in Orvieto | 53,212-213 |
| Emeriti | 219,231 | Gordon in Romania | 53,214 |
| Employment Opportunities | 27,29 | Gordon Wilderness Immersion and Leadership | 54 |
| Engineering | 50,170 | Grade Changes | 38 |
| English as a Second Language | 109,110,112 | Grades | 38 |
| English Language and Literature | 117-121 | Grading Policy | 38-39 |
| Enrollment Discrepancies | 38 | Graduate Programs | 27,37,49,154 |
| Ensembles | 159 | Graduation | 31,39 |
| Entrance Requirements | 13 | Grants | 23,27 |
| Environmental Studies | 56,84,86,90, 198,203,209 | Great Books Forum | 62,209 |
| Equal Opportunity | 2 | Great Conversation | 62 |
| ESL Education | 109,110,112 | Grievance Procedures | 33,240 |
| Ethnic Advisor | 29 | Guided Study | 40,205 |
| Expenses | 18,20 | Handicap Support | 2,238-240 |
| Extensions | 37 | Health Center | 19,28 |
| Faculty Directory | 223 | Health Professions | 50,85,91,132,200 |
| | | Heidelberg | 57 |

- History 62,122–128
 History of the College 7
 Homeschooled Applicants 16
 Honors 31,54,59,77,86,92,102,118,
 123,130,134,137,146,170,173,188
 Housing 18,19,21,28,238
 Humanities Division 64
 Human Person Core Theme 63
 Immersion Semester 43,54,184,186
 Incomplete Grades 5,38,41
 Independent Study 41,205
 Information Systems 148
 Instrumental Classes 20,155,156,160,230
 Insurance 20
 Intercollegiate Sports 30
 Intercultural Program 29
 Interdisciplinary Courses 198–216
 International Affairs 129–131
 International Applicants 16
 International Baccalaureate 15
 International Business 100
 International Development 130
 International Seminar 54,78,84,102,
 123,124,191,203
 International Studies 52–60,78,84,102,
 123,124,129,137,164,205–216
 Internships 18,42,52,204
 Intramural Sports 30
 Italian 143
 Italy 53,66,212
 Jenks Library 51
 Jerusalem and Athens Forum 60,209
 Jerusalem University College 58
 Jewish Studies 74
 Judicial Board 11
 Juvenile Justice 76
 Kinesiology 132–136
 Laboratory Fees 20
 Lambda Pi Eta 59
 Languages 14,15,44,62,137–145
 Late Registration 5,20
 Latin 139
 Latin American Studies 55,140,199,210
 La Vida 5,20,43,54,62,183
 Law 202,204
 LCC International University 58
 Leadership 29,205
 Leisure Studies 183–187
 Library/Learning Resource Center 51
 Life and Conduct 235
 Linguistics 137–145
 Literature 117–121
 Load 36
 Loans 23
 Los Angeles Film Studies Center 55,96,210
 Lynn 53
 Majors 36,42,48,66–197
 Mandarin Chinese 139
 Map 243
 Marine Biology 84,86
 Married Students 28,35
 Master's Degrees 27,37,49,154
 Mathematics 65,146–152
 May Term 5,18,32,42
 Meal Plan 18,19
 Middle East Studies Program 55,211
 Middle School Education 111
 Minimum Required GPA 32,33,38–42,77,
 100–102,108–112,117–118,147,154,177,189
 Minors 42,48,198–203
 Mission of the College 7
 Missions 73–83
 Multicultural Program 29
 Museum Studies 123,202
 Music 16,20,153–161
 Music Center 55,208
 Music Lessons, Proficiencies 20,155,157
 Natural Science Division 65,204
 Natural World Core Theme 63
 NCAA Academic Good Standing 32
 NECCUM 12,43
 Neuroscience 87,178
 New Testament 61,73
 Nondepartmental Courses 205
 Nonprofit Organization
 Management 103,107,201
 Objectives of the College 8
 Off-Campus Course Descriptions 205–216
 Off-Campus Programs 43,52–58,198–216
 Off-Campus Students 19
 Old Testament 61,73
 Online Courses 43
 Oregon Extension 58
 Orientation 28
 Orvieto Semester 53,66,212–213
 Outdoor Education Ministries 78
 Outdoor Education Term 43,54,78,184,186
 Overload 36
 Oxford Program 56,213–214
 Pacific Rim Stewards 57
 Parking Fee 20
 Participation (Commencement) 40
 Part-Time Students 18,35,36
 Pass/Fail Grading 39
 Payment Schedule 22
 Peace and Conflict Studies 190,201,204
 Petitions 43
 Phi Alpha Chi 59
 Philosophy 62,162–167
 Philosophy of Education 8
 Phi Sigma Iota 59
 Physical Education 20,43,62,187
 Physician's Assistant Concentration 133
 Physics 168–172

