

GORDON COLLEGE

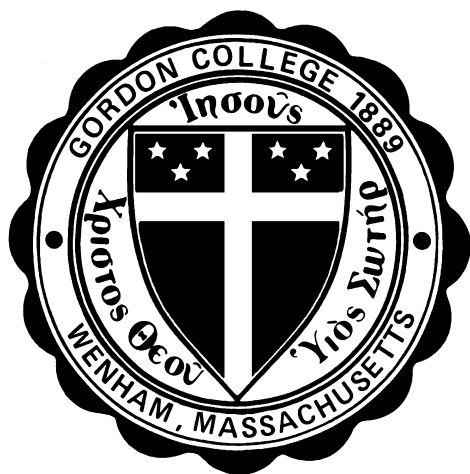
Undergraduate Academic Catalog
2005–2006





Art Durity

GORDON COLLEGE UNDERGRADUATE ACADEMIC CATALOG



2005–2006

The United College of Gordon and Barrington
255 Grapevine Road
Wenham, Massachusetts 01984
978.927.2300
Fax 978.867.4659
www.gordon.edu

Printed on recycled paper

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 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 please 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, policies and requirements in effect at the time of publication.

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	45
Core Curriculum	56
Academic Divisions	60
Departmental Curriculum	63
Art	63
Biblical and Theological Studies and Youth Ministries	70
Biology	80
Chemistry	86
Communication and Theatre Arts	89
Early Childhood, Elementary and Special Education	97
Economics, Accounting, Business and International Affairs	102
English Language and Literature	110
Foreign Languages and Linguistics	115
History	123
Mathematics and Computer Science	130
Middle School and Secondary Education	137
Movement Science	141
Music	144
Philosophy	155
Physics	158
Political Studies and International Affairs	162
Psychology	167
Recreation and Leisure Studies	173
Sociology and Social Work	178
Interdisciplinary and Off-Campus Curriculum	184
Directory	198
Appendices	216
Index	222
Campus Map	227
Four-Year Academic Calendar	228

ACADEMIC CALENDAR 2005–2006

Four-Year Academic Calendar at back of catalog.

Fall Semester 2005

August

- 18–19** 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.
- 20–24** Required registration finalization for all students
- 24** Classes begin, 8 a.m.

September

- 5** Labor Day (school closed)

October

- 7–9** Homecoming
- 12** End of quad 1
- 13–14** Final examinations for quad 1
- 17** Beginning of quad 2
- 31–Nov. 18**
Advance registration for spring

November

- 8** Day of Prayer (no classes)
- 11** Veteran's Day observed (classes meet)
- 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
- 16–Jan. 10, 2006**
Christmas Recess
- 27** Grades due from faculty

Spring Semester 2006

January

- 8** Residence halls open for continuing students, 2 p.m.
- 9** Meal plan begins, 8 a.m.
- 9–10** Required orientation and registration for new students
- 9–11** Required registration finalization for all students
- 11** Classes begin, 8 a.m.
- 16** Martin Luther King Jr. Birthday (no classes)

March

- 1** End of quad 3
- 2–3** Quad 3 final exams
- 3** Meal plan ends at dinner
- 4** Residence halls close, 12 noon
- 4–12** Spring Recess
- 12** Residence halls open, 2 p.m.
- 12** Meal plan resumes, 5 p.m.
- 13** Beginning of quad 4
- 27** Deposit due for next year (continuing students)

April

- 3–21** Advance registration for fall
- 6** Symposium Thursday (no classes)
- 14–17** Easter Recess (no classes)
- 18** Classes resume

May

- 2** Thursday classes meet on last Tuesday
- 3** Last day of classes
- 4** Reading day
- 5, 8–10** Final examinations
- 12** Meal plan ends at lunch
- 12** Baccalaureate
- 13** Commencement
- 14** Residence halls close, 12 noon
- 22** Grades due from faculty

June

- 1** Deadline to register for summer

**"The things which are impossible with
mortals are possible with God."**

Luke 18:27

REGISTRATION DEADLINES 2005–2006

The following summarizes the deadlines to be observed.

		Fall	Spring
Deadline to register for the semester		Aug. 30 (Summer:	Jan. 18 June 1)
Last day for percentage refund of tuition charges on official withdrawal from the College*	80%	Sept. 2	Jan. 20
	70%	Sept. 9	Jan. 27
	60%	Sept. 16	Feb. 3
	50%	Sept. 23	Feb. 10
	0%	after Sept. 23	after Feb. 10
Last day to add courses or change sections, including independent work or NECCUM cross-registration	Full Term	Aug. 30	Jan. 18
	Quad 1,3	Aug. 30	Jan. 18
	Quad 2,4	Oct. 21	Mar. 17
Last day to drop courses with no academic record		Aug. 30	Jan. 18
Last day for tuition refund for course drops/withdrawals (if applicable) ⁺⁺	100%	Aug. 30	Jan. 18
	90%	Sept. 2	Jan. 20
Last day to withdraw from courses with a W grade (thereafter automatic F)*	Full Term	Oct. 28	Mar. 17
	Quad 1,3	Sept. 23	Feb. 10
	Quad 2,4	Nov. 11	Apr. 7
Last day to submit remaining requirements and change incomplete to a grade (thereafter automatic F)	From Spring	Oct. 12	
	From Summer	Oct. 12	
	From Fall	Mar. 1	

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.

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.

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.

⁺⁺ Special refund policies apply for Discovery Expeditions or La Vida.



Art Durity

GENERAL

The Character of Gordon College

DESCRIPTION AND HISTORY

Gordon College is today the only nondenominational Christian college in New England. It offers 36 majors and confers three separate undergraduate degrees: the Bachelor of Arts, Bachelor of Science and Bachelor of Music. Gordon also confers master's degrees in education and music education.

In the fall of 2004 the College's undergraduate enrollment of 1,617 was drawn from 46 states and 27 foreign countries. Approximately 10 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 and Universities (over 100 institutions) and the Northeast Consortium of Colleges and Universities in Massachusetts (11 institutions).

MISSION

Gordon College strives to graduate men and women distinguished by intellectual maturity and Christian character, committed to a lifestyle of servanthood and prepared for leadership roles in their homes, workplaces, churches and communities worldwide. To that end, Gordon College, a Christian community of the liberal arts, remains dedicated to:

- The historic, evangelical, biblical faith;
- Education, not theological indoctrination;
- Scholarship which is integrally Christian;
- Institutional and individual lifestyles guided by the teaching of Christ and empowered by the Holy Spirit;

- Offering a wide range of study and service opportunities;
- Reflecting, both in programs and people, the rich mosaic of the body of Christ;
- Maturing its students in all dimensions of human development: physical, social, emotional, intellectual and spiritual;
- Applying biblical principles to 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 which 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:*

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.

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

Humankind

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

Creation

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

Faith and Learning

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

Christian Calling

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

Academic Freedom

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

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

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

Gordon College as 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

The College Perspective

Because Gordon is a Christian college, we believe that learning carries implied responsibilities. Gordon students are taught that a Christian education has implications for every aspect of their lives.

At Gordon we believe that all humanly discoverable truth is given by God. This assumption is supported in classroom instruction and reinforced in required chapel and convocation programs. A Christian college not centered in worship and witness, where confession of faith is not a vital regular function of its common life, will not remain a center of Christian learning.

The Student Perspective

Prior to coming to Gordon the student should believe that Christianity is based upon the great doctrinal teachings of Scripture and the Person and work of Jesus the Christ. These teachings have been commonly recognized by Christians as the basis of historical Christianity. Gordon encourages and equips its students, as members of the Christian community, to know God more intimately and to understand their world as His world. Spiritual insight, if it is to have integrity, can grow only in an atmosphere of free academic inquiry. Such freedom must seriously appreciate God's grace, sovereignty, and the Christian's God-given responsibilities. The College will provide positive reinforcement and guidance to this end. Through community worship, study and participation in some of the many possibilities for ministry, students should begin to realize more fully ways to serve God.

BEHAVIORAL EXPECTATIONS

As a Christian community, Gordon College seeks to maintain itself by fostering ideals and standards consistent with a Christian worldview. These ideals and standards are broadly moral; they would be characteristic of any community that is self-consciously Christian. 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: e.g., warnings, probation or other sanctions follow misconduct associated with

visitation violations, dishonesty, theft, other compromises of personal integrity, violations of Gordon's life and conduct statement 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, it has the obligation to suspend their community privileges for a time, including housing, class participation and co-curricular 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
781.271.0022

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

- Department of Education of the Commonwealth of Massachusetts;
- Interstate Certification Compact;
- National Association of State Directors of Teacher Education and Certification;
- Massachusetts Board of Higher Education;
- United States Government (Gordon College is authorized under federal law to enroll nonimmigrant alien students and is approved by the Massachusetts Board of Higher Education for the training of veterans and their dependents.);

- 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 and Council for Christian Colleges and Universities (CCCU)

As a member of the Christian College Consortium and the Council for Christian Colleges and 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.

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 and the University of Massachusetts at 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 interlibrary loan arrangements, sharing of computer and plant facilities, joint purchase arrangements and plans for interinstitutional sponsorship of faculty/student colloquia and special events programming.

Air Force Reserve Officer Training Corps (ROTC)

Through Consortium agreements with the University of Massachusetts at Lowell and Boston University, students are eligible to enroll in either two- or four-year Air Force ROTC programs to become Air Force officers while completing their degrees. Several scholarship programs are also available.

ADMISSIONS

ADMISSIONS 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 admissions 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 December 1 with notification concerning admission by January 1. This plan is intended for students who have selected Gordon as their first choice for fall semester matriculation and who wish to save the time and expense of applying to back-up colleges. 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, which is credited to the first-semester bill.

Early Action. Application deadline is December 20. This is a nonbinding option which enables Gordon to notify applicants regarding an admission decision by January 15.

Regular Decision. Students who wish to apply to a number of schools, including Gordon, should use this plan. Recommended deadline for applications is March 1. Since Gordon employs a rolling admissions policy, applications received after that date will be reviewed. Spring semester applicants must use the regular plan. Notification of the admission decision will be sent by March 30. Accepted students will need to submit a nonrefundable deposit of \$250 by May 1 to ensure space in the class.

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

APPLICATION PROCEDURES

The following credentials are required for completing admissions 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, \$40 nonrefundable application fee, high school transcript, SAT or ACT scores, personal and academic references and admissions interview. SAT II tests are not required but may be used for placement if scores are sent.

Foreign Language Placement: Students who have earned high school credit for level three of a foreign language and desire to continue study of that language at Gordon *are required* to take a placement/validation test administered by the College's Department of Foreign Languages and Linguistics during Orientation in order to ensure placement into the appropriate level of language study. Students who have earned high school credit for level three of a foreign language and *do not* intend to continue study of that language at Gordon *may* submit SAT II: Achievement Test or Advanced Placement Test scores in foreign language for validating Gordon's foreign language requirement. Gordon's number for the Achievement Test is 3417. A minimum score of 400 (in French, German or Spanish achievement tests) will place students in Beginning Language II. A score of 500 or above in any SAT II language test will fulfill Gordon's foreign language requirement but provides insufficient basis for placing students in upper levels of language study (see above).

Writing Placement: A writing course is required as part of Gordon's Core Curriculum. A score of 4 or higher (effective fall 2006) on the AP Language and Composition Test fulfills the requirement. Scores of 680 or higher on the SAT II Writing examination will validate the core writing requirement. Placement exams offered early in the fall semester also allow a small percentage of incoming students to validate the requirement based on ability to articulate rhetorical principles and demonstrate writing skill exceeding the College standard for incoming students. Students who validate generally are strong readers and writers who have taken honors composition classes in high school and have experience in varied types of writing including research, creative, expository and persuasive pieces.

Advanced Placement and International Baccalaureate

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

- AP validation exams with grades of 4 or better (effective fall 2006) for applicants 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, \$40 nonrefundable application fee, official college transcript, college catalog for transfer credit evaluation, SAT or ACT scores, high school transcript if less than one collegiate academic year has been completed, personal and academic references and admissions interview.

Transfer students' transcripts are evaluated by the Registrar's Office and faculty. Transfer credit will 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. Giving credit

for a course does not guarantee that 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.

Special Student Applicants (Nondegree students receiving academic credit)

Credentials: application, \$40 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, \$40 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. Graduates of Gordon or Barrington Colleges may apply to audit one course per term tuition-free. A \$10 registration fee will be charged. 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 personal reference from a school official in lieu of an admissions interview, all other regular admissions credentials. Unusual or difficult to evaluate credentials should be submitted with an AACRAO's Foreign Credential Analysis or a similar credential evaluation service report if transfer credit is desired. The applicant bears the cost of analysis. For further information see the instructions for international applicants on the Gordon College admissions website.

Home-Schooled Applicants

Home-schooled students should submit the following in lieu of a high school transcript: a description of the curriculum used, grade 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. The Department of Art accepts portfolio submissions twice a year; deadlines for submission are no later than November 1 for early decision and March 1 for all others. Contact the Admissions Office for guidelines for portfolio review.

Education Majors

Provisional declaration of education majors may be made at any time. However, students should note that special admissions requirements must be met to enter a teacher education program, including upper-level courses or practicum. Contact the Division of Education Office.

Music Majors

An audition, including a theory exam, is required in addition to the regular admission requirements. Arrangements can be made by directly contacting the Department of Music at 978.867.4364. Each student must have submitted all admission credentials prior to the audition.

Social Work Majors

Provisional declaration to the major may be made at the time of application or on 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 successful completion (C grade or higher) of SW201 Introduction to Social Work and completion of the social work major application form. For information, please contact the Social Work Department.

Theatre Arts Majors

Students interested in majoring in theatre arts must demonstrate a level of proficiency. Those interested in acting must audition, preferably in person; a video tape or CD is also acceptable. The audition should comprise a one-minute serious monologue and a one-minute comic monologue, one of which must be Shakespearean or from the English Renaissance canon.

For students who are also singers, the singing of one verse and a chorus of a song (preferably from the traditional Broadway musical genre) is required. With sufficient notice an accompanist can be arranged.

Students interested in design must present a portfolio of their recent work, whether scenic plans or renderings, costume sketches or renderings, lighting or makeup plots or a production notebook, including pictures of actual finished products. A presentation in person is preferred, but copies or website access are acceptable.

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
December 1	Early decision admission application deadline.	January 1
December 1	Early decision applicants may file CSS PROFILE to receive early financial aid estimate.	January 30
December 20	Early action admission application deadline.	January 15
February 1	PROFILE must be filed with CSS in order to be received by the Financial Aid Office by March 15. Also, 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 PROFILE results from CSS, 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).	

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 upon gifts from many charitable sources to help pay for each student's education. The College raises more than \$1,435 from these sources annually for each student enrolled. Consequently, during a four-year course, the College will contribute over \$5,700 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 2005–2006

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)	\$10,965
Board (light eater)	1,035
Room (double occupancy)*	2,100
Student Services and Technology Fee	497
Total	\$14,597

Semester Credit Hour Blocks	Per Semester Tuition
1–2	\$1,550
3–4	3,005
5–6	4,505
7–11	6,025
12–18	10,965
19	11,655
20	12,350
21	13,055
22	13,740
23	14,435
24	15,140
25	15,835
26	16,540

Auditing. Full-time students may audit one course a semester free of charge. All other students pay one-half tuition charge. (See Academic Policies section.)

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

* Room (double occupancy) without board contract in Bromley Hall: \$2,610 per semester; Tavilla Hall: doubles \$2,695; singles \$2,780. Room charge includes local phone service.

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. There are three meal plans available. Students needing specialized dietary plans will be assisted by the College food service director.

FOOD PLANS		
Plan	Eating Habits	Cost Per Semester
1	Light eater	\$ 1,035
2	Average eater	1,140
3	Above average eater	1,230

Most students find Plan 1 or 2 adequate. Students who consider themselves average/above average eaters and who also intend to play collegiate athletics may consider Plan 3. Minimum participation in the board program is set at \$1,035 per semester.

Depending on the meal plan choice, students will be issued dining credit equivalent in value to the dollar cost of the plan chosen. All food consumed in the dining hall, deli, pizzeria, Snack Shop and Gillies Café will be purchased a la carte with credit from the student's account. Unused credit from the original plan purchased may be carried over from fall to spring semester. All credit for the year must, however, be used by the end of spring semester. If the plan chosen does not provide sufficient food, additional credit may be purchased in \$25 increments during the semester.

STUDENT SERVICES AND TECHNOLOGY FEE*

Regular Students. The student services and technology fee is assessed for all students each semester and includes such items as an assessment for technology, student activities, Health Center and the student center. The student activities portion covers such things as the Tartan (student newspaper), the Hypernikon (yearbook), the Idiom (literary magazine), class dues and the Gordon College Student Association activities and programs. The student center portion is assessed in accordance with the Department of Education agreement with Gordon College and is designed to help finance costs for areas utilized by all students in Lane Student Center.

Cooperative Education Students. Cooperative education students living on campus will be charged the student services and technology fee.

Off-Campus Students. Students who take 4 or fewer credits and who are not residents will not be charged the fee. Students who live off campus and take 5–11 credits will be charged half the student services and technology fee.

APPLICATION FEE*

All applicants for admission pay a \$40 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 \$40 with their request. This is not refundable, but may be credited as the application fee.

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

DEPOSITS*

New Students. All students accepted for admission must remit a nonrefundable deposit of \$250 before May 1 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 27; it will be credited toward their fall semester bill. All students residing on campus must pay an additional \$100 housing deposit prior to April 1. The deposit is refundable upon the following schedule: before June 1—full refund upon cancellation in writing of housing reservation; 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.

MUSIC FEES

Nonrefundable after fifth day of semester; credit/noncredit; private lessons (12) includes use of music facilities. All enrollments or changes require departmental approval. Contact Department of Music.

Music Majors

Ensemble Registration Fee: \$15 per semester per ensemble

Group Instrument Classes: \$105 per semester

Vocal Diction Class: \$105 per semester

Music Majors/Minors

Applied Music, Primary Instrument: \$450 per semester (0–4 credits)

Applied Music, Secondary Instrument: \$225 half-hour lesson per instrument per semester

Music Coaching: \$190 for 12 half-hour sessions; \$380 for 12 full-hour sessions

Nonmusic Majors or Minors

Applied Music for credit (1–4) or Private Noncredit Lessons:

\$275 half-hour lesson; \$550 full-hour lesson per semester

MISCELLANEOUS FEES

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

Change of Course Fee: \$10 per withdrawal

Late Registration Fee: \$20

Validation Examination Fee: \$25 per examination

Late Testing Fee: \$25

Parking Fee: \$125 per year per car; \$65 per semester per car

Laboratory/Computer Fee: \$105 per laboratory course; \$55 per quad course

Physical Education Activity Fee: Basic fee \$70 per quad plus additional costs where applicable; Discovery and Concepts of Wellness \$475; La Vida \$675 (\$100 nonrefundable deposit).

Study Skills or College Algebra I,II Workshops (ND099/MA010,011): \$80

A **health and accident insurance fee** for August 20, 2005–August 20, 2006, 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.

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 2005–2006

Refund	Fall	Spring
80%	September 2	January 20
70%	September 9	January 27
60%	September 16	February 3
50%	September 23	February 10
none	after September 23	February 10

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 the beginning of the fifth week of the semester. 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 La Vida and Discovery Expeditions classes. See Outdoor Education Office.

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 2005–2006 school year, payment for the first semester will be due on July 15, 2005, and payment for the second semester will be due on December 9, 2005. 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 the assistant director of student financial services and may involve an additional finance charge. Payment in full or approval of a payment plan is required to gain financial clearance to register or finalize. Any outstanding balances due as of October 14 and March 6 will be subject to a 2% finance charge not to exceed a total of \$75.

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, from a wide variety of circumstances, 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.

Determining Financial Need

Families applying for need-based financial aid must submit financial data by completing the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form (new students only). Families should submit to the Financial Aid Office student and parent/spouse tax returns with W2s and with all schedules and forms. Returning students will also be required to complete the Gordon College Financial Aid Application. Students may obtain the FAFSA and PROFILE forms from most high schools or from Gordon. The FAFSA and PROFILE forms are sent to be processed; results are then sent to the parents and the school(s) selected on the forms. **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, to meet the March 1 deadline. It is not necessary for a student to be accepted for admissions before submitting financial aid applications.** Allow four weeks for FAFSA and PROFILE processing. While

applications received after these deadlines will be reviewed, some funds may be depleted and thus unavailable.

Students must reapply for financial aid each year using the FAFSA, PROFILE and the Gordon College Financial Aid Application.* Gordon's Financial Aid Office distributes application materials to returning students no later than December. New students should contact the Student Financial Services Office. Financial aid sources follow.

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 \$4,000 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, PROFILE and Gordon 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 per year are awarded on the bases of academic excellence and promise of achievement and leadership. Recipients are chosen in a competitive interview process for high school seniors. A minimum GPA of 3.25 and campus involvement are required for renewal.

Dean's, Challenge and Discipleship Scholarships. Awards of \$3,000–9,000 are made to students upon admission on the basis of their previous academic record. Recipients are recommended by the dean of admissions. 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.

Presidential Scholarships. Scholarships of \$1,000–2,000 per year are awarded to Christian high school graduates who demonstrate academic and community leadership. Selection is made by a committee at each high school. A grade point average of 3.0 must be maintained for scholarship renewal.

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 (FFEL). Annual borrowing limits are: \$2,625 for freshmen, \$3,500 for sophomores and \$5,500 for juniors and seniors. 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.

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

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, Mass. Plan, TERI). 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 spread over 10–15 years. Contact the Student Financial Services Office.

Revolving Loan Funds. Funds to provide short-term loans of \$50 to needy students were established by gifts from: Alumni Emergency Loan Fund (Classes of 1963, 1980) and the Elizabeth B. Gemmell Fund. 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 may be used to replace Gordon grants. 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 Financial Aid section of the *Catalog*.

George I. **Alden** Scholarship
 Bernard **Anderson** Memorial Endowment
Anonymous (Foreign Aid) Scholarship
Arakelyan Scholarship
 Florence Hewey **Archibald** Scholarship
 Sarah **Ball** Memorial Award
 Francis J. **Bank** Endowment Scholarship
Barrington Alumni Scholarship
Barrington Scholars Endowment
 Ken and Jane **Bath** Endowed Scholarship
 Alfred and Irene **Bray** Memorial Scholarship
Breton Scholarship
 Gary **Brown** Achievement Award
 Malcolm T. **Calder** Scholarship
 Gordon Lloyd and Gwendolyn C. **Carr** Scholarship
 Marion Jackson **Carter** Memorial Endowment Scholarship
Chestnut Scholarship
 Sastra **Chim-Chan** Memorial Scholarship
Christian Scholarship Aid Fund
Clarendon Street Baptist Church Scholarship Grant
 Dr. and Mrs. Frank R. and Robert R. **Clark** Memorial Scholarship Fund
Class of 1933 Alumni Scholarship
Class of 1991 Scholarship
Class of 1992 Scholarship
 Bill and Betty **Clay** Scholarship
 Ethel B. **Coit** Scholarship
 Rev. and Mrs. **Crawford** Scholarship
 Julia and Myrtie **Crooker** Scholarship
Crossroads Scholarship
 Jessie Stuart **Cunningham** and Alfred B. Cunningham Memorial
 Scholarship

V. Eugene and Rosalie **DeFreitas** Scholarship
Ethel M. **Dixon** and Harold S. Dixon Scholarship
Rebecca **Donaldson** Scholarship
Harry M. **Durning** Scholarship
Earle Memorial 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
Freshman Physics Award
Dr. Ralph **Galbraith** Scholarship Fund
Calvin B. and Sigrid **Geary** Scholarship
Edwin K. **Gedney** Memorial Scholarship
Glendale Congregational Church Memorial Scholarship
Gordon Alumni Scholarship
Gordon College Women's Auxiliary Endowed Scholarship
Gordon Faculty Scholarship
Hardy Haughran **Gordon** and Harold William Gordon Memorial Fund
John Manning **Gordon** Scholarship
Richard Y. and Wilma M. **Grant** Music Scholarship
Walter Byron **Greene** Memorial Scholarship
Dick and Jody **Gross** Servant-Leader Scholarship Fund
Miriam Frances **Gushee** Memorial Scholarship Fund
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 Fund
His Scholarship
Hollinghurst Family Scholarship
Home Mission Grant
Samuel C. and Susan B. **Howes** Scholarship Fund
Norma L. **Huse** 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 Fund
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
Edward A. and Katherine A. **Lindsay** Endowed Scholarship Fund
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
McGunigle Scholarship
Mephibosheth Scholarship
Dr. Royce W. **Miller** Language Achievement Award
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
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 Fund
Thelma R. **Royal** Endowed Scholarship
Sagendorph/Daniels Scholarship
Rita E. **Salls** Scholarship
Burnett and Dorothy **Sams** Endowed Scholarship
Sandberg Memorial Fund
William E. and Bertha E. **Schrafft** Memorial Endowed Scholarship
Carl Fred **Schuessler** Memorial Scholarship
Elizabeth Rayner **Seal** Scholarship
Eben **Seccomb** and Hannah B. Seccomb Memorial Fund
ServiceMaster Scholarship
Leonard E. and Florence A. **Smith** Memorial Scholarship
Grace E. **Somers** Scholarship Fund
Order of the **Sons** of Temperance of North America Memorial Bursary
Endowed Scholarship Fund
June **Spaulding** Endowed Scholarship
Stebbings Clemence Scholarship
Alexander D. **Stewart** Scholarship
George R. **Stotlemeyer** Memorial Scholarship
Surdna Scholarship
Olive Keene **Sweetnam** Fund
Steve and Claire **Tavilla** Scholarship
Susan Mabel **Tefft** Scholarship Fund
S. B. **Thing** Foundation Scholarship
Marcia L. **Thompson** Endowed Scholarship
Dr. Frank A. **Tobey** Memorial Scholarship Award
Mabel C. **Tousey** Scholarship
Emily K. **Town** Memorial Scholarship
Rev. Dirk **van der Voet** Memorial Scholarship
George P. **Vaughan** Memorial Scholarship
Nina L. **Wight** and Lena C. Murdoch Scholarship
Malcolm C. and Marion K. **Wilson** Endowed Scholarship

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 and to international students. Off-campus opportunities range from one-time projects to year-round part-time jobs that may or may not be career-related. Gordon students may also participate in the Federal Community Service program through jobs designed to improve the quality of life for community residents. These may range from literacy programs in a local elementary school, to positions which aid low-income individuals. Typically students work 10–15 hours per week during the term. Students have access to all on- and off-campus job postings through the student employment website, which they can view from any computer with Internet connections.



Art Durity

Many ministry opportunities are available to Gordon students, including this soup kitchen in a nearby town.

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 single-sex halls, 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 accidents, recognizing the connection between the physical health of a student and academic challenges and personal well-being. The promotion of health education and preventative health is accomplished through workshops, seminars and health information forums. The Health Center provides treatment for common illnesses, some medications, blood work, lab tests and assistance in filing insurance claims. It is staffed by registered

nurses and provides regular office hours with the College physician. A complete physical with current physician-documented immunization status for measles, mumps, rubella, diphtheria, tetanus, hepatitis-B and a recent Mantoux TB test is mandatory for students entering Gordon.

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, class representatives, student ministries, campus events planning, orientation, clubs and organizations, residence hall councils 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.

Multicultural 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.

Cooperative Education and Career Services

Services and materials are available in the Office of Cooperative Education and Career Services to help students investigate personal interests and career options. The office provides assistance in selecting major courses of study, administers interest inventory and assessment tests, 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 fairs to assist in job placement.

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. CEC also provides services to the student body and community such as Monday night van runs to the grocery store or mall, holiday van runs to Logan Airport and a CEC-sponsored Red Cross blood drive each semester.

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 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.



James Daley

ACADEMIC POLICIES

Academic Advisor

Students are assigned advisors who should be consulted regularly to assist with academic planning, adjustment to college life 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 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 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 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 to 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 4.0

Magna cum laude: 3.60 to 3.74

Cum laude: 3.50 to 3.59

A. J. Gordon Scholars. Students are selected during admissions 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 processing forms through the Registrar's Office. Notification to instructor is not sufficient. Changes may be processed without academic record or fee the first five days of the semester or quad except for special applied music, La Vida and Discovery Expedition add/drop, withdrawal and refund policies. Thereafter \$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 section. Billing is based on total credits of registration during a semester, less any refund for drop or withdrawal. 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 exceed a block.

Academic Good Standing

To remain in good academic standing, students must maintain a cumulative grade point average of 2.0 and successfully complete at least 12 credits per semester as full-time students. See Grading Policy in this section for satisfactory academic progress, suspension and probation policies.

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.

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 classes for personal enrichment and not for academic credit. Full-time students may audit one full-semester lecture or discussion course or two quad courses per semester 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. Practicums, independent study courses, physical education activities 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 one course per semester free of charge; the spouse of a married student may audit one course per semester without charge. All other students pay one-half tuition and must apply through the Admissions Office. Gordon or Barrington graduates may audit one undergraduate course free of charge except for a \$10 registration fee.

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: over 85

Classification of 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.

Correspondence or Distance Learning Courses

A maximum of 20 credits may be taken by correspondence or as distance learning courses from a regionally accredited institution. Requires approval by student's advisor and department chair in subject area. A minimum cumulative GPA of 3.0 is required. Freshmen are not eligible; seniors must complete all correspondence/distance work before the start of their final semester. Other restrictions apply. See Graduation Requirements.

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.

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 quad courses usually meet for only half of the semester (7 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 plan 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	History
Art	International Affairs
Biblical and Theological Studies	Music
Business Administration	Philosophy
Communication Arts	Political Studies
Economics	Psychology
English Language and Literature	Social Work
Finance	Sociology
Foreign Languages (combined)	Spanish
French	Theatre Arts
German	Youth Ministries

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

Biology	Middle School Education*
Chemistry	Movement Science
Computer Science	Physics
Early Childhood Education*	Recreation and Leisure Studies
Elementary Education*	Secondary Education*
Mathematics	Special Education*

*Students in these majors normally earn the degree appropriate to their liberal arts major. Contact Registrar's Office.

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

- Music Education
- Music Performance

Graduate Degree Programs. The Master of Education degree in Curriculum and Instruction, for teachers without licensure, is available with concentrations in one of the following areas: early childhood, with and without disabilities; elementary; moderate disabilities (pre-K–8, 5–12); middle school; or secondary education. The Master of Arts in Teaching, for licensed teachers, is available with concentration in one of the following: early childhood, with and without disabilities; elementary; moderate disabilities; reading; and English language learners. The Master of Music Education degree is awarded to students who complete the graduate music education program. See the Graduate Catalog, available from the Division of Education, for complete information.

Academic Skills Program

This program is available to provide students assistance in improving college-level reading and study skills or quantitative skills. Based on self-diagnosis or placement tests, students may select study skills or mathematics workshops (no credit, fee).

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. 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.

Grade Changes/Enrollment Discrepancies

Students are responsible for checking each term's enrollment on the go.gordon.edu website. Any discrepancy 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 a grade report reflects an enrollment discrepancy, the student must contact the Registrar's Office within the first 30 days of the following semester.

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 2.0 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, 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	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
IP	—	In Progress

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

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.

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 inter-collegiate athletics sponsored by the college.

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.

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 receives either all F grades in a given semester or all F's except one may be suspended without probation regardless of the cumulative record.

A full-time student whose cumulative grade point average meets the scale but who fails to pass 12 credits or earn a term GPA of at least 1.25 for two consecutive semesters may be suspended.

Appealing Suspension. A suspension may be appealed within 14 days from the date on the dismissal notification. Appeals must be in writing, must be submitted to the Registrar's Office, and must include the reasons for the appeal and assessment of academic difficulties. 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 associate provost will make the final recommendation.

If the suspension appeal is granted, the student will be continued on academic probation for one last 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.

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. Gordon students may take no more than 8 credits of core courses off campus;
- 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;
- Fulfill the major course or other requirements specified in the catalog, taking a minimum of 18 credits in that major at Gordon and earning any specified minimum GPA in that major;
- Be endorsed by the major department(s);

- 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 requirements are determined by the catalog in use during the year in which a student enters. Major requirements will be those in place at the time a major is declared.

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:

- Are received by the registrar 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 as agreed will result in a replacement diploma fee and a degree date reflecting the later completion.

- 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.

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.

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 a student fails to complete course requirements on time due to unpreventable and unforeseeable circumstances, if the instructor considers the student's reason valid. Incompletes will normally not be granted solely on the basis of needing more time. The incomplete must be made up no later than seven weeks after the start of the next semester, and the grade change submitted by the instructor. Otherwise the grade may revert to an F. The instructor may set an earlier due date at the time the incomplete is granted.

The incomplete is recorded in the semester in which the student began the work. Upon completion, 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 honor roll. 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.

Majors

Gordon College offers 36 majors with 27 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. Students with two or more majors must complete all of the core requirements of one major and all departmental requirements of each major with a minimum of 18 semester hours of Gordon credit for each major. 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. Contact the Registrar's Office. See Academic Program Section: Majors, Minors and Concentrations and Departmental Curriculum for major requirements.

Minors

Gordon offers 37 departmental or interdisciplinary minors. A minor is a prescribed or individually tailored group of at least four related semester courses (a minimum of 16 credits) taken outside the student's major. 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 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. Contact the Global Education Office.

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 and the appropriate faculty will be notified of the decision.

Physical Education, La Vida and Discovery Expeditions

To complete the physical education activity requirements, students must take La Vida, Discovery Expeditions or Concepts of Wellness during their first year, plus two quad activity classes of choice prior to the start of the junior year. La Vida and Discovery Expeditions are designed for students at the beginning of their college experience. Activity classes (not La Vida, Discovery Expeditions or Concepts of Wellness) may be taken off campus at accredited colleges which provide official transcripts. No activity class or sport may be repeated for physical education credit. One quad of physical education activity classes may be waived by participating in one approved club or varsity sport supervised by faculty or staff and recorded on the academic transcript. No sport will substitute for La Vida, Discovery Expeditions or Concepts of Wellness. Completion of an armed forces basic training experience may fulfill one activity requirement. Students who wish to substitute an off-campus outdoor education experience for La Vida 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 adventure program that is a minimum of 10 days in length, specifically designed to promote personal and spiritual growth, and require 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. Upon request, students who enter Gordon at age 25 may be excused from the physical education requirement.

Placement Examinations

Writing and foreign language placement tests are given at no charge during orientation or early in the semester. (Late testing fee: \$25.) Results determine whether students may validate a semester or more of foreign language or, for incoming students only, waive EN110 Writing and Rhetoric. Diagnostic tests are also available to determine whether a student should enroll in study skills or mathematics workshops (fee). Foreign language placement tests are required at orientation for students who have not submitted College Entrance Examination Board (CEEB) achievement scores, unless the student has had no exposure to the foreign language or has provided transcripts or written documentation of one of the following: a native speaker who can read and write in a language other than English; validation of the language requirement via Advanced Placement scores of 3, 4 or 5 in a foreign language; or transfer of two successfully completed semesters of one foreign language.

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.

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 8 credits remained to complete degree.

Privacy of Records and Directory Information

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 specifically requests in writing and within the first two weeks of a semester that the College not release such 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. Weights and heights of members of athletic teams may also be released. 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.

Registration

Class schedules with registration instructions and times are distributed by the Registrar's Office. Students register on line via the web with their advisor or in the Registrar's Office. Students may register if they are financially clear (having met deadlines for payment of bills, deposits and information sheet), have medical clearance and have been advised. During registration students register for the entire semester—including quads or independent courses. 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 or June 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. Only the highest grade earned is used to calculate the grade point average and credit is only awarded once. Substitutes will not be made for courses no longer offered. All grades remain on the transcript. 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.

Satisfactory/Unsatisfactory Grading

Students may take up to eight 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 CR with D- as minimum passing grade.

Suspension

See Grading Policy.

Transcripts

Upon receipt of a written, signed request, the Registrar's Office will initiate issuance of a transcript 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.

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.

A transcript is only official when it bears the signature of the registrar and the raised seal of the College. Transcripts are free of charge. Allow five working days for verification and processing.

Transfer of Off-Campus/Summer Courses

Students wishing to transfer academic work to Gordon must obtain advance course approval from their department advisor and the Registrar's Office. Courses must be taken at a regionally accredited institution and be comparable to those offered at Gordon. Transfer credit will only be granted if work is completed with a grade of C minus or above. Documentation of satisfactory completion (C or above) must be provided for any Pass/Fail grade. Grade points are not transferrable, thus a grade point deficit cannot be reduced by taking non-Gordon courses.

Withdrawal

Students not returning to Gordon must complete either a withdrawal form or a senior withdrawal form. Graduating seniors will be sent forms from the Controller's Office. All others contact the director of enrollment management in the Center for Student Development for regular withdrawal forms. An exit interview with the Financial Aid Office 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 deferred enrollment form to eliminate the reapplication process (see Deferred Enrollment).

Students who withdraw unofficially or after the deadline 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.



Susan Johnson

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. Co-curricular 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 Christianity, Character and Culture; 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 36 major courses of study: accounting, art, biblical and theological studies, biology, business administration, chemistry, communication arts, computer science, early childhood education, economics, elementary education, English, finance, foreign languages (combined), French, German, history, international affairs, mathematics, middle school education, movement science, music, music education, music performance, philosophy, physics, political studies, psychology, recreation and leisure studies, secondary education, social work, sociology, Spanish, special education, theatre arts or youth ministries. A minimum of 18 semester hours must be taken through Gordon for each major.

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 one 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 27 concentrations are listed under the appropriate departments and majors.

Minors

Students may select one or more of 37 departmental or interdepartmental minors.

Departmental Minor. A prescribed or individually tailored group of related courses (a minimum of 16 credits) taken outside of one's major. 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. The purpose of minors is to encourage study outside the major without requiring the heavy commitment of a second major.

Students desiring an individually tailored minor must work with the chair of the department in which they choose to minor to establish the requirements for the minor. Students desiring to teach should consult the education division for specific

licensure requirements. In departments offering a double major with secondary education, modifications of existing majors will be noted. Contact the Registrar's Office.

Interdepartmental Minor. A prescribed group of at least 16 credits of related courses taken from more than one department. Each interdepartmental minor is supervised by a faculty committee, which must approve any deviation from the required courses. Contact the Registrar's Office.

MASTER'S DEGREES

The Master of Arts in Teaching is offered for licensed teachers seeking the Professional License or to enrich their teaching skills for early childhood (with or without disabilities, pre-K–2); elementary (1–6), moderate disabilities (pre-K–8, 5–12); reading (all levels); and English language learners (pre-K–8, 5–12). A Master of Education in Curriculum and Instruction is available for individuals with a bachelor's degree who are seeking a degree as well as the Initial License. Concentrations are offered in the following areas: early childhood (with and without disabilities (pre-K–2); elementary (1–6), moderate disabilities (pre-K–8, 5–12); middle school (5–8); and secondary (8–12) in biology, chemistry, English, history, mathematics, physics, French and Spanish. A Master of Music Education is also available for licensed music teachers seeking the Professional License. Policies and procedures along with specific program requirements governing the master's programs may be found in the Graduate Catalog. Contact the Division of Education.

ON-CAMPUS RESOURCES

Academic Advisor

Students are assigned faculty advisors to help develop their academic programs 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 both to adjust to the demands of college and to work through academic and career decisions.

Academic Support Center

The Academic Support Center, located on the fourth floor of Jenks Learning Resource Center, is open during the academic year to assist all students to achieve 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 Workshop and College Algebra Workshops are also available for a fee. Students are encouraged to develop self-awareness as learners and to investigate new strategies and techniques for effective performance. Assistance is available from professional staff for issues relating to learning disabilities or other concerns that affect a student's general academic progress. Special academic accommodations are arranged for students who qualify for such services, and the Academic Support Center works interactively with students and faculty to resolve any accommodation issues. Students with documented learning disabilities who intend to request services should send current reports clearly specifying appropriate academic adjustments to Ann Seavey, director of the Academic Support Center. Learning disability policy is stated in Appendix C: Statement of Provision for Handicapped Students.

East-West Institute of International Studies

The East-West Institute of International Studies (EWI) is a specialized, independently funded arm of Gordon's educational program devoted to furthering relations and appreciation between East and West. It encourages greater cross-cultural understanding and service across international, geographic, ethnic and racial boundaries.

The EWI sponsors visiting professors, guest lecturers, scholarly symposia and research as well as partnerships with Asian organizations to promote dialogue between East and West. The EWI's East-West Scholarship program and student internships in Asia prepare students for lives of cross-cultural Christian leadership. EWI enhances Gordon's on-campus educational experience by sponsoring language courses and Asian-themed cultural events.

The offices of the East-West Institute are located on the third floor of A.J. Gordon Memorial Chapel and provide a comfortable setting for conferences, classes, meetings and prayer.

Lectureships

The Herrold Memorial Lectureship and the Staley Distinguished Scholar Lecture Series were both established in 1969. The Herrold Memorial Lectureship is given periodically in memory of Mrs. Mame Herrold, a noted Bible teacher. The Staley Distinguished Christian Scholar Series, a project of the Thomas F. Staley Foundation, was begun in memory of Dr. and Mrs. Thomas F. Staley of Rye, New York, and Judge and Mrs. H. H. Haynes of Bristol, Tennessee. The Faith Seeking Understanding lecture series, established in 2003 by a Lilly Endowment grant, brings to campus speakers on the nature of Christian calling, serious Christian thought, and engagement with culture.

Library: Jenks Library and Learning Resource Center

MISSION: The Jenks Library and Learning Resource Center of Gordon College will gather or lease/loan, circulate and protect a variety of resources to enhance the faculty in their teaching, and to aid the students in their learning. These materials include published books and periodicals, some manuscript and rare materials, and a variety of electronic and nonprint resources to meet the ongoing needs of its primary clientele.

The Jenks Library and Learning Resource Center opened in the fall of 1987. The collection of educational and resource literature numbers approximately 190,667 items. The collection includes: books, E-books, microforms, current and historic periodical titles, record albums, tapes, videocassettes, films, compact discs, DVDs and specialized collections. Publications of the U.S. Government Printing Office, for which the library is a partial depository, are listed in the online catalog. Gordon uses an Innovative/Millennium automated library system with circulation, automated public access catalog, serials and acquisitions modules. In addition to searching for books and other resources on the catalog, students can search periodical databases which index over 15,000 periodicals, 13,000 of which are available full-text online. The library website provides access to many library resources across campus and from off campus. Materials placed on reserve for courses may be searched in the online catalog and obtained at the circulation desk for an abbreviated loan period.