| | | | |
|---------------------------------------|--|--------------------------------------|------------------|
| Pike Honors Program | 31,60 | Sociology | 188-194 |
| Placement Examinations | 14,44 | Spanish | 138,143-144 |
| Political Science | 173-176 | Special Education | 110,112 |
| Portfolio | 16,66 | Special Students | 15,34 |
| Practica | 115-116 | Spiritual Life | 10,234 |
| Preengineering | 169,170 | Sport Studies | 185,186 |
| Prelaw | 202,204 | Spring Semester in Thailand | 58 |
| Premedical | 50,85,91,132-133,200 | Statement of Faith | 234 |
| Pre nursing Concentration | 133 | Student Employment | 27,29 |
| Preoccupational Therapy Concentration | 133 | Student Fees | 19,20 |
| Prephysical Therapy Concentration | 133 | Student Life | 28-30 |
| Prerequisites | 44 | Student Records | 45 |
| Presidential Honors | 31 | Study Abroad | 43,52-58,198-216 |
| President's Cabinet | 220 | Summer Courses | 5,42,46,47 |
| Privacy | 45 | Suspension | 11,21,32 |
| Probation | 11,33 | Sustainable Development | 190,203 |
| Psychology | 177-182 | Sustainable Tropical Agriculture | 54,84,205 |
| Public History | 123,124,202 | Teacher Education | 65 |
| Rank | 35 | Termination | 33 |
| Readmission | 15,17,33,45 | Thailand | 58 |
| Records | 45 | Theatre Arts | 195-197 |
| Recreation and Leisure Studies | 183-187 | Thematic Courses, Core | 63 |
| Refunds | 5,21 | Theology | 62,73-83 |
| Registration | 5,36,46 | Title IX, IV | 2,21 |
| Repeated Courses | 38,46 | Tobacco Use | 10,238 |
| Requirements | 39-40,66-203 | Transcripts | 46 |
| Residence Halls | 18,19,21,28,238 | Transfers | 15,17,42,47 |
| Return Design Collaborative | 66 | Trustees | 218 |
| Romania | 53,214 | Tuition | 18 |
| ROTC | 13,43,187 | Tutoring | 20,49,240 |
| Salzburg Institute | 54,214 | Uganda Studies Program | 56,215 |
| Satisfactory Academic Progress | 32,39 | University of Edinburgh | 57,164 |
| Satisfactory/Unsatisfactory | 39 | Urban Ministries | 78 |
| Scholarships | 22-27 | Urban Studies Programs | 52,58,206,216 |
| Scholars' Semester | 56 | Validation Exams | 14,15,20,44,62 |
| Science | 62,63,65,84,91,132,146,168 | Verification of Degree or Enrollment | 47 |
| Secondary Education | 68,87,92,111-112, 116,124,138,147,153,169 | Visitor Program | 12,35,57 |
| Second Degree | 37 | Walking at Commencement | 40 |
| Sigma Delta Pi | 59 | Warning | 33 |
| Sigma Xi | 59 | Westmont Urban Studies | 58,216 |
| Social Sciences Division | 65 | W.I.L.D. Semester | 43,54,184,186 |
| Social Work | 17,188-194 | Withdrawal | 5,21,47 |
| | | Youth (Christian) Ministries | 76 |

For additional information visit: www.gordon.edu.