Students may find seclusion at desks and carrels, study in the openness of reading rooms, work together in group study rooms or relax in lounge areas. Students may also rent locker space in which to store books and personal items. Other space is allotted for a reference center, music and nonprint area with listening carrels, a curriculum library, microform reading, new-book browsing, word

processing, archives and rare books areas. The building, except for some of the older stacks, is handicapped-accessible.

Should these resources prove inadequate for a specific project, students have recourse to the Goddard Library of nearby Gordon-Conwell Theological Seminary. The library's participation in the North of Boston Library Exchange (NOBLE) and interlibrary loan service with the Northeast Massachusetts Regional Library System provides access to the holdings of other excellent libraries. The library provides additional reference services via various online vendors.

COOPERATIVE EDUCATION

Gordon's Cooperative Education Program provides interaction between formal education and experiential learning. 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 learning/work experiences enable students to fulfill educationally related work responsibilities for pay. Co-op placements vary in length from 3–12 months; a term and a summer 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 Cooperative Education and Career Services Office at least one semester in advance. Deadlines are communicated via the Grapevine. The director and assistant director work with students to locate co-op placements and monitor progress during placements. Applicants must have a minimum cumulative GPA of 2.0.

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 follow up on the learning plans at midterm site visits.

At the completion of each field experience, students complete self-evaluations of co-op experiences, 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

This one-semester structured and applied learning experience takes place off campus. A student may receive two to 16 credits, although internship credit is most often four credits. The internship must be arranged, approved by a faculty advisor, and registered for prior to beginning the internship according to college registration deadlines (fifth day of semester or June 1 for summer). The Cooperative Education and Career Services Office maintains resources on internship opportunities for all academic majors.

A student desiring an internship must submit a learning plan to the faculty member responsible for the experience, set specific goals, identify an appropriate project, reading list, etc., and indicate criteria and procedures for evaluation and grading. Students must have a minimum 2.50 cumulative average. A student may enroll on campus for other course work while on 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 16 credits per semester. Contact the Global Education Office.

Gordon in Boston: A Semester of Urban Studies with Professional Internship. Gordon in Boston is a unique semester focusing on the multifaceted dimensions of urban life while students engage cross-culturally through various professional internships. Students experience total urban immersion by living in community at the Jubilee House in Boston's inner city. This semester program offers an urban studies core which provides a four-pronged liberal arts approach to the city through specially designed social science, history, theology and art courses. This classroom knowledge provides a foundation which students then apply in professional internships throughout Boston. This context enables students to pursue personal and academic interests by gaining firsthand experience in their career paths while serving the people of this city. The valuable on-site job experience allows students to develop needed job skills and broaden their professional networks for future employment. Students have worked in a wide array of businesses and organizations including: health care, economic development, education, media, social work, judiciary, recreation and ministry.

Practicum Tracks for education, social work and youth ministries are also offered at Gordon in Boston. Currently, social work and youth ministries majors can participate in a semester in Boston while they complete their required 400 hours of practicum and attend selected urban studies courses. Youth ministries majors can participate in an immersion year in Boston. See the *Catalog* description of the Concentration on Urban Youth Ministries. An education practicum track is also offered for students planning to complete their semester of student teaching at one of the public schools in Boston while taking one of the urban studies courses.

Gordon Outdoor Education Immersion Semester. The Gordon College Outdoor Education Immersion 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 Outdoor Education Immersion Semester will fulfill requirements for either a recreation and leisure studies concentration in outdoor education or a minor in outdoor education. Sixteen credits and an internship placement. Contact Rich Obenschain, director of the Center for Outdoor Education and Leadership, or the Global Education Office.

Gordon in Orvieto. The Gordon College semester in Orvieto, Italy, is an arts-oriented program which includes four 4-credit modules: introductory Italian language, an interdisciplinary course in the cultural history of the Renaissance and two courses in studio, history or theory. 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 curriculum. Contact the Visual Arts Department and the Global Education Office.

Gordon in Oxford. The Gordon in Oxford program at Oxford, England, provides opportunity for highly qualified juniors and seniors to spend a year in an academic setting where the main focus is on independent study and writing. Contact the Global Education Office.

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” or “The Industrial Revolution in Britain” (England), “History of Ancient and Modern Greek Culture” and “Christianity in the Aegean World” (Greece), “Sustainable Tropical Agriculture” (Project ECHO, Florida and Haiti), “Physical Settings of the Bible” (Israel) and “Economic Development in Modern China.” Contact the Global Education Office.

La Vida Wilderness Expeditions. The La Vida program, which fulfills the La Vida, Discovery Expeditions 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 mountaineering, 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 trip. First-year students register during summer registration for June or August La Vida trips. Contact Rich Obenschain, director of the Center for Outdoor Education and Leadership.

Programs of the Council of Christian Colleges and Universities

The following programs are operated by the CCCU, with credit given by Gordon College. Students may apply through Gordon, online at www.gordon.edu/geo.

American Studies Program. The Washington, D.C., program of the Council for Christian Colleges and Universities is based on the principle of integrating faith, learning and living. Students spend a semester in Washington, D.C., earning academic credit by serving as interns and participating in interdisciplinary, issue-oriented public policy seminars. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

China Studies Program. This semester program is based at Xi'an Foreign Language University, Fudan University in Shanghai, and at the Overseas Education Office of Xiamen, 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. Fifteen or 16 credits. See off-campus curriculum. Contact the Global Education Office.

Contemporary Music Center. The mission of this program of the Council for Christian Colleges and Universities is to prepare persons academically and creatively for potential careers in the music industry. 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. Each student's path consists of course work, labs, directed study and a practicum. Sixteen semester hours credit. See off-campus curriculum. Contact the Global Education Office.

Latin American Studies Program. Located in San Jose, Costa Rica, this semester program sponsored by the Council for Christian Colleges and Universities 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 and Management, Tropical Sciences and Sustainability, and Advanced Spanish Language and Literature. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

Los Angeles Film Studies Center. This semester program sponsored by the Council for Christian Colleges and Universities enables students to serve in various aspects of the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

Middle East Studies Program. Cairo, Egypt, is the site of this semester program of the Council for Christian Colleges and Universities. It provides students with the opportunity to study Middle Eastern cultures, religions and conflicts 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. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

Russian Studies Program. In this semester program of the Council for Christian Colleges and Universities, students study the Russian language and attend seminar courses on Russian culture, literature, history and current political and economic issues. Participants live for 12 weeks in Nizhnii Novgorod and visit both Moscow and St. Petersburg. The program includes participation in a service project and six weeks of living with a Russian family. Sixteen credits. See off-campus curriculum. 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. Students live and study with the UCU Honours College, a group of 35 students committed to high academic standards and self-guided learning. Core courses focus on religion, culture, literature and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from Ugandans. USP participants gather together in a faith and practice seminar in which they will process and apply their experiences in Uganda. Learning takes place in informal settings. Students are integrated into the life of the campus in various ways. In addition to living in the Honours College complex, each USP participant joins a campus group that allows him or her to get to know Ugandans from a specific area of the country. The program will feature group travel to sights in Uganda. Students also may enjoy the opportunity of visiting the home of fellow UCU students. Each USP student finds a place to serve regularly in the local community. In addition, USP and Honours College students will join together for a larger service project of their own design.

Other Approved Programs

Allied Health Science. Gordon College has entered into a formal agreement with the Thomas Jefferson University College of Allied Health Science 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 cytotechnology, dental hygiene, medical technology, nursing, diagnostic imaging/radiography, diagnostic imaging/medical sonography and occupational therapy. Physical therapy is a master's level program which requires a total of approximately five years of study.

At the beginning of the second semester of the freshman year, students apply for the Pre-Allied Health Program. Students who qualify are aided in the application process for Thomas Jefferson, which is initiated in the first semester of the second year. Students who continue to perform satisfactorily are recommended to Thomas Jefferson by the Pre-Allied Health Committee and are assured of special consideration for admission. Contact Dr. Craig Story, chair of the Health Professions Committee, for further information and applications.

AuSable Institute of Environmental Studies. With the basic mission of promoting responsible Christian stewardship of God's creation, AuSable Institute serves evangelical Christian colleges by providing field-oriented courses in January and May, and two summer sessions. Study sites are located in northern Michigan, Washington state, India and Kenya. AuSable courses are listed in a separate section under the Department of Biology. Contact Dr. Dorothy Boorse, Gordon's AuSable representative.

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 considered 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.

Daystar University Program. Gordon College is a founding member of the Christian College Consortium's program at Daystar University in Nairobi, Kenya. A maximum of 30 Consortium students per semester study at this independent African Christian liberal arts university. At Gordon the program is organized as a student exchange program which also enables Daystar students to study at Gordon for a semester. Contact the Global Education Office. (Note: Because of security warnings, the program may be suspended.)

Houghton College's Oregon Extension. Located in the Cascade Mountains of southern Oregon, the Oregon Extension offers a fall semester and a May program. Emphasis is placed on cross-disciplinary studies and the relation of learning to everyday life. Students may earn up to 15 credits in the fall or 4 credits in May. The program is limited to 30 students. Contact 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. Contact Dr. Elaine Phillips in the Biblical and Theological Studies Department, and the Global Education Office. Participation conditional, based on security issues.

Westmont College's Urban Studies Program. This San Francisco-based one-semester program offers Gordon students opportunities for participation in and study of cultural, ethnic, political and business-oriented aspects of a modern urban society. Sixteen credits. See off-campus curriculum. 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.

ACADEMIC SOCIETIES AND HONORS PROGRAM

Alpha Mu Gamma

The Kappa Epsilon Chapter of Alpha Mu Gamma was established at Gordon in 1983 and recognizes outstanding achievement at any level in foreign languages.

Departmental Honors Programs

Eight 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 an overall cumulative GPA of 3.00. General requirements for the program include a research project culminating in a written honors thesis which is also orally presented 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, business administration, chemistry, combined languages, computer science, economics, French, German, history, mathematics, physics, sociology, Spanish and youth ministries.

The Elijah Project

The Elijah Project is a 12-month program in which a small group of students explores the broad questions of vocation and calling from biblical, theological, historic and philosophical perspectives. Students commit to two four-credit seminars, a summer internship within the student's field of study or of interest, and a community living arrangement for the final academic year of the program in which they will participate in fellowship, cultural events and field trips. Prerequisites: GPA of at least 2.75, approval of academic advisor and successful application to the program. Applications are available through the dean of the chapel office.

Jerusalem and Athens Forum

The Jerusalem and Athens Forum is a great books honors program in the history of Christian thought and literature. Students must have a 3.5 GPA or higher and sophomore status to begin the program. Twelve credit hours, including core credit, if needed, for history (4 credits), philosophy (2 credits) and literature (2 credits). Application of credit to a major is at the discretion of individual departments. In a small-seminar setting, students will 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 guest speakers. For further information contact Dr. Thomas Albert Howard in the History Department.

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. Christian character, creative ability, curriculum and promise of distinctive achievement as a Christian are considered as supplementary criteria. See Phi Alpha Chi website at <http://faculty.gordon.edu/NS/by/craig.story/PhiAlphaChi.cfm>.

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.

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 interdisciplinary academic experiences.

Admission to this program is by invitation after a student has completed at least one semester at Gordon College with a cumulative grade point average of 3.5. Students submit a program proposal to the Pike Honors Program Committee for review. An approved program may fulfill an existing major in a unique way, or a student might request approval for 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 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.

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.

CORE CURRICULUM

Purpose

The Core Curriculum at Gordon College provides both a foundation and a framework for fulfilling the mission of the College. As we engage in the task of becoming women and men distinguished by intellectual maturity, Christian character and servant leadership, we explore the liberal arts and sciences from a Christian perspective. The Core Curriculum is interconnected with the full educational experience; core courses, major disciplines and cocurricular activities mutually inform each other. These endeavors are shaped by Gordon's philosophy of education, which affirms God as sovereign Creator, Sustainer and Source of all Truth.

In core courses students begin to acquire the foundational knowledge to understand and evaluate creation and culture. We investigate diverse aspects of creation and discover the complexity, coherence, order and beauty that testify to the character of God. We learn more of God's attributes and will as revealed in Scripture and in the life of Christ. As we interact with contemporary cultures, we accept the call to seek after Truth, to think critically, to exercise moral discernment and to respond to the love and justice of our Creator.

Our core courses provide the framework within which to develop a Christian worldview that manifests itself in informed, compassionate and redemptive responses to the world of which we are stewards. These learning experiences challenge us to understand our calling to serve God as agents of cultural renewal, reflecting the humility manifested in the Incarnation and exercising Christ-like transforming love.

Requirements

Refer to the Departmental Curriculum section for course descriptions for the following courses. Exceptions to the requirements as listed may only be approved by petition.

INTRODUCTION TO CHRISTIANITY AND THE LIBERAL ARTS

(24 credits required)*

1. **Christianity, Character and Culture** (4 credits)

Purpose: To serve as an introduction to the study of the liberal arts and to the Core Curriculum, including character formation, cross-cultural issues and Christian social responsibility. (See Core/Interdisciplinary course descriptions.)

CR100 Christianity, Character and Culture I (fall, 2 credits)

CR102 Christianity, Character and Culture II (spring, 2 credits)

First-year students must register for and remain in the same small-group seminar section both fall and spring semesters. The courses may not be dropped. Transfer students matriculating with more than 12 and less than 56 credits will be assigned to CR200 Christianity, Character and Culture for Transfers, a one-semester seminar to be taken their first or second semester at Gordon, which may not be dropped. First-year students with transfer credit earned prior to high school graduation must enroll in the full-year sequence.

* The foreign language and writing requirements may be validated in several ways. Contact the Registrar's Office for details.

2. Biblical Studies (8 credits)

Purpose: To lead the student to an understanding of the Old and New Testaments within their historical, geographical, literary and cultural contexts.

BI101 Old Testament History, Literature and Theology (4 credits)

BI103 New Testament History, Literature and Theology (4 credits)

3. Foreign Language (8 credits*; first-year college level of a foreign language.)

Purpose: To develop an appreciation for the gift of language; to reach an intermediate level of communication ability in a second language; and to facilitate the development of cross-cultural perspectives. For placement purposes it is strongly recommended that students submit the SAT II: Achievement Test or Advanced Placement Test scores in foreign languages before entering Gordon College.

4. Writing (4 credits)*

Purpose: To analyze and use appropriate strategies in a variety of writing situations.

EN110 Writing and Rhetoric (4 credits)

5. Physical Education Program

Purpose: To involve the student in fitness, recreation and outdoor activities which contribute toward lifetime health and fitness, enjoyment of leisure time, motor skill development and growth in spiritual, emotional and social maturity.

One of the following taken in the first year (see La Vida Wilderness Expeditions and Physical Education section of Recreation and Leisure Studies Department for additional information):

PE015 Discovery Expeditions (0 credit)

PE016 LaVida (0 credit)

PE017 Concepts of Wellness (0 credit; by petition only)

Two quads of the following should be completed prior to junior year:

PE018–099 Physical Education Activity Classes (0 credit)

DISTRIBUTION REQUIREMENTS BY ACADEMIC DIVISIONS

(26 credits required)

6. Humanities (6 credits)

Purpose: To lead the student to an appreciation and understanding of philosophical reflection and the appreciation and interpretation of literature. A minimum of 6 credits must be earned in philosophy and literature combined. Select from the following options.

Philosophy: Choose 2–4 credits from the following:

PL111 The Great Ideas: Antiquity (2 credits)

PL112 The Great Ideas: Modernity (2 credits)

PL115 Philosophy and the Human Person (4 credits)

Literature: Choose 2–4 credits from the following:

EN180 Nobel Literature: Short Fiction (2 credits)

EN181 Nobel Literature: Poetry and Drama (2 credits)

EN182 Western Literature: Homer to Shakespeare (2 credits)

EN183 Western Literature: Modern American and European (2 credits)

EN184 Women's Literature: British/American (2 credits)

EN185 Women's Literature: International (2 credits)

7. **Fine Arts** (4 credits)

Purpose: To offer students exposure to the fine arts so they may develop critical skills for engagement with the artistic and intellectual values of past and present cultures. These core courses strive to foster an understanding of the complexity and intrinsic value of the fine arts disciplines.

Four credits from the following:

- FA112 Arts in Concert (4 credits)
- AR150 Art History: Cave Art to Medieval (4 credits)
- AR151 Art History: Renaissance to Modern (4 credits)
- AR410 Modern Art Seminar
- BU215 Arts in the City (4 credits)
- MU241 Survey of Musical Masterworks (4 credits)
- MU245 World Music I (2 credits)
- MU246 World Music II (2 credits)
- MU247 American Music (2 credits)
- MU337 Music in Worship (4 credits)
- MU338 Hymnology (4 credits)
- OR214 Cultural History of the Renaissance (4 credits)
- TH234 Introduction to Theatre Arts (4 credits)

8. **Social and Behavioral Sciences** (8 credits)

Purpose: To lead the student to an appreciation of the development of human society and government and the human personality and interpersonal relations. Students are required to take 4 credits of history and 4 credits from options in economics, psychology, sociology or politics.

History: Choose 4 credits from the following:

- HI111 Western Civilization in World Context (4 credits)
- HI112 Modern Civilizations (4 credits)

Other Social Sciences: Choose 4 credits from the following:

- BU209 Selected Topics in Urban Sociology (2 credits)
- BU210 Selected Topics in Urban Economics and Politics (2 credits)
- EB201 Principles of Microeconomics (4 credits)
- PS104 American National Politics (4 credits)
- PS105 Perspectives on Political Order (2 credits)
- PS106 International Relations (4 credits)
- PY201 Psychological Perspectives on Reality (2 credits)
- SO101 Sociological Perspectives (2 credits)

9. **Natural Sciences, Mathematics and Computer Science** (8 credits)

Purpose: To gain a deeper understanding of the physical and biological creation, to appreciate the elegance and applications of mathematics, and to explore the interactions of human systems with the natural realm.

Complete 8 credits to include at least 4 credits of course work which requires a laboratory and course work **from at least two of the categories**. Courses which require a laboratory are identified by # and "Lab".

Physical Science

- # NS218 Newton to Einstein (4 credits) Lab
- # CH111 Principles of Chemistry I (4 credits) Lab
- # PH121 Introductory Physics I (4 credits) Lab
- PH220 Outlook on Energy (2 credits)
- PH224 Astronomy (4 credits)

Life Science and Environmental Science

- # BY291 Sustainable Tropical Agriculture (4 credits) Lab
- # NS220 Human Biology, Health and Disease (4 credits) Lab
- NS222 Environmental Science (4 credits)
- MV112 Biophysical Foundation of Human Movement (4 credits)

Mathematics and Computer Science

- MA134 Survey of Calculus (4 credits)
- MA141 Calculus I (4 credits)
- MA 201 Mathematical Inquiry I (2 credits)
- MA 202 Mathematical Inquiry II (2 credits)
- # CS111 Introduction to Computer Science (4 credits) Lab

One of the following computer science options:

- CS101 Understanding and Using Computers: Desktop Publishing (2 credits)
- CS102 Understanding and Using Computers: Electronic Spreadsheets (2 credits)
- CS104 Understanding and Using Computers: The Information Superhighway (2 credits)



Art Durity

ACADEMIC DIVISIONS

Division of the Humanities

Malcolm A. Reid, Chair

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 and Theological Studies and Youth Ministries
English Language and Literature
Foreign Languages and Linguistics
Philosophy

Division of Fine Arts

Jeffrey Miller, Chair

MISSION: Within the framework of the liberal arts, the mission of the Division of Fine Arts is to offer opportunities for students to develop their creative capabilities and to deepen their understanding of the fine arts through lecture, studio instruction, and by interaction with faculty and peers. The particular goals of the Division of Fine Arts are: (1) to guide students to a higher understanding of aesthetic values, including the ability to critique a student's particular art form; (2) to provide students with a historical perspective of the interactive aspects of the fine arts and culture; (3) to develop competence that broadens knowledge and comprehension of a particular art form; and (4) to aid in the development of effective communication with excellence as the standard for that communication.

Departments

Art
Communication and Theatre Arts
Music

Division of Education

Malcolm L. Patterson, Chair
Janet S. Arndt, Director of Teacher Licensure

Programs in Education

The Education Division offers majors in early childhood education, elementary education, middle school education, secondary education, special education and recreation and leisure studies. The middle and secondary education majors prepare students to seek licensure at the 5–8 and 8–12 grade levels in biology,

chemistry, English, history, mathematics, physics and social studies, and at the 5–12 levels in French, German and Spanish. Teaching English language learners (ELL) licensure programs are offered at the pre-K–6 and 5–12 levels. The Teacher of Visual Arts licensure program is offered at the pre-K–8 and 5–12 levels.

All students desiring to complete an undergraduate teacher education program leading to licensure must be approved by the division for acceptance into the education program, complete an appropriate liberal arts major, maintain a cumulative grade point average of 2.70 and pass the required Massachusetts Teachers Tests. Depending on the licensure and major(s) selected, additional credits and/or semesters may be required beyond the minimum of 124 semester hours normally completed in eight semesters. Contact the Division of Education Office.

The teacher education programs are designed to combine the maximum cultural values of a liberal arts background with an intensive professional preparation in teacher education. The student will be prepared to enter the teaching profession in public or private schools, Christian schools, and mission schools at home and abroad.

For accreditation information see section on Accreditation and Affiliations.

Graduate Programs

The Master of Arts in Teaching is offered for licensed teachers seeking the Professional License or to enrich their teaching skills for early childhood (with or without disabilities, pre-K–2); elementary (1–6); moderate disabilities (pre-K–8, 5–12); reading (all levels) and English language learners (pre-K–6, 5–12). A Master of Education in Curriculum and Instruction is available for individuals with a bachelor's degree who are seeking a degree as well as the Initial License. Concentrations are offered in the following areas: early childhood (with or without disabilities, pre-K–2); elementary (1–6); moderate disabilities (pre-K–8 and 5–12); middle school (5–8) and secondary (8–12) in biology, chemistry, English, history, mathematics, physics, French and Spanish. A Master of Music Education is also available for licensed music teachers seeking the Professional License. Policies and procedures along with specific program requirements governing the master's programs may be found in the Graduate Catalog. Contact the Division of Education.

Laboratory, Field Experience and Practica

The academic preparation is reinforced through a variety of laboratories, field experiences and practica. Since these hands-on experiences require an extraordinary amount of time, students need to consider time requirements when planning work schedules or co-curricular activities. Students should not expect to be involved in a practicum unless they can devote full time to it.

Field experiences will be arranged in a variety of locations. Practica will be secured in local school systems where Gordon has established good working relationships. Transportation to and from all field and practica experiences is the responsibility of the student.

Student Teaching Experiences: Overseas and Inner City

Students may request additional student teaching experiences in cross-cultural settings at inner-city locations as well as overseas mission or international schools. Applications must be filed with the Division of Education two semesters prior to the beginning of the practicum.

Admission to Teacher Education Programs and Practica

Special admission requirements must be met to enter a teacher education program or practicum. Contact the Division of Education Office.

Preparation for Teaching in Christian and Mission Schools

Students desiring to prepare for teaching in Christian schools or for teaching missionary children will pursue one of the teacher education programs and select additional courses and experiences designed to prepare them for teaching in a Christian community.

Departments

Early Childhood, Elementary and Special Education
Middle School and Secondary Education
Recreation and Leisure Studies

**Division of the Natural Sciences,
Mathematics and Computer Science**

Richard H. Stout, Chair

MISSION: The Division of Natural Sciences, Mathematics and Computer Science has at the center of its mission the task of understanding the natural world and imparting that understanding to students. In particular, we seek to discover God's work in Creation in order to glorify Him and to learn how to care for the Creation as we increasingly put it to use in our technologies. Using the tools of the natural sciences, mathematics and computer science, the members of the division prepare students to enter graduate schools, medical studies and the professional work world. In so doing, graduates of Gordon's science program are encouraged and empowered to become the salt and light so needed by our society, reflecting and imaging the God they serve.

Departments

Biology
Chemistry
Mathematics and Computer Science
Movement Science
Physics

Division of the Social and Behavioral Sciences

Theodore N. Wood, Chair

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. A major in international affairs is administered jointly by the departments of economics and business and political studies.

Departments

Economics and Business and International Affairs
History
Political Studies and International Affairs
Psychology
Sociology and Social Work

DEPARTMENTAL CURRICULUM

DEPARTMENT OF ART

Chair Herman, Butler, Zingarelli. Part-Time: Bradbury, Carr, Kocol, Lundin, Sauder, VanNess, Wingate.

MISSION: The Gordon College Art Department is a fine arts program in a Christian liberal arts tradition. Our teaching reflects a Christian worldview even as we wrestle with issues of the visual arts in a postmodern context. Our aim is to equip students to think visually, to engage the contemporary art culture, and to become meaningfully acquainted with both Western and non-Western artistic traditions.

Students are encouraged to explore the possibilities of both the theoretical and practical dimensions of visual language as they learn methods, materials and concepts of art making. Drawing is foundational to our curriculum, as is the study of the human figure, including the use of the undraped model. Beyond establishing these foundations, we enable our students to acquire a working knowledge of the following disciplines: drawing, painting, sculpture, design, printmaking and art history. Elective courses have included photography, filmmaking, animation, and computer and Web design. Upper-level courses often take on an exploratory, experimental character.

Portfolio Requirement

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 decision and April 1 for all others. Contact the Admissions Office or the Department of Art for guidelines for portfolio review.

Orvieto Semester

Gordon's off-campus program offers an opportunity to study the arts during a semester in Orvieto, Italy. Students take four 4-credit courses: Italian language, an interdisciplinary course in the cultural history of the Italian Renaissance and two courses selected from offerings in studio art and art or literary history. Students and faculty are lodged in a convent in Orvieto, an ancient hilltown located between Rome and Florence. Regular excursions 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 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 (20 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:

AR102 Drawing I

AR110 Principles of Design or

AR270 Design II: Process and Application

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

AR150 Art History: Cave Art to Medieval

AR151 Art History: Renaissance to Modern

PL214 Aesthetics

AR410 Modern Art Seminar

AR400 Thesis Exhibit or studio elective (4 credits)

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

AR202 Life Drawing

AR210 Introduction to Painting

AR310 Figure Painting

One of the following (4 credits):

AR430 Advanced Painting

AR440 Painting: The Figure in Context

AR371 Selected Topics: Advanced Painting

One of the following (4 credits):

AR215 Introduction to Printmaking or AR315 Intaglio Printmaking

AR220 Photography I or AR320 Photography II

AR225 Hand-Built Clay Sculpture or AR325 Stone Sculpture: Carving

AR270 Design II: Process and Application

AR371 Selected Topics or AR381 Independent Study: Painting

AR401 Experimental Drawing: Abstraction

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

AR202 Life Drawing

AR215 Introduction to Printmaking

AR315 Intaglio Printmaking

One of the following (4 credits):

AR302 Drawing in Context

AR401 Experimental Drawing: Abstraction

AR371 Selected Topics: Advanced Drawing and Printmaking

One of the following (4 credits):

AR210 Introduction to Painting or AR310 Figure Painting

AR220 Photography I or AR320 Photography II

AR225 Hand-Built Clay Sculpture or AR325 Stone Sculpture: Carving

AR371 Selected Topics or

AR381 Independent Study: Drawing/Printmaking

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

AR202 Life Drawing

AR225 Hand-Built Clay Sculpture

AR325 Stone Sculpture: Carving

One of the following (4 credits):

- AR435 Figurative Sculpture
- AR445 Advanced Sculpture: Wood and Marble
- AR371 Selected Topics: Sculpture

One of the following (4 credits):

- AR210 Introduction to Painting or AR310 Figure Painting
- AR215 Introduction to Printmaking or AR315 Intaglio Printmaking
- AR220 Photography I or AR320 Photography II
- AR270 Design II: Process and Application
- AR371 Selected Topics or AR381 Independent Study: Sculpture
- AR401 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):

- AR102 Drawing I
- AR110 Principles of Design
- AR270 Design II: Process and Application

Art History/Theory (12 credits):

- AR150 Art History: Cave Art to Medieval
- AR151 Art History: Renaissance to Modern
- AR410 Modern Art Seminar

Studio (16 credits):

- AR202 Life Drawing
- AR210 Introduction to Painting
- AR215 Introduction to Printmaking
- AR225 Hand-Built Clay Sculpture

New Media (4 credits):

- AR371 Selected Topics in New Media: Photography, Film, Animation or
- AR400 Thesis Exhibit

Requirements for the Minor in Art

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

Foundations (8 credits): *Two of the following:*

- AR102 Drawing I
- AR110 Principles of Design
- AR202 Life Drawing
- AR350 Anatomy for the Artist

Studio Practice (8 credits): *Two of the following:*

- AR210 Introduction to Painting or AR310 Figure Painting
- AR215 Introduction to Printmaking or AR315 Intaglio Printmaking
- AR220 Photography I or AR320 Photography II
- AR225 Hand-Built Clay Sculpture or AR325 Stone Sculpture: Carving

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

- AR150 Art History: Cave Art to Medieval
- AR151 Art History: Renaissance to Modern
- AR410 Modern Art Seminar
- PL214 Aesthetics
- Art theory elective

COURSE DESCRIPTIONS

- * **FA112 Arts in Concert (4)**—See divisional course descriptions.

Gordon in Orvieto (See off-campus course descriptions):

- * **OR214 Cultural History of the Renaissance (4)**
- OR310 Painting Studio at Orvieto (4)**
- OR325 Stone Carving in Italy (4)**
- OR370, 371, 372 Special Topics: Studio Art (4)**
- OR382, 384, 386 Special Topics in Art History and Theory (4)**

AR102 Drawing I (4)—Emphasizes observational drawing, employing a variety of drawing materials, methods and subjects. Technical and expressive approaches employing Western and non-Western traditions are explored as means to cultivate perceptual ability and conceptual thinking. Foundational drawing skills are developed through the study and effective use of line, value, mass, composition and spatial organization. Prerequisite: major or permission of instructor or departmental chair. A spring semester section is open to nonmajors. Lab fee.

AR110 Principles of Design (4)—Foundational study of the basic principles of design. Students will be pushed to reassess how they see, react to, discuss and employ these principles. Composition, balance, emphasis, color and form are studied through participation in group exercises, assigned projects, research/readings and field study of both Western and non-Western design. Prerequisite: major or permission of instructor. Lab fee.

- * **AR150 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.

- * **AR151 Art History: Renaissance to Modern (4)**—Continues overview of developments in Western painting, sculpture, architecture and craft from Early Renaissance to twentieth century as well as parallel non-Western developments.

AR202 Life Drawing (4)—Drawing from the human figure; studies in anatomy; continuous use of the live model; daily exercises and long-range projects. Prerequisite: major, AR102 or permission of instructor. Model fee.

AR210 Introduction to Painting (4)—Introduces painting methods and materials. Focuses on oil technique. Projects include still life, self-portrait, compositional studies, independent project. Prerequisites: major, AR102 and/or permission of instructor. Lab fee.

AR215 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 the process of developing an individual thematic approach. Prerequisite: AR102 or 110, major or permission of instructor. Lab fee.

AR220 Photography I (4)—Introduces fundamentals of cameras, lighting, composition, basics of processing and printing black and white film, and use of photography as a medium of communication and artistic expression. Prerequisite: major or permission of instructor. Lab fee.

AR225 Hand-Built Clay Sculpture (4)—Principles of three-dimensional thinking are the basis for this hands-on course. The language of mass, volume, concavity, convexity and the overall interaction of form in space will become the elemental issues involved. Students employ constructive, additive and subtractive approaches in sculptural work incorporating both Western and non-Western traditions. Prerequisite: major or permission of instructor or department chair. Lab fee.

AR270 Design II: Process and Application (4)—Explores the elements of design in a more detailed study of Western and non-Western design. Students learn to create visual identity, employ typography and explore the relationship between typographic elements and image. This is a computer-based class primarily using Adobe Illustrator. Prerequisite: AR110, major or permission of instructor. Lab fee.

AR302 Drawing in Context (4)—Upper level drawing course incorporating skills and knowledge gained in Drawing I and Drawing II, extending the visual vocabulary of the student with experimentation, more sophisticated theoretical concerns and exposure to contemporary art. Prerequisite: major, AR202 or permission of instructor. Model fee.

AR310 Figure Painting (4)—Follows Painting I. Continues development of oil techniques. Emphasizes figure studies and advanced painting methods. Lab fee. Prerequisite: major, AR210 or permission of instructor. Model fee.

AR315 Intaglio Printmaking (4)—Introduces range of intaglio techniques including hard and soft ground etching, drypoint and aquatint. Students explore process of developing an individual thematic approach. Prerequisite: AR102 or 110, major or permission of instructor. AR215 is not a prerequisite. Lab fee.

AR320 Photography II (4)—Continues AR220. Emphasizes development of personal photography portfolio; explores landscape, portrait and experimental techniques. Lab fee. Prerequisite: major or permission of instructor or department chair.

AR325 Stone Sculpture: Carving (4)—Introduces methods of carving stone “in the round” and in relief. Traditional tools and subtractive methods of carving will be employed while incorporating elements of sculptural form, including mass/space relationships, volume, surface planes, transitional forms and textural variety. Students will use varieties of alabaster and limestone. Representational and nonrepresentational imagery from both Western and non-Western traditions are encouraged. Prerequisite: major or permission of instructor. Lab fee.

AR350 Anatomy for the Artist (4)—An intensive study of the structure and proportion of the human figure, skeletal and muscular systems and their operation, to better equip students for figurative works; memorization of and drawing of each part and its relationship to the figure as a whole; study of other anatomies and observation of dissection. Prerequisite: major, AR102 or permission of instructor. Lab fee.

AR365 Animation (4)—Introduces animated film utilizing Adobe AfterEffects software. Develops a critical context for understanding the history and theory of animation and gives a practical introduction to several animation techniques. Lab fee.

AR371 Selected Topics (4)—Examines areas of visual art not regularly taught. Emphasizes developing advanced studio disciplines and preparing individualized portfolio. Prerequisite: permission of instructor. Lab fee.

AR381 Independent Study (2 or 4)—See description under Independent Courses.

AR400 Thesis Exhibit (4)—Majors develop personal creative/stylistic orientations over the four years of study and create a body of work in this course for exhibition during their final semester. Lab fee.

AR401 Experimental Drawing: Abstraction (4)—Advanced-level drawing class which extends beyond traditional boundaries to explore the two-dimensional surface through the use of paradigms as a metaphoric means for speaking visually. An enormous variety of papers, pigments, drawing tools (traditional and contemporary) and adhesives will be used. Larger scale works are encouraged. Prerequisite: AR102 and AR202 or permission of instructor. Lab fee.

* **AR410 Modern Art Seminar (4)**—Introduces major trends, theories and movements in twentieth-century art (Cubism, Surrealism, Expressionism, Minimalism, etc.); Modernism and Postmodernism are discussed within Western contexts while addressing non-Western influences. Open to nonmajors.

AR430 Advanced Painting (4)—For upper-level art majors with a concentration in painting. Explores and extends personal visual language and promotes greater sophistication of painting technique and theory. May be taken in conjunction with AR400 Senior Thesis. Prerequisites: AR210, 310 and/or permission of instructor. Lab fee.

AR435 Figurative Sculpture (4)—Focuses on working directly from the model in clay with the intent to cast a work within the semester. Procedures dealing with proportion, making molds (rubber molds, waste molds) and expression will be covered. Prerequisite: AR225 or permission of instructor. Lab fee.

AR440 Painting: The Figure in Context (4)—Pre-thesis studio painting course exploring use of the human figure in narrative, social commentary, religious iconography and other contexts. Prerequisites: senior standing, or junior standing with permission of instructor. Model fee.

AR445 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 will be employed with emphasis on craftsmanship and safety. Works carved in a variety of wood and marble while exploring a wide range of imagery and conceptual approaches. Prerequisite: major, AR225 or permission of instructor. Lab fee.

* Fulfills Core Curriculum requirement.



Art Durity

DEPARTMENT OF BIBLICAL AND THEOLOGICAL STUDIES, AND YOUTH MINISTRIES

**Chair Green, Cannister, Hildebrandt, Hunt, S. Ketcham, Mathewson,
E. Phillips, Whittet, Wilson. Part-time: Borthwick.**

MISSION: The department provides instruction in the content and meaning of the Bible in the light of religious, political and cultural backgrounds in which the events occurred and the books were written. It seeks not only to give students a thorough grounding in the truth of God's Word, but to prepare them to be effective witnesses for Jesus Christ in the contemporary world. Students are encouraged to build their own world and life views from the timeless and normative values derived from a study of the Judeo-Christian heritage. The Scriptures are examined against the background of a variety of theological and historical perspectives as students are taught to weigh and evaluate varying viewpoints in a critical manner. The department is concerned not only with imparting what the Bible says in the context of its ancient life setting, but also with showing the pertinence of that timeless Word as authoritative in our lives today. Both the importance of ministry to the world today and service to the Church are stressed.

Biblical and Theological Studies Major

The biblical and theological 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 and Theological Studies

Students majoring in this department are required to take nine courses in the department in addition to the two core requirements (BI101 and BI103). The nine required courses beyond the core are:

BI209 Romans and Galatians

BI220 Introduction to Biblical Studies

BI335 Biblical Origins

BI491 Senior Seminar *or* BL304 Seminar: Greek Exegesis *or* BL312 Hebrew II

One of the following theology courses:

BI301 Christian Doctrine

BI303 Old Testament Theology

BI305 Development of Christian Thought

BI306 Christianity from the Reformation to the Twenty-First Century

BI310 Issues in New Testament Interpretation

BI322 American Christianity

One Old Testament elective

Three department electives (one may be a youth ministries course)

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 in conjunction with departmental offerings from the following list:

- BI203 Life and Teachings of Jesus
- BI205 Corinthian Correspondence
- BI209 Romans and Galatians
- BI211 Pentateuch
- BI227 Prophetic Literature
- BI303 Old Testament Theology
- BI310 Issues in New Testament Interpretation
- BI311 History of Israel
- BI315 Later Pauline Letters
- BI317 Johannine Literature
- BI325 Wisdom Literature
- BI381 Independent Study

Students normally must be in the final term of a language sequence before beginning an exegesis paper. One of these exegesis papers is to be in the Hebrew language area and the other in the Greek language area. Where appropriate, these courses will meet the Old Testament and New Testament elective requirements listed for departmental majors. Course work in linguistics is strongly recommended, as is additional work in independent study courses and reading courses in the language.

Concentration in Biblical Teaching

Students interested in teaching biblical studies on the secondary level should take one of the teacher education programs listed in the Division of Education section of the catalog. Requirements for each teacher education program are listed under the appropriate subject major in the catalog. The program may require more than the normal 124 credits to complete. Interested students are advised to see the chair of the Department of Middle School and Secondary Education before confirming the program.

Concentration in Jewish Studies

Students who wish to enrich their major in biblical and theological studies through an understanding of Judaism will benefit from this concentration. Emphasizing a wide variety of learning experiences, the program features on-campus course work 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:

- BL311 Hebrew I (biblical Hebrew is offered at Gordon; modern Hebrew taken at another institution will also meet this requirement)
- BL312 Hebrew II
- BI211 Pentateuch
- BI234 Modern Jewish Culture
- BI491 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 four 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 department chair of biblical and theological studies and youth 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 an A.B. 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:

BI101 Old Testament History, Literature and Theology

BI103 New Testament History, Literature and Theology

BI220 Introduction to Biblical Studies

Also required are at least one course from the department offerings in theology and 16 additional credits elected from the department offerings. The program normally is completed in one year.

Requirements for the Minor in Biblical and Theological Studies

Students minoring in biblical and theological studies are required to take six courses (24 credits) in biblical studies. These are BI101, BI103, an Old Testament elective, a New Testament elective, a theology elective, and an open elective chosen from the courses offered as Old Testament courses, New Testament courses, theology courses, departmental courses, biblical languages and exegesis courses (where the course is not being used to fulfill the core language requirement), missions courses, or YM311 Evangelism and Discipleship.

Youth Ministries Major

The major in youth ministries is designed to prepare students to work effectively with young people in churches, parachurch organizations and other agencies engaged in youth ministry. The youth ministries major offers a broad liberal arts base coupled with extensive field experience to prepare students for ministry or

for graduate study in the discipline. The program provides students with the theory and expertise to work with any age group, but primarily with junior high and high school adolescents. The major requirements of the youth ministries program will also fulfill requirements of the minor in biblical and theological studies.

Requirements for the Major in Youth Ministries

The youth ministries major consists of three parts: (1) the youth ministries major consisting of 34 credits; (2) cognate support in biblical and theological studies totaling 12 credits beyond the core Bible requirements; and (3) Core Curriculum specifications consisting of 4 credits. All youth ministries majors and minors must attain a minimum grade of C (2.0) in all courses required for the major or minor, including required courses in biblical studies, sociology and psychology. Any required course in which a grade below C has been received must be repeated until the minimum requirements are met. Students must also maintain a cumulative GPA of 2.50 for coursework in the major for admission to upper-division (300- or 400-level) youth ministries courses and for graduation.

Youth Ministries Major (34 credits)

- YM101 Foundations of Youth Ministry
- YM210 Christian Formation in Cultural Contexts
- YM241 Counseling Youth
- YM253 Leadership for Ministry
- YM310 Speaking to Youth
- YM311 Evangelism and Discipleship
- YM315 Strategies of Teaching Youth
- YM371 Selected Topics
- YM425,426 SUMIT Practicum I, II
- YM491 Senior Seminar

Cognate Support in Biblical and Theological Studies (12 credits beyond core)

- BI101 Old Testament History, Literature and Theology (core)
- BI103 New Testament History, Literature and Theology (core)
- BI203 Life and Teaching of Jesus
- BI220 Introduction to Biblical Studies

One of the following:

- BI301 Christian Doctrine
- BI303 Old Testament Theology
- BI305 Development of Christian Thought
- BI306 Christianity from the Reformation to the Twentieth Century
- BI322 American Christianity

Core Curriculum Specifications (4 credits)

- PY201 Psychological Perspectives
- SO101 Sociological Perspectives

Although one year of Greek or Hebrew is not required for the youth ministries major, it is strongly encouraged. Students considering graduate school or seminary should take one year of Greek or Hebrew, since such schools normally require knowledge of a biblical language.

Concentration in Urban Youth Ministry

Students who desire a concentration in urban youth ministry (16–24 credits) must complete one term in the Boston Urban Semester program as well as the following courses, some of which may be completed at the Boston Urban Semester program.

- YM380 The Gospel and Urban Youth
- BU325 Theology of the Church and the City
- BU381 Independent Study on Urban Ministry
- YM425 SUMIT Practicum I (in an urban context)
- YM426 SUMIT Practicum II (in an urban context)

Honors in Youth Ministries

A student who researches and writes an honors thesis will be eligible to graduate with honors in youth ministries. Under the direction of a faculty advisor, a candidate will complete 6 credits of independent research in the senior year (YM471, 472 Research I, II) in conjunction with YM491 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 Minor in Youth Ministries

Students minoring in youth ministries are required to take 20 credits of approved courses in the discipline. Contact Dr. Mark W. Cannister.

Double Major in Youth Ministries/Biblical and Theological Studies

Youth ministries majors are encouraged to choose a second major in biblical and theological studies. Students who do so must complete an additional five courses in biblical studies: BI209, BI335, BI491, one Old Testament elective and one departmental elective.

Minor in Missions

The missions minor is designed to enable students to organize both major and elective work toward possible missionary service, either immediately upon graduation or after pursuing further specialized training. The following courses are required for the minor:

Understanding Missions (8 credits):

- MI215 Biblical and Historical Foundations for World Missions
- MI216 Contemporary Developments in World Missions

Understanding the Christian Faith (8 credits beyond the core):

- YM311 Evangelism and Discipleship
- Plus one of the following:*
- BI203 Life and Teachings of Jesus
- BI227 Prophetic Literature
- BI301 Christian Doctrine

Understanding Other Cultures (6–18 credits)

- MI225 Preparation for Missions (2 credits)
- MI312 Survey of World Religions (4 credits)
- MI425 Missions Practicum (0–12 credits)

Agricultural Missions

An opportunity is offered during winter break for students interested in missions to take part in MI291/BY291 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, 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. See Dr. Russell Camp, biology, and Off-Campus Programs Office.

COURSE DESCRIPTIONS

The Old Testament core requirement (BI 101) and the New Testament core requirement (BI 103) are generally taken during the first year. Both courses are prerequisite to all offerings in this department.

OLD TESTAMENT

- * **BI101 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.

BI211 Pentateuch (4)—Examines in detail history, culture and law of early Israel and the role each played in development of Judaism and Christianity. (Alternate years. Not offered 2005–2006.)

BI227 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.

BI325 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 2005–2006.)

BI337 Historical Geography of the Lands of the Bible (4)—Studies the geographical features of the lands of the Bible stressing factors that affected settlement patterns, communication and power struggles. Relevant biblical, historical and archaeological materials are correlated with geographical features, major sites and routes in antiquity. (Alternate years. Offered 2005–2006.)

NEW TESTAMENT

- * **BI103 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.

* Fulfills Core Curriculum requirement.

BI203 Life and Teachings of Jesus (4)—Historical, expository and theological study of more significant events and teachings in Jesus' life and ministry, based on the Synoptic Gospels.

BI205 Corinthian Correspondence (4)—Surveys Paul's correspondence with the Corinthian Church, problems arising in the clash of Christian faith with pagan culture, and relevance for today's Church. (Not offered 2005–2006.)

BI209 Romans and Galatians (4)—Studies two of Paul's most important letters and their basic Christian teachings, against background of current thought concerning problems of sin, guilt, faith and religious experience.

BI315 Later Pauline Letters (4)—Studies prison and pastoral letters with attention to the ecclesiological and Christological developments which they represent. (Alternate years. Not offered 2005–2006.)

BI317 Johannine Literature (4)—Studies fourth Gospel and three Epistles of John. Attention given to theological distinctives and to relationships to other biblical material. (Alternate years. Not offered 2005–2006.)

THEOLOGY

BI301 Christian Doctrine (4)—Examines great doctrines of the Christian faith. Emphasizes biblical bases of those doctrines and their application to the life of the Church and Christian. (Alternate years. Not offered 2005–2006.)

BI303 Old Testament Theology (4)—Jewish roots of the Christian faith as developed throughout the Old Testament Scriptures. Emphasizes humanity, covenant, kingdom of God, messianic teaching, sin, salvation, worship and Old Testament authority. (Alternate years. Offered 2005–2006.)

BI305 Development of Christian Thought (4)—Studies historical development of selected doctrines from the end of the New Testament to the Protestant Reformation. Reformation studied through life and teachings of Martin Luther. (Alternate years. Offered 2005–2006.)

BI306 Christianity from the Reformation to the Present (4)—Traces historical development of Christian theology since the Reformation; begins with study of John Calvin; concludes with twentieth-century theological issues. No prerequisite. (Alternate years. Offered 2005–2006.)

BI310 Issues in New Testament Interpretation (4)—Examines hermeneutical, theological and ethical issues which are vital to the study of the New Testament; biblical authority, inerrancy and infallibility, baptism, the Lord's Supper, the New Testament's use of the Old Testament, and the end times. (Alternate years. Not offered 2005–2006.)

BI322 American Christianity (4)—Studies development of Christianity in America from seventeenth century to today; the people (e.g., Edwards, Rauschenbusch) and movements (e.g., Revivalism, Social Gospel Movement, Fundamentalism) which gave it form. Field trips to Boston. (Alternate years. Not offered 2005–2006.)

DEPARTMENTAL COURSES

BI220 Introduction to Biblical Studies (4)—Introduces the academic study of the Bible and related topics; addresses historical and geographical backgrounds, literary and socio-anthropological approaches to the text, selected theological issues and research methods.

BI232 Biblical Archaeology (4)—Studies archaeological discoveries and documents which shed light on the Bible and its world. Emphasizes Dead Sea Scrolls. Field trips to museums. (Alternate years. Offered 2005–2006.)

BI234 Modern Jewish Culture (4)—Studies emergence of contemporary Judaism in comparison with biblical Judaism. Traditions in the life of a Jew from birth to death. History of Christian-Jewish relations. Numerous field trips and discussions with rabbis. Not open to freshmen.

BI335 Biblical Origins (4)—Studies selected critical problems relating to origin, transmission and interpretation of the biblical books. Prerequisites: BI101, 103, 220. Nonmajors require permission of instructor.

BI425 Jewish Studies Concentration Internship (2)—Provides students the opportunity to serve within the Jewish community, gaining first-hand experience working on community projects and learning about Jews and Judaism with the purpose of further fostering positive relationships between Jewish and Christian communities.

BI491 Senior Seminar (4)—Reading and research in selected areas of Old Testament, New Testament or theology. Topics 2005–2006: “Writings of Abraham Joshua Heschel”; “American Fundamentalism and Evangelicalism”; “The Life, Ministry and Theology of John Wesley.” Prerequisite: permission of instructor.

BIBLICAL LANGUAGES AND EXEGESIS

* **BL201 Greek I (4)**—Introduces fundamentals of the Greek of the New Testament era. Emphasizes grammar and reading skills.

* **BL202 Greek II (4)**—Continues Greek I; extensive reading in the Johannine literature of the Greek New Testament. Prerequisite: BL 201 (with a C or better) or equivalent.

BL303 Greek III (4)—Requires translation of New Testament Greek materials; emphasizes vocabulary building and mastery of grammar. Prerequisite: BL 202 or equivalent.

BL304 Seminar: Greek Exegesis (4)—Introduces exegesis; includes readings from extra-biblical materials. Exegesis papers written and discussed. Exegesis paper required if taking for senior seminar credit. Prerequisite: BL 303 or equivalent.

* **BL311 Hebrew I (4)**—Introduces fundamentals of biblical Hebrew; emphasizes grammar, vocabulary and syntax. (Alternate years. Not offered 2005–2006.)

- * **BL312 Hebrew II (4)**—Continues Hebrew I; readings and exegesis of selected prose and poetical portions of the Hebrew Bible. Exegesis paper required if taking course for senior seminar credit. Prerequisite: BL 311. (Alternate years. Not offered 2005–2006.)

MISSIONS

MI215 Biblical and Historical Foundations for World Missions (4)—A comprehensive introduction to the world Christian movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day.

MI216 Contemporary Developments in World Missions (4)—An 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 is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach. Topics will include contextualization, demographic shifts, cross-cultural family life, health care overseas, the relationship between justice and evangelization, and liberation theology.

MI225 Preparing for Missions (2)—Designed to be taken in the spring prior to students embarking on summer missions trips. This course prepares students for cross-cultural summer missions experiences focusing on cultural analysis and sensitivity, and cross-cultural living.

MI312 Survey of World Religions (4)—Surveys major nonChristian religions of the world. Focuses on history, belief-structure and relationship to culture; key issues in presenting gospel message to adherents of each religion.

MI425 Missions Practicum (0–12)—Provides students with an eight-week cross-cultural experience overseas. Practicum emphasizes the completion of a particular missions project under the direction of a field missionary or missions agency. Prerequisites: MI215, 216, 225 and 312.

YOUTH MINISTRIES

YM101 Foundations of Youth Ministry (4)—Examines purpose of youth ministry, youth in modern American culture, needs of youth and their parents, the history and future of the youth ministry profession, and elements of programming.

YM210 Christian Formation in Cultural Contexts (4)—Examines the dynamics of Christian formation in adolescence within socio-cultural environments of the ancient and contemporary world. Emphasizes the interrelated and distinct stages of faith formation, the theological interplay between Christ and culture, and the ways in which culture influences our understanding of God, ourselves and the Church. Prerequisite: PL112.

YM241 Counseling Youth (4)—Examines needs and problems of normal and troubled adolescent experience. Attention given to developing a strategy of ministry through counseling. Prerequisite: PY201.

YM253 Leadership for Christian Ministry (4)—Surveys a variety of philosophies, styles, issues and current challenges for developing leadership in youth ministry. Students are challenged to grow as leaders and to develop a personal philosophy of Christian leadership. Prerequisites: YM101 and 210 or involvement in ministry leadership.

YM310 Speaking to Youth (2)—Explores communication strategy and elements of homiletical theory in effective presentation of gospel message to youth. Opportunities to design and deliver youth talks. Prerequisite: YM101.

YM311 Evangelism and Discipleship (4)—Analyzes spiritual decision-making process, communication theory and strategy for contemporary culture, and the art of persuasion; spiritual formation and nurture. Incorporates individual experiences in personal evangelism and small-group discipleship.

YM315 Strategies of Teaching Youth (4)—Discusses educational theory of experience in light of creative teaching with adolescents. Simulation design, role play, gaming, discussion, values confrontation modeled for and by students; educational learning styles. Prerequisites: YM101, 210.

YM371 Selected Topics (2)—An upper-level seminar course focuses on select topics relevant to the field of youth ministry. Repeatable. Prerequisite: YM101.

YM380 The Gospel and Urban Youth (4)—Orientation for inner-city ministry stressing the strengths and resources of inner-city people and communities while dealing with the dynamics of poverty, oppression, racism, gangs, drugs and crime, and the responses of the church and state at prevention and treatment. Students will gain an understanding of cross-cultural communication, community research, analysis of research, community development, change of suburban attitudes and the development of youth programs. Offered in Boston through the Center for Urban Ministerial Education. (Alternate years.)

YM390 Christianity and the Problem of Racism (4)—Historical and analytical study of a major social problem of our times. Presentations and discussions challenge underlying attitudes. Biblical, ethical and sociological concepts focus attention on strategies for future life and ministry. Offered in Boston through the Center for Urban Ministerial Education. (Alternate years.)

YM425, 426 SUMIT Practicum I, II (2–6; 2–6)—The Supervised Ministry Training Practicum involves 400 hours of youth ministry experience in a church or parachurch setting under the supervision of an on-site youth minister. Placements are made in the summer following the junior year or during senior year. SUMIT students attend on-campus meetings throughout the academic year or are visited by the instructor on site in the summer. Repeatable for elective credit if completed in a dissimilar context. Pre- and/or concurrent requisites: YM101, 210, 221, 261, 301, 310 and 311, or by permission of the instructor.

YM471, 472 Research I, II (2, 4)—Individual research for senior honors thesis. Prerequisites: senior standing and permission of supervising faculty member.

YM 491 Senior Seminar (2)—Reading and research in a selected area of youth ministry. Integrative experience brings to culmination various facets of ministry with youth; for senior majors or minors. Pre- and/or concurrent requisites: YM425, 426 or permission of instructor.

DEPARTMENT OF BIOLOGY

Chair Camp, Blend, Boorse, Story, Zheng. Adjunct: Dykstra, Ju, Munro.

MISSION: The mission of the Department of Biology is to graduate women and men with a foundational perspective of the many areas of study within the discipline of biology and an awareness of their interrelations. Through a wide range of biology course offerings and required support courses in mathematics, chemistry and physics, the department provides students with the resources to be successful in the postundergraduate world of work and continued academic pursuit. 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.

Allied Health Programs

Special programs separate from the departmental majors are offered in cooperation with Thomas Jefferson University in Philadelphia. See Off-Campus Programs section of the catalog.

Environmental Science

Gordon College participates in the program of AuSable Institute of Environmental Studies in four locations: Kenya, India, 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 under minors) and may earn certification from AuSable as an environmental analyst. AuSable has awarded Gordon an annual fellowship for half tuition and other grant money to support student involvement in AuSable courses, and a \$500 scholarship for students returning to AuSable. See course descriptions below and Off-Campus Programs section of the catalog.

Special Studies in Marine Biology

A summer Marine Biology Institute and special course offerings during the school year utilize diverse aquatic environments on or near the campus. See course descriptions.

International Seminar: Sustainable Tropical Agriculture

A four-credit biology/missions course is offered during winter break under the College's International Seminar program. Taught by Dr. Grace Ju at ECHO (Educational Concerns for Hunger Organization, Ft. Myers, Florida) and in Haiti, the course involves study of tropical fruit trees and vegetables, tillage, aquaculture and

appropriate technology. Lectures, workshops and field trips held daily. Travel to Haiti will involve work with local farmers, agroforestry and aquaculture projects. Students will assist in the clinics and travel to villages with health and farm workers. This is a unique opportunity for practical experience in agricultural missions. Contact Dr. Ming Zheng, Biology Department, and the office of Off-Campus Programs.

Requirements for the Major in Biology

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 six courses in the sequence listed below, plus a senior seminar.

- BY150 Biology I: Cells and Genetics
- BY151 Biology II: Zoology and Physiology
- BY250 Biology III: Plants, Ecology and Evolution
- BY260 Introduction to Research in Biology
- BY316 Modern Genetics
- BY491 Senior Seminar

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

- BY220 Biostatistics
- CH111, 112 Principles of Chemistry I, II
- CH211, 212 Organic Chemistry I, II
- MA134 Survey of Calculus
- PH121, 122 Introductory Physics I, II

Each student will complete the biology major by selecting a concentration below. The number of biology electives required for each program varies. At least one plant course must be taken regardless of concentration.

Professional Concentration (18 credits of biology electives required.)

Health Professions Concentration

For students considering careers in medicine, dentistry, optometry, podiatry, veterinary medicine, or related health professions: 16 credits of biology electives plus Health Professions Seminars I-IV (HP200/201/HP300/301) taken sophomore and junior years (1 credit each year). The following courses are recommended as part of the concentration:

- BY312 Animal Physiology
- BY314 Microbiology
- BY321 Molecular Cell Biology and Microscopy
- BY323 Developmental Biology
- BY333 Immunology
- BY422 Biochemistry

Biotechnology Concentration

The following courses are required:

- BY422 Biochemistry
- BY425 Internship
- EB245 Principles of Management

Ten additional biology elective credits are required. The following courses are strongly recommended: BY314 Microbiology, BY321 Molecular Cell Biology and Microscopy and BY333 Immunology. Also recommended: EB377 Principles of Marketing and EB424 Small Business Management.

Environmental Concentration

BY/NS222 Environmental Science, BY310 Ecology, CH312 Analytical Chemistry II and two summer field courses at AuSable Institute of Environmental Studies. BY440 Advanced Techniques in Ecology and BY291 Sustainable Tropical Biology are recommended.

Marine Biology Concentration

The following courses are required:

- BY230 Introduction to Marine Science
- BY331 Marine Biology Institute
- Biology electives (10 credits) approved by the department

BY310 Ecology and BY421 Coastal and Estuarine Ecology are strongly recommended.

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. The research must be presented and defended orally in the biology senior seminar class. The minimum GPA for honors candidates is 3.50 in the major and 3.00 overall. See department faculty for details.

Requirements for the Minor in Biology

24 credits of biology electives of which 16 credits must be laboratory courses.

Requirements for the Minor in Neuroscience

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

Requirements for the Double Major with Secondary Education

Students planning to teach biology at the secondary level should consult the middle school and secondary education and biology chairs for specific requirements.

COURSE DESCRIPTIONS

- * **NS220 Human Biology, Health and Disease (4)**—Core life science lab option. See divisional course descriptions.

* Fulfills Core Curriculum requirement.

- * **NS222 Environmental Science (4)**—Core life science non-lab option. See divisional course descriptions.

BY150 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 will be covered as well as examples of physiological integration up to the organism level. Offered each fall semester. Lab fee.

BY151 Biology II: Zoology and Physiology (4)—Introduces the interrelationships of protozoans and animals by study of their morphology, taxonomy and physiology. Offered each spring semester. Lab fee.

BY/HP200, 201 Health Professions Seminars I, II (1, 0)—Examines clinical experiences and related case studies in medical ethics. Consists of required sessions with and presentations from health care providers and researchers. Required of all premedical program participants during the sophomore year. Lab fee.

BY213, 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.

BY220 Crops and Society (4)—Studies major food crops in world agriculture: adaptation, production, utilization, morphology and reproduction. Social, economic and political perspectives included. Focuses on third-world agriculture.

BY222/NS222 Environmental Science (4)—See divisional course descriptions.

BY225 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. Prerequisite: BY150. (Alternate years. Offered 2005–2006.)

BY230 Introduction to Marine Science (4)—Explores marine systems. Includes basic oceanography, marine chemistry and marine biology. Emphasizes field experience. Prerequisite: BY150. (Not offered 2005–2006.) Lab fee.

BY233 Plant Anatomy and Physiology (4)—Examines the anatomy, structure and function of plant bodies. Research methods emphasized in weekly laboratory. Prerequisites: BY150, 250. (Alternate years. Offered 2005–2006.) Lab fee.

BY250 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 each fall semester. Lab fee.

BY260 Introduction to Research in Biology (2)—Emphasizes the skills necessary to become a working scientist and sets the stage for upper-level biology courses. Meets once per week. Offered each spring. Lab fee.

BY291 International Seminar: Sustainable Tropical Agriculture (4)—Core life science lab option. Offered during winter break in Florida and Haiti. See department information.

BY/HP300, 301 Health Professions Seminars III, IV (1, 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 the study of medicine. Required of Premedical Program participants, junior year. Prerequisites: BY/HP200, 201. Lab fee.

BY308 Botany (4)—Surveys plant diversity of vascular and nonvascular plants. Studies vascular plants of New England in natural habitats through field trips and in the laboratory. Includes some collecting and pressing of specimens. Visits botanical garden, herbarium and greenhouses. Weekly laboratory. Prerequisite: BY250. (Alternate years. Offered 2005–2006.) Lab fee.

BY310 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: BY250; background in zoology and botany suggested. (Alternate years. Not offered 2005–2006.) Lab fee.

BY312 Animal Physiology (4)—Analyzes animal function: transport, nervous systems, coordination, muscles and movement, hormone systems, digestion, excretion, and osmotic and ionic regulation. Weekly laboratory. Prerequisites: BY150, 151. (Alternate years. Offered 2005–2006.) Lab fee.

BY314 Microbiology (4)—Surveys the growth, metabolism, molecular genetics, immunology and ecology of bacteria and viruses. Weekly laboratory. Prerequisites: BY150, 151. (Alternate years. Not offered 2005–2006.) Lab fee.

BY316 Modern Genetics (4)—Examines genetics, covering classical, cellular, molecular, population, microbial and developmental genetics. Weekly laboratory. Prerequisites: BY150, 151. Lab fee.

BY321 Molecular Cell Biology and Microscopy (4)—Analyzes cell structure and function with emphases on membranes, transport, cell signaling, organelle interaction in the flow of energy and information. Labs cover the histology of vertebrate tissues prepared and observed with the light, fluorescent and electron microscopes. Prerequisites: BY150, 151 or equivalent. Lab fee.

BY323 Developmental Biology (4)—An 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: BY150, 151. (Alternate years. Offered 2005–2006.) Lab fee.

BY331 Marine Biology Institute (4)—Introduces marine organisms through lecture, laboratory, and extensive field experiences. Emphasizes ecology, morphology and taxonomy. Prerequisites: BY151, 230, 250. Lab fee.

BY333 Immunology (4)—Examines 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: BY150, 151. (Alternate years. Not offered 2005–2006.) Lab fee.

BY371 Selected Topics (2 or 4)—Explores topic not regularly offered. Students may enroll more than once if topic changes. Prerequisites set by instructor.

BY415 Parasitology (4)—Exploration of the diverse parasite fauna of lower and higher vertebrates (including man) and invertebrates. Emphasis will be on the taxonomy, morphology, evolution, ecology and life history of parasitic protozoans, helminths and arthropods. Descriptive and experimental labs as well as field trips required. Prerequisites: BY150, 151. Spring semester. (Alternate Years. Offered 2005–2006.) Lab fee.

BY421 Coastal and Estuarine Ecology (2)—Estuaries, salt marshes and oceans are considered as dynamic systems in which physical, chemical and biological processes interact. Emphasizes planktonic processes. Prerequisite: BY230. (Alternate years. Offered 2005–2006.) Lab fee.

BY422/CH422 Biochemistry (4)—Introduces chemistry, reactions and metabolism of biologically important compounds. Biosynthesis and metabolic regulation of macromolecules. Protein structure and function. Nucleic acids and introduction to molecular biology. Prerequisites: CH211, 212; BY150. Lab fee.

BY425 Internship (variable)—Supervised internship off campus. Must be prearranged and approved by instructor.

BY440 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: BY150, 151, 250. (Alternate years. Not offered 2005–2006.)

BY471, 472 Research I, II (Variable)—Opportunity for upperclass biology majors to pursue a specific problem. Involves participation in ongoing research of the biology staff or a problem outlined by the student before the course begins. Maximum two terms. (Variable credit with a maximum of 4 credits per term.) Prerequisite: permission of instructor. Lab fee.

BY491—Senior Seminar: Topics in Biology (2)—Explores a spectrum of subjects relevant to the modern biological enterprise including bioethical, environmental and origins issues. Students prepare and present a topical paper reviewing current literature on a relevant subject and prepare a resume for career planning purposes.

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. AuSable Institute offers courses approved for the environmental concentration or that fulfill core requirements for nonmajors and electives for biology majors. National campuses are located in Michigan and Washington state; international campuses

are in India and Kenya. AuSable students can get certificates as a naturalist or as a land, water or environmental resources analyst. 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 Kay, Levy, 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:

- CH111, 112 Principles of Chemistry I, II
- CH211, 212 Organic Chemistry I, II
- CH311, 312 Analytical Chemistry I, II
- CH315, 316 Physical Chemistry I, II
- CH391, 392 Junior Seminar I, II
- CH411 Inorganic Chemistry
- CH491, 492 Senior Seminar I, II
- MA141, 142 Calculus I, II
- MA223 Calculus III
- PH121, 122 Introductory Physics I, II

Eight credits from the following:

- CH371, 372, 422, 471, 472 or approved courses in any science or mathematics at the 200 level or higher.

Health Professions Concentration

Requirements for the health professions concentration include:

- BY150 Biology I: Cells and Genetics
- BY151 Biology II: Zoology and Physiology
- CH111, 112 Principles of Chemistry I, II
- CH211, 212 Organic Chemistry I, II
- CH311, 312 Analytical Chemistry I, II
- CH315, 316 Physical Chemistry I, II
- CH422 Biochemistry
- CH491, 492 Senior Seminar I, II
- HP200/201,300/301 Health Professions I, II, III, IV (taken in sophomore and junior years)
- MA141, 142 Calculus I, II
- MA223 Calculus III
- PH121, 122 Introductory Physics I, II

One of the following advanced biology electives:

- BY312 Animal Physiology
- BY314 Microbiology
- BY316 Modern Genetics
- BY321 Molecular Cell Biology and Microscopy
- BY323 Developmental Biology
- BY333 Immunology
- BY415 Parasitology and Public Health

Honors in Chemistry

To earn honors in chemistry, a student will complete the professional concentration, including CH471, 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 CH471, 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

- PH214 Mathematical Methods in Physics I
- 8 credits of physical science, mathematics or computer science electives

Life Sciences Honors Track

- BY321 Molecular Cell Biology and Microscopy
- CH422 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 Secondary Education

Students pursuing licensure in secondary education, chemistry, will substitute CH422 Biochemistry for CH411 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 Department chair for required education courses.

COURSE DESCRIPTIONS

* **NS218 Newton to Einstein (4)**—Core physical science lab option. See divisional course descriptions.

* **CH111, 112 Principles of Chemistry I, II (4, 4)**—Presents fundamental principles and concepts of chemistry: stoichiometry; properties of gases, liquids, solids and solutions; kinetic theory; phase equilibria; chemical equilibria (emphasizes ionic systems); oxidation-reduction reactions; electrochemistry, elementary thermodynamics and thermochemistry; chemical kinetics; atomic structure; elementary quantum theory; chemical bonding; molecular structure; periodicity; descriptive chemistry of elements. Laboratory emphasizes quantitative measurement and develops investigative techniques and ability to interpret results. Previous high school or introductory college chemistry course strongly recommended. CH111 is a core physical science lab option. Lab fee.

CH211 Organic Chemistry I (4)—Considers importance of carbon chemistry in our lives and world. Surveys representative organic compounds; discusses alkanes, alkenes and alkynes, and the structure, properties, synthesis and reactions of these molecules. Laboratory focuses on development of basic macro and micro techniques common to organic chemistry. Prerequisite: CH112. Lab fee.

CH212 Organic Chemistry II (4)—Continues discussion of classes of organic molecules including aromatic and organometallic compounds, alcohols, ethers, amines and carbonyl compounds. 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: CH211. Lab fee.

CH311 Analytical Chemistry I (4)—Surveys analytical applications of statistics, chemical equilibria and potentiometry. Laboratory includes classical precipitation, acid-base, redox and complexation methods, potentiometry and the use of computer software to analyze and present data. Prerequisite: CH112. Lab fee.

CH312 Analytical Chemistry II (4)—Introduces instrumental methods of chemical separation and identification including nuclear magnetic resonance spectroscopy and mass spectroscopy. Laboratory emphasizes environmental and bioanalytical applications of electrochemistry (coulometry, voltammetry), spectroscopy (UV-VIS, IR, AA and fluorescence) and chromatography (HPLC and capillary GC). Prerequisite: CH311 or permission of instructor. Lab fee.

CH315 Physical Chemistry I (4)—Examines thermodynamics and kinetics. Thermodynamics topics: gas equations of state and the 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: CH112 and PH122. Lab fee. (Alternate years. Not offered 2005–2006.)

CH316 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: CH112 and PH112. Lab fee. (Alternate years. Not offered 2005–2006.)

CH371, 372 Selected Topics in Chemistry I, II (2, 2)—Examines a topic of the instructor's choice which is not covered elsewhere in the curriculum. Examples of such topics include computational organic chemistry, advanced organic synthesis and reaction mechanisms, bioinorganic chemistry, transition-metal reaction mechanisms, theory of molecular electronic structure, and statistical mechanics.

CH391, CH392 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.

CH411 Inorganic Chemistry (4)—An advanced course emphasizing the 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. Prerequisites: CH316 or concurrent enrollment.

CH422/BY422 Biochemistry (4)—See BY422 course description. Lab fee.

CH471, 472 Research I, II (1–4, 1–4)—Research under the supervision of a faculty member in chemistry or related science. Library searches, laboratory investigation, and written and oral reports may be required.

CH473, 474, 475, 476 Research III, IV, V, VI (all 1–4)—Ongoing research under the supervision of a faculty member in chemistry or related science.

CH491, 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 AND THEATRE ARTS

Chair Cobbey, Jones, Miller, Stevick, Wanner.

The Department of Communication and Theatre Arts offers majors and minors in communication arts and theatre arts.

MISSION: The communication and theatre arts programs are intended to engage students with culture-shaping messages and media from the perspective of a Christian worldview. Developing both the theoretical foundations for communication arts and those abilities necessary for practice, we take seriously the relationship between culture and communication. Worldview, values and ethics are central concerns throughout the majors. With an equal concern for both critique and creativity, the

department works (a) to equip students intellectually to resist uncritical conformity to the media values of their own environment, and (b) to nurture students in their capacity to be Christ's agents of transformation in culture, creators of compelling alternatives to the various messages and media of culture. The curriculum addresses a variety of communication forms and content, including public speaking, journalism, creative and professional writing, theatre, film and electronic media.

Requirements for the Communication Arts Major

Foundations (14 credits)

The four required courses in this section provide a philosophical and historical foundation for the major, raising those critical questions which must be addressed by a Christian engagement with the communication arts and media.

CO200 Christian Perspectives on Communication Arts

One of the following courses:

CO210 History of Rhetorical Theory

CO242 Interpersonal Communication

CO248 Intercultural Communication

CO310 Contemporary Communication Theories

CO420 Media, Ethics and Culture

Practice (12 credits)

The three required courses in this section develop the written, oral and visual skills of communication; ethical and value considerations are raised in the context of specific skills development.

CO110 Principles of Design: Communication

CO212 Writing for Media

CO240 Public Speaking

Application (16 credits)

Students choose one of three tracks appropriate to their own vocational interests.

Writing

CO222 Introduction to Journalism or

EN212 Introduction to Creative Writing

Two 200- or 300-level courses from a list of approved professional or creative writing courses

One of the following:

CO425 Internship

CO/EN440 The Literary Journal

Media Studies

CO252 Introduction to Mass Communication

CO254 Introduction to Media Production

CO356 Media Criticism

One of the following courses:

CO358 Film and TV Genres

CO344 Art of Persuasion

CO371 Selected Topics in Media

Film Studies

Students may complete a track in film studies by attending the Los Angeles Film Studies Center. This 16-credit semester-long experience, sponsored by the Council for Christian Colleges and Universities, includes an internship and

four courses: Hollywood Symposium; Faith, Film and Culture; and students' choice of two from Acting in Hollywood, Introduction to Filmwriting, Screenwriting, and Seminar in Producing Independent Film. Acceptance into the program is by application, and enrollment cannot be guaranteed.

Support

Students are encouraged to supplement their program by taking courses in the Social Sciences such as PS213/CO213 Political Communication: Votes, Groups and Media, PS246 International Diplomacy, EB377 Principles of Marketing, EB345 Organizational Behavior and Management, PY243 Social Psychology, PY360 Industrial/Organizational Psychology; or by taking an internship or cooperative education assignment in an applied field of interest. Off-campus programs endorsed by Gordon College, such as the American Studies Program or the San Francisco-based Urban Studies Program, may be tailored to be especially applicable to the field of communications.

Requirements for the Theatre Arts Major

Foundations (14 credits)

The four required courses in this section provide a philosophical and historical foundation for the major, raising those critical questions which must be addressed by a Christian engagement with the communication and theatre arts.

- CO200 Christian Perspectives on Communication Arts
- TH234 Introduction to Theatre
- TH310 Theatre History
- CO420 Media, Ethics and Culture

Practice (12 credits)

The three required courses in this section develop the design, acting and directing understandings needed by theatre artists; ethical and value considerations are raised in the context of specific skills development.

- CO110 Principles of Design: Communication
- TH235 Fundamentals of Acting
- TH410 Directing

Concentration (14 credits)

- TH150 Applied: Principles of Theatre I (2)
- TH250 Applied: Principles of Theatre II (4)
- TH371 Selected Topics (4)

One of the following cognate courses:

- EN315 Creative Writing: Playwriting
- EN372 Shakespeare and the Renaissance
- HI214 History of Ancient Greece
- PL214 Aesthetics

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 Communication or Theatre Arts

A minor in communication arts with an emphasis in media studies, speech or writing, or 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. CO200 Christian Perspectives on Communication Arts is required of all minors, with the remaining 18 credits taken in the concentration area or as a faculty-approved combination.

COURSE DESCRIPTIONS

* **FA112 Arts in Concert (4)**—See divisional course descriptions.

* **OR214 Cultural History of the Renaissance (4)**—See Orvieto Program under off-campus course descriptions.

COMMUNICATION ARTS:

CO110 Principles of Design: Communication (4)—Foundational study of the art elements and visual dynamics of communication design. Composition, balance, emphasis, color and form are studied through a sequence of design exercises, assigned design projects and related readings. Includes work of both pure design and those reflecting issues of graphic arts (illustration, graphic design). Prerequisite: major or permission of instructor.

CO200 Christian Perspectives on Communication Arts (2)—An exploration of the communication discipline from a biblical worldview. Three areas are targeted: communication with God, communication with other Christians and communication with the general public. Using the Bible as a primary text, principles and examples are studied as they relate to message exchange from a godly perspective.

CO210 History of Rhetorical Theory (4)—Examines four epochs of communication history and the technological changes that distinguish each period: orality, written, print and electronic. Significant rhetorical events will be used as individual case studies.

CO211 Writing for the Media (4)—Develops advanced writing skills in the context of those genres found in contemporary communication media, such as news stories, editorials, scriptwriting and advertising. Prerequisite: major or permission of instructor.

CO212/EN212 Introduction to Creative Writing (4)—See EN212 course description under English.

CO213/PS213 Political Communication: Votes, Groups, Media (4)—See PS213 course description under Political Studies.

CO218/EN218 Creative Writing: Nonfiction (4)—Examines the theory and practice of creative nonfiction, including travel writing, memoir and other forms of nonfiction. Extensive analysis of student work and established models. Prerequisite: EN212.

CO222 Introduction to Journalism (4)—Studies all facets of reporting the day's news. Experience in the techniques of interviewing, information gathering and writing new stories. Prerequisite: permission of the instructor.

CO240 Public Speaking (4)—An introduction to the basic elements of speech communication. Course content is designed to teach organizational and verbal skills and to enhance personal confidence while speaking in public. Beyond the practical experience in preparation and presentation of speeches, emphasis will be placed on developing critical listening skills. Prerequisite: major or permission of instructor.

CO242 Interpersonal Communication (4)—An examination of non-mediated communication with special emphasis on face-to-face interaction. Examples of non-mediated communication covered in this course include self-talk, dyadic exchange and small-group dynamics. Specific topics include listening, nonverbal communication, conflict management and relationship issues.

CO248 Intercultural Communication (4)—Studies the communication dynamics between people of diverse ethnic and racial groups. Emphasizes cultural awareness and skill development. Issues addressed include cross-cultural attitudes and stereotypes, reducing anxiety and uncertainty, and overcoming language barriers. Relevant contexts include the mission field, the workplace and intercultural friendships. The biblical example of incarnational communication will be studied as a Christian model for bridging cultures.

CO252 Introduction to Mass Communication (4)—An examination of how the media of mass communication both reflect and influence our culture, how our knowledge of the environment and our models for social interaction are affected by mediated communication, and how the financial and organizational structures of the media influence content and approach.

CO254 Introduction to Media Production (4)—Introduces basic equipment, procedures and editing techniques in audio, video and/or television production. Students complete individual creative projects. Prerequisite: permission of instructor. Lab fee.

CO310 Contemporary Communication Theories (4)—A survey of the theories which have influenced the development of the communication discipline throughout the 20th century. These theories include samples from the scientific, humanistic and artistic schools of thought. Overall areas of study include intrapersonal, interpersonal, dramatic, mass-mediated and cross-cultural communication. Prerequisite: CO200.

CO317/EN317 Screenplay Writing (4)—Examines the principles and practice of screenplay writing, with constant practice. Extensive analysis of student work and established models. Prerequisite: EN212/CO212 and permission of instructor.

CO324 Newspaper Features and Magazine Articles (4)—Examines principles and practice in writing features and articles; rewriting process; how to interview, get stories, get published. Prerequisites: CO222 and permission of the instructor.



Michael Maimo

Scene from *The Secret Garden* theatre production.

CO325 Professional Writing: Advertising and Public Relations (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. Prerequisites: CO212 and permission of instructor.

CO332 Adaptation and Performance of Literature (4)—Emphasizes the adaptation for performance of existing works of literature in a variety of genres. Students will also generate original works for performance.

CO344 Art of Persuasion (4)—A focus on persuasive communication as an art form, particularly the dual responsibilities of creation and reception in persuasive messages. Theoretical considerations include credibility, proofs and argumentation. Practical applications will highlight personal influence, public campaigns and media techniques. Ethical standards will be probed from a Christian worldview.

CO346 Rhetorical Criticism (4)—An analysis of rhetorical messages using traditional and contemporary critical methods. A sample of these methods include neo-Aristotelian, feminist, African-American and narrative criticisms. Special consideration will be given to critiquing messages created and reflected in popular American culture, as well as the Christian/evangelical subculture.

CO356 Media Criticism (4)—A study of the criteria by which people evaluate as good or bad such media genres as films, television and radio shows, video programming, broadcast speeches and popular journalism, and a consideration of how a Christian worldview should inform such evaluation.

CO358 Film and TV Genres (4)—Studies genre in film and television, 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.

CO371 Selected Topics (2 or 4)—Explores topics not regularly taught but of interest to majors. Students may enroll more than once if topic changes. Prerequisites set by instructor.

CO381 Independent Study (2 or 4)—See description under independent courses. Some require a lab fee.

CO420 Media, Ethics and Culture (4)—A capstone course studying the powerful and persuasive influence of media in contemporary culture (including print and electronic media, drama and public address). Special consideration given to developing a Christian critique of that influence and discussing an appropriate Christian presence in today's media. Prerequisite: senior standing and permission of instructor.

CO425 Internship: Writing/Media (2 or 4)—Supervised learning experience in an appropriate professional setting. Must be prearranged with supervisor. Prerequisites: junior or senior class standing and previous coursework in field of interest.

CO440/EN440 The Literary Journal (4)—Focuses on the production of a literary magazine. Students will produce the magazine, receiving hands-on training from initial manuscript selection to the production of the print copy. Students will also become familiar with the latest technology used to generate the page layout and camera-ready copy. Class discussions and selected readings will center on traditions and theories regarding the history and production of the literary magazine. Prerequisites: senior status and permission of instructor.

THEATRE ARTS

TH150 Applied: Principles of Theatre I (2)—Directed experiences applying theory and techniques of stage production; experience with approved theatre productions at introductory level. Includes text and written assignments. Repeatable; six credits maximum. (Six credits of TH150 makes one ineligible to receive credit for TH250.)

* **TH234 Introduction to Theatre (4)**—Introduces all major areas of the art of theatre, including acting, design, directing and writing. Open to all students as an option for the fine arts requirement of the general core, this course will include an experience-oriented, hands-on lab time as well as reflective assignments in play analysis and performance criticism.

TH235 Fundamentals of Acting (4)—Explores actor's role; emphasizes technique, characterization, movement and critical analysis. Prerequisite: permission of instructor.

TH250 Applied: Principles of Theatre II (4)—Directed experience applying theory and techniques of stage production; experience with approved theatre productions at advanced level. Requires managerial experience within a production, i.e., stage manager, lighting designer, leading acting role. Assigned texts and written work. Prerequisites: TH150 and permission of instructor.

TH310 Theatre History (4)—Examines, in depth, the great periods, writers and representative plays of primarily Western theatre, analyzing the social context, thematic concerns and dramaturgical styles of drama from ancient Greece to the present. Studies the works both as literature and vehicles for production. Prerequisite: TH234.

TH371 Selected Topics in Theatre (2 or 4)—This group-intensive laboratory is 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 the historical enactor, and topics related to specific productions within the annual season. Whenever possible national and local professionals will participate as guest artists.

TH410 Directing (4)—Studies the fundamentals of directing including blocking, character analysis, script interpretation, securing rights, organizing and preparing budgets, exploring director/actor and director/designer relationships, articulating a directorial concept and developing a directorial perspective and process. Prerequisites: CO110; TH234, 235, 310.

TH425 Internship: Theatre (2 or 4)—Supervised learning experience in an appropriate setting. Must be prearranged and approved by instructor.

* Fulfills Core Curriculum requirement.

DEPARTMENT OF EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION

Chair Arndt, Dixon, Nelson, Pierce, Robinson. Part-time: S. Wood.

MISSION: The Department of Early Childhood, Elementary and Special Education prepares students to teach under the Commonwealth of Massachusetts licensure requirements for Early Childhood Teacher of Students with and without Disabilities (pre-K–2); Elementary Education (1–6); and Teacher of Students with Moderate Disabilities (pre-K–8). These programs are built upon a Christian philosophy of education that emphasizes respect for children and the teaching profession. The programs provide students with a vital grounding in developmental knowledge and in curriculum practice that is relevant to diverse populations of children. Every area of the student's preparation is designed to prepare them for lifelong service to the educational community.

In agreement with the U.S. Department of Education Title II guidelines, Gordon College Education Division reports the following results of the Massachusetts Educator Certification Tests:

Communication and Literacy Test	93% passing rate
Foundations of Reading	100% passing rate
Academic Content Areas:	
Elementary	100% passing rate
Early Childhood	Unavailable*
Moderate Disabilities	Unavailable*

Requirements for the Major in Early Childhood Education

The student seeking the licensure of Early Childhood: Teacher of Students with and without Disabilities (pre-K–2) is required to maintain a 2.70 cumulative GPA and complete the Core Curriculum of the College as defined by the Education Division as well as an appropriate liberal arts major. The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of completion of the program.* Contact the Division of Education Office. The following courses are required for an early childhood education major:

- ED112 Introduction to Early Childhood With and Without Disabilities
- ED212 Instructional Technology
- ED218 The Exceptional Child
- ED221 Foundations of Early Childhood Education
- ED225 Human Development and Learning
- ED228 Classroom Discipline and Management
- ED231 Children's Literature
- ED270 Math Methods
- ED302 Disabilities and the Young Child
- ED304 Creative Arts
- ED345 Introduction to Teaching Reading
- ED346 Language Arts for Children Ages 3–8
- ED440 Education Methods Block
- ED479 Early Childhood Practicum I (6 credits)—Grade 1 or 2
- ED480 Early Childhood Practicum II (6 credits)—Pre-K or K
- MA105 Concepts of Basic Mathematics

* Colleges/universities submitting fewer than 10 tests from any field do not receive score results from the Massachusetts Department of Education.

† As licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

Core humanities, social and natural science options must be selected from courses meeting licensure requirements. See departmental advisor.

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 and complete the Core Curriculum of the College as defined by the Education Division as well as an appropriate liberal arts major. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.* Contact the Division of Education Office. The following courses are required for an elementary education major:

- ED113 Introduction to Elementary Education
- ED212 Instructional Technology
- ED218 The Exceptional Child
- ED225 Human Development and Learning
- ED228 Classroom Discipline and Management
- ED231 Children's Literature
- ED270 Math Methods
- ED304 Creative Arts
- ED345 Introduction to Teaching Reading
- ED347 Teaching Reading and Other Language Arts
- ED440 Education Methods Block
- ED481 Elementary School Practicum (12–16 credits)
- MA105 Concepts of Basic Mathematics

Core humanities, social and natural science options must be selected from courses meeting licensure requirements. See departmental advisor.

Requirements for the Major in Special Education

The student seeking licensure as a Teacher of Students with Moderate Disabilities (pre-K–8) must first complete a major/licensure in Elementary Education plus the courses listed below. The student is required to maintain a 2.70 cumulative GPA and complete the Core Curriculum of the College as defined by the Division of Education as well as an appropriate liberal arts major. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.* Contact the Division of Education Office for information.

In addition to elementary education major course requirements, the following courses are required for the pre-K–8 special education program.

- ED342 Special Education Assessment and Intervention (2)
- ED407 Special Education Seminar (2)
- ED428 Language and Learning Disabilities (2)
- ED481 Elementary Education Practicum (8)
- ED482 Special Education Practicum (pre-K–8) (8)

Core humanities, social and natural science options must be selected from courses meeting licensure requirements. See departmental advisor.

* As licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

Requirements for the English Language Learner (ELL) Elementary Education Licensure Program (Pre-K–6)

The student seeking the licensure of English Language Learner (ELL, pre-K–6) is required to maintain a 2.70 cumulative GPA and complete the Core Curriculum of the College as defined by the Education Division. The student must complete an English or foreign language major* which includes LN322 General Linguistics and complete the courses listed below. In addition to demonstrating a command of the English language, oral and written, at a level of proficiency set by the Massachusetts Board of Education, the student must demonstrate intermediate-level proficiency in a language other than English as determined by the College's Foreign Language Department. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.* Contact the Division of Education Office for information.

In addition to completing the elementary education major requirements, the following courses are required for licensure in English Language Learner, Pre-K–6:

- ED245 Multicultural Education
- ED300 Theories of Language Acquisition
- ED301 Methods of Second Language Teaching
- ED400 Teaching English Language Learner Practicum, Pre-K–6

Core humanities, social and natural science options must be selected from courses meeting licensure requirements. See departmental advisor.

COURSE DESCRIPTIONS

ED112–116 Introduction to Education courses explore the teaching profession, provide opportunity to observe and reflect upon classroom interactions at appropriate grade levels and content areas. Field experience required.

ED112 Introduction to Early Childhood with and without Disabilities (2)—Early childhood majors.

ED113 Introduction to Elementary Education (2)—Elementary education majors.

ED114 Introduction to Special Education (2)—Special education majors.

ED212 Instructional Technology (2)—Examines instruction and provides experience in application of technology to enhance classroom communication. Lab fee.

ED218 The Exceptional Child (2)—Explores historical, legal and educational issues related to children and adolescents with exceptionality. Field experience required. Prerequisite: ED112–116, 225 or PY 244.

ED221 Foundations of Early Childhood Education (2)—Explores the field of early childhood education; historical development, influential leaders, contemporary issues, career opportunities. Field experience required. Prerequisite: ED 112.

* Education Department recommended liberal arts majors

ED225 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: ED112–114.

ED228 Classroom Discipline and Management (2)—Considers behavioral theory and practical means of working with learners with and without disabilities in classroom settings. Prerequisite: ED225 or 226.

ED231 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.

ED245 Multicultural Education (2)—Elective course exploring rationale and resources for integrating a variety of cultural viewpoints into the curriculum.

ED270 Math Methods (3)—Analyzes and applies theory for teaching math at pre-K–8 grade level. Field collaboration included. Materials fee. Prerequisite: MA105.

ED300 Theories of Language Acquisition (2)—See course listing under Middle School and Secondary Education.

ED301 Methods of Second Language Teaching (2)—See course listing under Middle School and Secondary Education.

ED302 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 collaboration included. Prerequisite: early childhood major and program acceptance.

ED304 Creative Arts (2)—Seeks to integrate music, art and drama into preschool and elementary school course content. Materials fee.

ED308/LS308 Health and Physical Education (2)—See course listing under Leisure Studies.

ED342 Special Education Assessment and Intervention (2)—Explores deviation in behavior; emphasizes evaluation, educational programs and management; conceptual models and learning theorists. Field collaboration included. Prerequisite: special education major and program acceptance.

ED345 Introduction to Teaching Reading (2)—Explores history, theories, 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.

ED346 Language Arts and Literacy: Ages 3–8 (3)—Explores teaching methods, strategies and materials in reading, writing, speaking and listening for typical and atypical learners. Field experience/collaboration included. Prerequisites: program approval for early childhood education and ED345.

ED347 Teaching Reading and Other Language Arts (3)—Explores teaching theories, methods, strategies and materials in reading, writing, listening and speaking for the elementary aged learners with and without disabilities. Field experience/collaboration included. Prerequisites: program approval for teacher education and ED345.

ED371 Selected Topics (2)—Examines selected topics appropriate for educators. Repeatable. Prerequisite: permission of instructor.

ED407 Special Education Seminar (2)—Analyzes issues in special education; classroom management and individualization techniques. Prerequisites: senior standing and full approval for special education program.

ED427 Internship (6)—Supervised teaching experience in an appropriate setting. Must be prearranged and approved by instructor. Prerequisite: permission of the Division of Education.

ED428 Language and Learning Disabilities (2)—Historical/theoretical analysis of developmental language and learning disabilities; diagnostic and clinical teaching strategies. Field experience required. Prerequisites: senior standing and full approval for a special education program.

ED440 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/collaboration included. Prerequisites: senior standing and full approval for teacher education program.

PRACTICA

Students 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. Students should consult with their education advisors regarding any variation in the length of their full-time practica. Students 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 teacher content tests, and recommendation of prepracticum supervisor. Practice teachers must be registered and finalized prior to starting their teaching assignment.

ED400 Teaching English Language Learners Practicum (8–16)—Level pre-K–6.

ED479, 480 Early Childhood Practicum I, II (6, 6)—Two 6-credit practica required. The first early childhood practicum is in grade 1 or 2. The second is in pre-K or kindergarten. At least one must include children with disabilities.

ED481 Elementary School Practicum (12–16; 8 if seeking two licenses)

ED482 Special Education Practicum (12–16; 8 if seeking two licenses)—Level pre-K–6.

ED485 Elementary School Art Practicum (12–16)

DEPARTMENT OF ECONOMICS AND BUSINESS

Chair Smith, Hwang, Logue, Mason, Waite, Webb, Wood. Part-time: 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 Studies Department the international affairs major.

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

Foundations

- EB121 Business Spreadsheets
- EB201 Principles of Microeconomics
- EB202 Principles of Macroeconomics
- EB211 Statistics for Business and Economics
- EB311 Intermediate Microeconomics

One of the following courses:

- MA111 Mathematics for Business and Economics
- MA134 Survey of Calculus
- MA141 Calculus I

Additional requirements for these majors and the requirements for the international affairs major 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. For qualified students the additional credits can be completed through an arrangement with Bentley College, Waltham, Massachusetts, leading to a master of accountancy degree. 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:

- EB217, 218 Principles of Accounting I, II
- EB320 Business Law
- EB347 Financial Management

EB352, 353 Intermediate Accounting I, II

EB492 Senior Seminar: Management, Policy and Ethics

One of the following courses:

EB245 Principles of Management

EB377 Principles of Marketing

Three of the following courses:

EB335 Not-for-Profit Accounting

EB362 Cost Accounting

EB364 Federal Income Taxation

EB443 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: EB335, 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:

EB217, 218 Principles of Accounting I, II

EB245 Principles of Management

EB347 Financial Management

EB377 Principles of Marketing

EB492 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: EB335, 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:

EB217, 218 Principles of Accounting I, II

EB245 Principles of Management

EB347 Financial Management

EB366 International Economics

One of the following:

EB369 International Capitalisms: Asia, U.S. and Europe

EB305 Economic Development

EB377 Principles of Marketing

EB440 International Business

EB492 Senior Seminar: Management, Policy and Ethics

Foreign language (12 credits or equivalent)

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:

- EB324 Intermediate Macroeconomics
- EB341 Christian Teaching on the Economy
- EB491 Senior Seminar: Economic Policy

An additional 10 credits of coursework from the approved list below:

- EB304 Poverty in the United States
- EB305 Economic Development
- EB307 Environmental Economics
- EB313 Econometrics
- EB330 Financial Markets and Institutions
- EB366 International Economics
- EB369 International Capitalisms
- EB372 Investment Analysis
- EB416 International Political Economy
- EB425 Internship

Students interested in graduate work in economics should elect Calculus I, II and III (MA141–142 and MA223); plus either EB313 Econometrics, or the calculus-based MA318 Probability and MA319 Statistics; MA318–319 also waives EB211. 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 EB467 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:

- EB217, 218 Principles of Accounting I, II
- EB320 Business Law
- EB330 Financial Markets and Institutions
- EB347 Financial Management
- EB366 International Economics
- EB372 Investment Analysis
- EB467 Advanced Corporate Finance
- EB492 Senior Seminar

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

- EB245 Principles of Management
- EB305 Economic Development
- EB313 Econometrics

- EB324 Intermediate Macroeconomics
- EB335 Not for Profit Accounting
- EB362 Cost Accounting
- EB364 Federal Income Taxes
- EB369 International Capitalisms
- EB374 Small Business Management
- EB377 Principles of Marketing
- EB440 International Business

Students interested in graduate work in finance should elect Calculus I, II and III (MA141–142 and MA223); plus either EB313 Econometrics, or the calculus-based MA318 Probability and MA319 Statistics; MA318–319 also waives EB211. Students must continuously maintain a 2.0 GPA within the major.

Honors in Accounting, Business Administration, Economics and Finance

Seniors who research and write an honors thesis will be eligible to graduate with honors in accounting, business administration, economics or finance. 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 (EB471, 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 3.5 in the major and 3.0 overall. See department faculty for details.

Requirements for the Major in International Affairs

The international affairs major is an interdisciplinary program stressing integrated knowledge of economics and political studies as applied to the international arena. The major is jointly administered by the Department of Economics and Business and the Department of Political Studies. 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. Contact Dr. C. William Walldorf (political studies) and Dr. Stephen L. S. Smith (economics and business).

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. EB/PS416 serves as the culminating seminar. Required courses are:

- EB201 Principles of Microeconomics
- EB202 Principles of Macroeconomics
- EB366 International Economics
- EB/PS416 International Political Economy
- PS106 International Relations
- PS310 American Foreign Policy
- PS348 Theories of International Relations
- Foreign language: 8 credits of intermediate (second year) language or proficiency at the intermediate level 1
- International Field Experience

Electives (12 credits)

Students must choose 12 credits from the following list with at least one course from the Regional Politics section:

Regional Politics

- PS235 Politics of the Middle East
- PS240 Politics of Western Europe
- PS315 Politics of Post-Communist Europe
- PS214 American Domestic Policy *or*
- PS325 Congress and the Presidency

General Electives

- EB305 Economic Development
- EB369 International Capitalisms
- HI241 Modern China
- HI242 Modern Japan
- HI245/FR245 History of Africa
- HI250/SP250 History of Latin America
- HI325 History of American Foreign Policy
- PS245 The United Nations
- PS246 International Diplomacy
- SO335 Social Change and Development

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 preparation in the elective track. Students planning graduate work in this field are advised to take an additional 16 credits of related course work 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 Studies.

Requirements for the Minor in Accounting

- EB201 Principles of Microeconomics
- EB217, 218 Principles of Accounting I, II
- EB352, 353 Intermediate Accounting I, II
- Four credits of electives from the following:
 - EB335 Not-for-Profit Accounting
 - EB362 Cost Accounting
 - EB364 Federal Income Taxation
 - EB443 Auditing

Requirements for the Minor in Business Administration

- EB201 Principles of Microeconomics
- EB217 Principles of Accounting I
- EB245 Principles of Management
- Additional 12 credits in business, worked out with advisor

Requirements for the Minor in Economics

- EB201 Principles of Microeconomics
- EB202 Principles of Macroeconomics
- EB311 Intermediate Microeconomics
- Additional 12 credits in economics, worked out with advisor

COURSE DESCRIPTIONS

EB121 Business Spreadsheets (2)—Introduces basic and enhanced spreadsheet skills in context of classic business problems encountered in accounting, finance, manufacturing, marketing, human resources. Provides insights into analyzing problems and structuring solutions using spreadsheets. Extensive use of computer laboratory.

***EB201 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.

EB202 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 US economy, assessment of current policy. Prerequisite: EB201.

EB211 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.

EB217, 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. EB 121, 217 are prerequisites for EB 218.

EB245 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.

EB304 Poverty in the United States (4)—Interdisciplinary examination of: amount, causes and nature of poverty in the U.S.; assistance programs (private and public); biblical teaching regarding poverty assistance. Prerequisite: EB201.

EB305 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: EB202.

EB307 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: EB201 or permission of instructor. (Alternate years. Not offered 2005–2006.)

EB311 Intermediate Microeconomics (4)—Analyzes individual decision units within the economy (principally households and business firms); product and factor market analysis. Prerequisites: EB201, MA111 or equivalent.

EB313 Econometrics (4)—Explores development, testing and application of multiple regression models in economic and business analysis and forecasting. Prerequisite: EB211. (Alternate years. Not offered 2005–2006.)

EB320 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 the individual's relationships within the business community. Prerequisite: junior standing or permission of instructor.

EB324 Intermediate Macroeconomics (4)—Develops macroeconomic models to analyze problems of inflation and unemployment; surveys and evaluates alternative policy proposals. Current issues stressed. Prerequisites: EB202, 211 and MA111 or equivalent.

EB330 Financial Markets and Institutions (4)—Examines the function of financial institutions and markets in the economy, including the roles commercial banks and other financial intermediaries and the markets for financial assets play in raising funds and determining security prices. Prerequisite: EB202.

EB335 Not-for-Profit Accounting (2)—Focuses on recording and reporting financial information in the 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 will be analyzed and implications for mission and organizational management examined. Prerequisite: EB218.

EB341 Christian Teaching on the Economy (2)—Studies a broad range of historic and contemporary Christian teaching on a 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: EB202.

EB346 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: EB245 or permission of instructor.

EB347 Financial Management (4)—Develops the facility with analytical tools and understanding of business principles necessary to make optimal decisions in the management of the firm and to provide access to required financial resources. Topics include use of metrics, working capital management, optimal capital structure and capital budgeting. Prerequisites: EB202, 211, 218.

EB352, 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: EB218 for EB352; EB352 for EB353.

EB362 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: EB201, 218.

EB364 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: EB218.

EB366 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: EB201, 202.

EB369 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: EB202. (Alternate years. Not offered 2005–2006.)

EB371 Selected Topics (2 or 4)—Explores theoretical or applied topic not regularly taught. Students may enroll more than once if topic changes. Prerequisites set by instructor.

EB372 Investment Analysis (4)—An 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: EB347 or permission of instructor.

EB374 Small Business Management (4)—Considers financial and marketing aspects of small business; startup issues, including financing, budgeting, marketing, advertising, pricing and staffing. Students will prepare a business plan. Prerequisites: EB218, 377 or permission of instructor.

EB377 Principles of Marketing (4)—Studies modern marketing principles and practices, focuses 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: EB201.

EB381 Independent Study (2 or 4)—See Independent Study under Interdisciplinary/Off-Campus courses.

EB416/PS416 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, PS106 and EB202. (Alternate years. Offered 2005–2006.)

EB425 Internship (2)—Combines on-the-job work experience with related study. Must be prearranged and approved by instructor. Prerequisites: upper-class standing, satisfactory GPA. Two credits maximum toward major.

EB440 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. Prerequisite: junior standing and permission of instructor. (Alternate years. Not offered 2005–2006.)

EB443 Auditing (4)—Examines role of auditing function in society, including a study of generally accepted auditing standards; the attest function and ethical standards of the profession. Prerequisite: EB353 or permission of instructor.

EB467 Advanced Corporate Finance (4)—Advanced investigation of strategic issues in corporate finance including merger/acquisition analysis and firm valuation; bankruptcy and reorganization of the 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: EB330, 347, 366.

EB471, 472 Research I, II (4, 4)—Individual research for senior honors thesis. Prerequisites: senior standing and permission of the department.

EB491 Senior Seminar: Economic Policy (2)—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.

EB492 Senior Seminar: Management, Policy and Ethics (2)—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.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Chair Flint-Ferguson, Bird, Borgman, Ferguson, B. Johnson, Skillen (Orvieto), Stevick, Stine. Part-time: Ambacher, Blackwill, Bolinder, Grewell, Howard, Leonard, Marcotte, Price, Valenti.

MISSION: The Department of English seeks to expose students to a wide range of contemporary and historical literature, chiefly works written in English but also translations of some other significant texts. Students are encouraged both to enjoy and critically examine and analyze literary works, and to reflect on the way such texts inform and enhance their Christian experience, whether directly or indirectly. Technical skills such as grammatical, rhetorical and metrical analyses are balanced with an appreciation of the ways in which literature provides insight into the depths of human experience.

From their study and analysis of literary works, and by means of focused instruction in compositional techniques, students are directed to learn and practice the necessary stylistic and rhetorical skills essential for effective written communication.

Requirements for the Major in English (40 credits)

EN202 Introduction to the Study of Language and Literature

British and American Literature (16 credits): *Four of the following:*

EN232 Adolescent Literature

EN238 Victorian Literature

EN244 Colonial American and American Literature in the Republic

EN245 American Romanticism

EN330 Milton and the Seventeenth Century

EN333 Neoclassicism

EN334 The British Romantic Period

EN336 Twentieth-Century British Literature

EN346 Modern American Literature

EN347 African-American Literature

EN348 Contemporary American Literature

EN372 Shakespeare and the Renaissance

Comparative Literature (8 credits): *Two of the following:*

EN260 Literary Voices of the English Bible

EN262 Classical Literature

EN284 African Literature

EN321 Russian Literature

EN322 Irish Literature

EN360 Biblical Narrative

EN470 Chaucer and the Medieval Tradition

Rhetoric, Theory and Composition (12 credits): *Three of the following:*

CO222 Introduction to Journalism

CO324 Newspaper Features and Magazine Articles

EN212 Introduction to Creative Writing

EN218 Creative Writing: Nonfiction

EN312 Advanced Composition and Rhetoric

EN314 Creative Writing: Fiction

EN315 Creative Writing: Playwriting

EN316 Creative Writing: Poetry

EN317 Creative Writing: Screenplay

EN418 English Grammar and Syntax

EN420 Literary Criticism

Creative Writing Concentration

Students majoring in English may complete a 20-credit concentration in creative writing. Enrollment in creative writing classes is limited; therefore, admission into the creative writing concentration is not automatic. Students who choose a creative writing concentration will take two courses (8 credit hours) beyond the normal requirements for the English major.

EN212 Introduction to Creative Writing

Two of the following:

EN218 Creative Writing: Nonfiction

EN314 Creative Writing: Fiction

EN315 Creative Writing: Playwriting

EN316 Creative Writing: Poetry

EN317 Creative Writing: Screenplay

EN418 Grammar and Syntax or EN420 Literary Criticism

EN440 The Literary Journal

Requirements for Honors in English Language and Literature

Seniors who maintain a 3.50 GPA in the major and a 3.0 GPA overall may graduate with honors in English Language and Literature after completing major requirements. Students work with a faculty advisor to develop an independent study with a substantial research project in English literature or creative writing, culminating in a written honors thesis delivered to departmental faculty and students in the spring of the senior year.

English Minor

With departmental advice nonmajors may design a 20-credit English minor emphasizing either writing or literary study, selected from 200-level courses or above.

Requirements for the Double Major with Secondary Education

Students seeking licensure in English at the secondary level should consult the education and English chairs for specific requirements. See middle school and secondary education faculty for required education courses.

Courses required for Massachusetts licensure:

- EN312 Advanced Composition and Rhetoric
- EN360 Biblical Narrative
- EN418 English Grammar and Syntax
- Two British literature courses
- Two American literature courses
- A comparative literature course

COURSE DESCRIPTIONS

ENGLISH CORE CURRICULUM

- * **EN110 Writing and Rhetoric (4)**—Introduces rhetorical theory, with an emphasis on the process of writing from topic selection to revisions; practices and employs variety of writing styles.
- * **EN180 Nobel Literature: Short Fiction (2)**—Studies selected works of fiction by winners of the Nobel Prize for Literature.
- * **EN181 Nobel Literature: Poetry and Drama (2)**—Studies selected literary works by winners of the Nobel Prize for Literature.
- * **EN182 Western Literature: Homer to Shakespeare (2)**—Studies selected literary works in the European cultural tradition from ancient Greece through the Renaissance.
- * **EN183 Western Literature: Modern American and European (2)**—Studies selected literary works from the modern period of European cultural tradition; includes writers from England, United States, Europe.
- * **EN184 Women's Literature: British/American (2)**—Studies selected nineteenth- and twentieth-century works by women authors of Great Britain or North America; focuses on gender issues and women's styles.

- * **EN185 Women's Literature: International (2)**—Studies selected modern non-British literary works by women and addresses women's experiences within culture.

ENGLISH MAJOR CURRICULUM

EN202 Introduction to the Study of Language and Literature (4)—Requires a careful reading of diverse texts with special attention to the critical approaches to literature. Prerequisite for 300- and 400-level courses.

EN212/CO212 Introduction to Creative Writing (4)—Introduces the process and techniques of creative writing. Includes a variety of writing styles, examples and strategies in the genres of fiction, poetry and play writing.

EN218/CO218 Creative Writing: Nonfiction (4)—See course listing under Communication and Theatre Arts.

EN232/ED232 Adolescent Literature (4)—Studies the emerging field of adolescent literature, its history, its canon and its relationship to classic literature. Focuses on the literary and educational aspects of the works.

EN238 Victorian Literature (4)—Studies poetry and prose of nineteenth-century Britain. Focuses on major novelists and their social, political and cultural influence.

EN244 Colonial American and American Literature in the Republic (4)—Examines American literature written during the Colonial period and during the formation (and aftermath) of the American Republic (1630–1834).

EN245 American Romanticism (4)—Covers literature written in America from 1836 to 1899: sentimentalism, transcendentalism, realism, abolitionism, women's writing, slave narratives, speech writing, and the American novel as the chief by-products of this period.

EN260 Literary Voices of the English Bible (4)—Focuses on the various literary genres of the Bible; introduces critical reading and literary research.

EN262 Classical Literature (4)—Surveys literature of ancient Greece and Rome. Focuses on epic, drama and poetry. Explores mythological and philosophical contexts.

EN284 African Literature (4)—Studies the works of native African authors from the sub-Saharan. Includes an emphasis on African geography, folkways and customs.

EN312 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.

EN314/CO314 Creative Writing: Fiction (4)—Emphasizes craft of writing fiction. Explores narrative development and creation of character. Prerequisites: EN212 or permission of instructor.

EN315/CO315 Creative Writing: Playwriting (4)—Studies various periods and genres of British/American and world drama. Prerequisite: EN212 or permission of the instructor.

EN316/CO316 Creative Writing: Poetry (4)—Focuses on the process of creating poetry from inspiration to printed page. Prerequisites: EN212 or permission of instructor.

EN317/CO317 Screenplay Writing (4)—See course listing under Communication and Theatre Arts.

EN321 Russian Literature (4)—Examines key figures of the nineteenth and twentieth centuries from Pushkin to Yevtushenko. (Alternate years. Offered 2005–2006.)

EN322 Irish Literature (4)—Explores writers from both the Republic and the North, from Yeats to Heaney and Friel. (Alternate years. Not offered 2005–2006.)

EN330 Milton and the Seventeenth Century (4)—Studies major literary figures and texts of the metaphysical and cavalier poets. Culminates in reading Milton's *Paradise Lost*, set in context of severe religious, political and social crises that divided England. (Alternate years. Offered 2005–2006.)

EN333 Neoclassicism (4)—Focuses on English literature written between the restoration of Charles II and the rise of romantic individualism. Includes Dryden, Pope, Swift, Boswell, Johnson, Fielding, Sheridan and others. (Alternate years. Not offered 2005–2006.)

EN334 The British Romantic Period (4)—Focuses on the period of English literature which begins with Blake and Burns and continues through Wordsworth, Coleridge, Byron, Shelley and Keats. (Alternate years. Offered 2005–2006.)

EN336 Twentieth-Century British Literature (4)—Studies major poets, novelists and dramatists. Explores literary movements they represent. Different genres chosen each year.

EN346 American Literature: 1890–1945 (4)—Critical analyses of fiction and poetry from late 1800s to 1945 (Dickinson, Eliot, Faulkner). Culminates in a major critical essay.

EN347 Introduction to African-American Literature (4)—Introduces African-American literature spanning significant periods in literary history: slavery, reconstruction, the Harlem Renaissance, the Black Arts Movement and contemporary America. (May be petitioned for Comparative strand.)

EN348 American Literature: 1945 to Present (4)—Critical analyses of fiction and poetry from 1945 to present (Munro, Sexton, Koethke, Barthleme). Major research paper.

EN360 Biblical Narrative (4)—Analyzes major themes and characters from Old Testament and Gospel narratives. Explores how themes and characters of story are integrated within overarching and unified plot.

EN372 Shakespeare (4)—Studies works by William Shakespeare.

EN380 Tutoring: One-to-One (2)—Examines theory and practice with respect to learning and reading/writing processes. Concurrent supervised tutoring experience.

EN418 English Grammar and Syntax (4)—Examines syntax and history of modern American English with applications to elementary, middle and secondary education; general introduction to the study of linguistics.

EN420 Literary Criticism (4)—Examines theories and applies literary criticism through works of poetry, fiction and drama. Prerequisites: completion of at least four literature courses, at least one at the 300 level.

EN425 Internship (2–16)—Supervised learning experience in an appropriate professional setting for elective credit only. Must be prearranged with supervisor. Prerequisites: junior or senior class standing and previous coursework in field of interest.

EN440/CO440 The Literary Journal (4)—See course listing under Communication and Theatre Arts.

EN470 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. (Alternate years. Offered 2005–2006.)

EN491 Senior Seminar in English Studies (2–4)—Seminars examine specialized topics in language and literature. Prerequisite: substantial completion of the major or permission of the instructor.

DEPARTMENT OF FOREIGN LANGUAGES AND LINGUISTICS

Chair Lutes, Beatson, DiMauro, Perez, Thuswaldner. Part-time: Bird, Casas, Celestin, Collins, Eby, Ilunga, Ketcham, Leal, Sidmore, Vosseler.

MISSION: The Foreign Languages and Linguistics Department serves Gordon students in the core by facilitating their acquisition of basic communicative skill with respect to modern languages, their receptive and analytic skills with respect to ancient languages, and their understanding of other cultures, modern or ancient. Foreign language majors and minors understand the language system they study and develop that understanding into a better appreciation of the diverse manifestations of God's creation as it is discerned in history, linguistics, literature and culture from other places and times. Foreign language majors and other students who take advanced courses in the department are prepared to continue graduate study in literature, culture or linguistics; to teach; or to contribute cultural insight and language skills to a variety of professional endeavors, not the least of which is intercultural mission work.

Honors in French, German, Spanish or Combined Languages

Seniors who maintain a 3.50 GPA in the major and a 3.0 GPA overall may graduate with honors in French, German, Spanish or combined languages. All courses in the major must be at the 300 level or above, and 20 of those hours must be designated by the faculty for honors work. In those designated courses a thesis will be developed and an extended presentation delivered. In addition, EN420 Literary Criticism is required of all honors students as a supporting course. Please see department faculty for details.

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 Mandarin as language II, may, in consultation with the major advisor, apply MN201 and MN202 to the major. Students with proficiency in language II may, with approval, substitute courses in other languages for some of the language II courses. Qualified students are strongly encouraged to study at an approved overseas program for one or two semesters.

Requirements for the Foreign Language Minor

The minor consists of one of the following: 16 credits in intermediate- and upper-level courses in one language or in linguistics (with department approval); 8 credits in intermediate or upper-level courses in each of two languages; or 8 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.

Requirements for the Major in French

The French major consists of 36 credits in intermediate or upper-level courses and one 4-credit linguistics course, chosen in consultation with the advisor to include a broad distribution among language, literature and culture courses. At least eight credits of French at the 300/400 level must be successfully completed on the Gordon campus. Qualified students with departmental approval 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:

FR491,492 Seminar in Quebec Studies I, II

FR493,494 Seminar in African Studies I, II

FR245 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 one 4-credit linguistics course, 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: BI305, HI221, HI335, MU322–324 and PL333. Qualified students are required to study for one or two semesters at the University of Heidelberg.

Requirements for the Major in Spanish

A minimum of 36 credits in intermediate or advanced courses and one 4-credit linguistics course 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. Qualified students are strongly encouraged to study at an approved overseas program for one or two semesters.

Requirements for the Double Major with Secondary Education

Students seeking licensure in French, German or Spanish at the 5–12 grade level must complete all foreign language and education requirements, including a semester of study overseas. In addition, prior to their senior year students must pass with a grade B minimum Advanced Writing (FR313, GM313 or SP313) as well as the departmental Prepracticum Spoken Language Standard. See foreign language and education advisors for details.

Strongly recommended courses are:

ED300 Theories of Language Acquisition

ED301 Methods of Second Language Teaching

COURSE DESCRIPTIONS

To continue in a language, students with three or more years of the language in high school are strongly encouraged to take the SAT II: Achievement Test. Otherwise, students with three or more years of high school language must take a placement test during orientation. (See Foreign Language Placement in Academic Policies section.)

Those going into the field of linguistics should spend at least one summer at the Summer Institute of Linguistics (<http://www.sil.org/training>).

Prerequisite: Successful completion of Language 101, or its equivalent, is a prerequisite for any Language 102, and SP111 is a prerequisite for SP112.

FRENCH

Lower Level (First Year)

- * **FR101, 102 Beginning French I, II (4, 4)**—Introduction to French language and Francophone cultures with practice in the four skills associated with language learning: listening, speaking, reading and writing. FR101 conducted primarily in French; FR102 conducted in French.

* Fulfills Core Curriculum requirement.

Intermediate Level (Second Year)

FR201 Intermediate French I (4)—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. Conducted in French. Prerequisite: FR102 or equivalent.

FR202 Intermediate French II (4)—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. Prerequisite: FR201 or permission of instructor.

Upper Level

FR311 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: FR202 or equivalent. (Every third year. Not offered 2005–2006.)

FR313 Advanced French Writing (4)—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in French. Prerequisite: FR202 or equivalent. (Every third year. Not offered 2005–2006.)

FR371 Selected Topics (2 or 4)—Explores a pertinent literary, linguistic or cultural topic not specifically covered elsewhere in the curriculum. Students may enroll more than once if topic changes. Prerequisites set by instructor.

FR376 French Literature I (4)—Study of early masterpieces of French literature in their historical and cultural settings. Conducted in French. Prerequisites: FR311, FR313 or equivalent. (Every third year. Not offered 2005–2006.)

FR378 French Literature II (4)—Study of modern French literature in its historical and cultural settings. Conducted in French. Prerequisites: FR311, FR313 or equivalent. (Every third year. Offered 2005–2006.)

FR425 Internship in French Conversation and Culture (4)—Supervised experience in a French-speaking environment; individualized syllabus for each student. Prerequisites: permission of instructor and FR202 or equivalent.

Francophone Studies Courses

FR245/HI245 History of Africa (4)—See HI245 course description offered by the History Department; however, Francophone Studies Concentration credit is given when requirements (reading and papers) are completed in French. Department approval required in advance for French credit.

FR491,492 Seminar in Quebec Studies I, II (2, 2)—In-depth study of a chosen area of politics, literature and culture in Francophone Canada. Conducted in French. Repeatable for credit if topic is different. Prerequisites: FR311, FR313 or equivalent. (Every third year. Not offered 2005–2006.)

FR493,494 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: FR311, FR313 or equivalent. (Every third year. Offered 2005–2006.)

GERMAN

Lower Level (First Year)

- * **GM101, 102 Beginning German I, II (4, 4)**—Introduction to German language and German cultures with practice in the four skills associated with language learning: listening, speaking, reading and writing. GM101 conducted primarily in German; GM102 conducted in German.

Intermediate Level (Second Year)

GM201 Intermediate German I (4)—Continued study and practice in German language and German cultures through listening, speaking, reading and writing. Conducted in German. Prerequisite: GM102 or equivalent.

GM202 Intermediate German II (4)—Continued study and practice in German language and Germanic cultures through listening, speaking, reading and writing. Prerequisite: GM201 or permission of instructor.

Upper Level

GM311 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: GM202 or equivalent. (Alternate years. Not offered 2005–2006.)

GM312 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: GM202 or equivalent. (Alternate years. Offered 2005–2006.)

GM313 Advanced German Writing (4)—Focus on idiomatic expression and style needed for various kinds of writing. Conducted in German. Prerequisite: GM202 or equivalent. (Alternate years. Not offered 2005–2006.)

GM360 German History, Culture, and Civilization (4)—Survey of geography, history, fine arts, religious makeup, economics and demographics of the German-speaking countries. Conducted in German. Prerequisite: GM202 or equivalent. (Alternate years. Not offered 2005–2006.)

GM371 Selected Topics (2 or 4)—Explores a pertinent literary, linguistic or cultural topic not specifically covered elsewhere in the curriculum. Students may enroll more than once if topic changes. Prerequisites set by instructor.

GM376 Survey of German Literature I (4)—Study of significant works of German literature in their historical and cultural settings. Conducted in German. Prerequisite: 4 credits from GM311–360 or permission of instructor. (Alternate years. Not offered 2005–2006.)

* Fulfills Core Curriculum requirement.

GM378 Survey of German Literature II (4)—Study of the significant works of modern German literature in its historical and cultural setting. Conducted in German. Prerequisite: 4 credits from GM311–360 or permission of instructor. (Alternate years. Offered 2005–2006.)

GM425 Internship in German Conversation and Culture (4)—Supervised experience in a German-speaking environment; individualized syllabus for each student. Prerequisites: permission of instructor and GM202 or equivalent.

GM491, 492 Seminar in German Topics I, II (2, 2)—In-depth study of a chosen area of literature or culture of German-speaking countries. Students participate in regular discussion and give occasional presentations. Conducted in German. Repeatable for credit if topic differs. Prerequisites: GM311, GM313 or GM360, or permission of instructor. (Alternate years. Not offered 2005–2006.)

GREEK AND HEBREW

See course descriptions for Greek and Hebrew under Department of Biblical and Theological Studies.

MANDARIN CHINESE

Lower Level (First Year)

* **MN101, *102 Beginning Mandarin I, II (4, 4)**—Introduction to Mandarin language and Chinese cultures with practice in the four skills associated with language learning: listening, speaking, reading and writing. Conducted primarily in Mandarin.

MN201, 202 Intermediate 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: MN102 or equivalent.

SPANISH

Lower Level (First Year)

* **SP101, *102 Introductory Spanish I, II (4, 4)**—Introduction to Spanish language and Hispanic cultures with practice in the four skills associated with language learning: listening, speaking, reading and writing. For students with no more than one year of high school Spanish. SP101 conducted primarily in Spanish; SP102 conducted in Spanish.

* **SP111, *112 Advanced Introductory Spanish I, II (4, 4)**—Development of language skills and understanding of Hispanic cultures with practice in the four skills associated with language learning: listening, speaking, reading and writing. For students with two years or more of high school Spanish, or four years of another language with grades of A or B, or the equivalent. SP111 conducted primarily in Spanish. SP112 conducted in Spanish.

* Fulfills Core Curriculum requirement.

Intermediate Level (Second Year)

SP201 Intermediate Spanish I (4)—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. Conducted in Spanish. Prerequisite: SP112 or equivalent.

SP202 Intermediate Spanish II (4)—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. Prerequisite: SP201 or permission of instructor.

Upper Level

SP311 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: SP202 or equivalent. (Alternate years. Offered 2005–2006.)

SP312 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: SP202 or equivalent or permission of instructor. (Alternate years. Not offered 2005–2006.)

SP313 Advanced Spanish Writing (4)—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in Spanish. Prerequisite: SP202 or equivalent.

SP371 Selected Topics (2 or 4)—Explores a pertinent literary, linguistic or cultural topic not specifically covered elsewhere in the curriculum. Students may enroll more than once if topic changes. Prerequisites set by instructor.

SP425 Internship in Spanish Conversation and Culture—Supervised experience in a Spanish-speaking environment; individualized syllabus for each student. Prerequisites: permission of instructor and SP202 or equivalent.

Spanish Peninsular Courses

SP360 Spanish History, Culture and Civilization (4)—Survey of geography, history, fine arts, religious makeup, economics and demographics of Spain. Conducted in Spanish. Prerequisites: SP311, 313 or equivalent. (Alternate years. Offered 2005–2006.)

SP370 Survey of Spanish Peninsular Literature (4)—Study of representative literature of Spain in its historical and cultural settings. Conducted in Spanish. Prerequisites: SP311, 313 or equivalent. (Alternate years. Not offered 2005–2006.)

SP491, 492 Seminar in Spanish Topics I, II (2, 2)—In-depth study of a chosen area of literature or culture of Spain. Students make several presentations. Conducted in Spanish. Repeatable for credit if topic differs. Prerequisites: SP311, 313 or equivalent. (Alternate Years. Offered 2005–2006.)

Latin American Courses

SP250/HI250 History of Latin America (4)—See HI250 course description. Offered by History Department; however, foreign language or Spanish major credit is given when requirements (readings and papers) are completed in Spanish.

SP362 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: SP311, 313 or equivalent. (Alternate years. Not offered 2005–2006.)

SP372 Survey of Latin American Literature (4)—Study of representative literature of Latin America in historical and cultural settings. Conducted in Spanish. Prerequisites: SP311, 313 or equivalent. (Alternate years. Offered 2005–2006.)

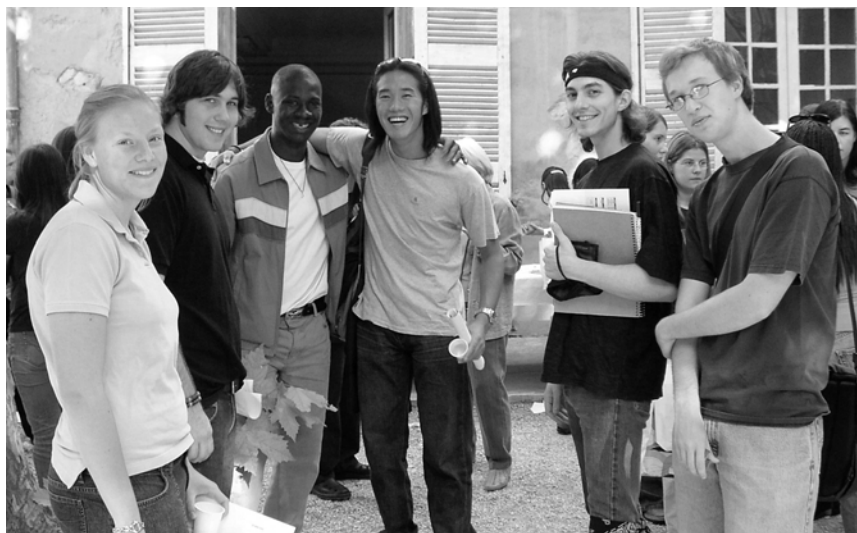
SP493, 494 Seminar in Latin American Topic I, II (2, 2)—In-depth study of a chosen area of literature or culture of Latin America. Students make several presentations. Conducted in Spanish. Repeatable for credit if topic differs. Prerequisites: SP311, 313 or equivalent. (Alternate years. Not offered 2005–2006.)

LINGUISTICS

LN322 General Linguistics (4)—Introduction to major areas of general linguistics, theoretical and applied; studied analytically and in correlation with other disciplines.

GENERAL FOREIGN LANGUAGE COURSES

FL425 Internship—Similar to FR425, GM425 and SP425, but in another language. Must be prearranged and approved by department chair. Prerequisite: permission of department chair.



Danielle Berthoud

Students on the Gordon at Aix program relax together.

DEPARTMENT OF HISTORY

Chair Hevelone-Harper, Alter, Howard, Pierard, Wang, Wick. **Part-time:** Goss, A. Howard, Roberts, Rowe, Wilcoxon.

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:

HI201 Introduction to the Study of History

HI492 Colloquium in Historiography

Four credits from the following research and writing courses:

HI291 History of Ancient and Modern Greek Culture and Christianity in the Aegean

HI490 Advanced Seminar: Asian History

HI491 Advanced Seminar: American History

HI493 Advanced Seminar: Modern History

HI494 Advanced Seminar: Medieval and Early Modern History

HI495 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 *three* of the five following categories:

History of the Ancient and Classical World

HI213 History of Egypt and the Ancient Near East in the Bronze Age

HI214 History of Ancient Greece

HI215 Ancient Belief and the Earliest Christian Church

HI216 History of Ancient Rome

HI291 History of Ancient and Modern Greek Culture and Christianity in the Aegean

History of Medieval, Renaissance and Early Modern Europe

HI219 Medieval Europe

HI221 Renaissance and Reformation Europe

HI223 The Formation of Modern Europe 1555–1789

HI331 History of England, Ireland, Scotland and Wales

History of Modern Europe

HI230 Revolutionary Europe 1789–1914

HI238 A Century of Ideology and Bloodshed: Europe 1914–Present

HI240 Religion and the Modern World: A Historical View

HI334 Modern Russia and the Soviet Union

HI335 Modern Germany

United States History

HI231 Introduction to Afro-American History

HI232 America 1492–1846

- HI234 America 1846–1945
- HI237 Postwar America: The U.S. 1945–Present
- HI324 History of American Foreign Relations

World History

- HI224 Foundations of Chinese Civilization
- HI225 Foundations of Japanese Civilization
- HI241 Modern China
- HI242 Modern Japan
- HI245 History of Africa
- HI250 History of Latin America
- HI341 Eastern Europe, Byzantium and the Caucasus
- HI351 Christianity in Asia

Majors anticipating graduate school are encouraged to elect additional history courses beyond 32 credits as well as develop the language and research skills related to their prospective graduate studies. All majors are 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 in the spring of the junior year and enroll in HI471, 472 Research I, II in the 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 3.5 in the major and 3.0 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; offered summer 2005, next offering summer 2007.) Contact Professor Wick, History Department, and the Global Education Office to apply.

Requirements for the Minor in History

Minors are required to complete 16 credits of historical offerings beyond the core requirements, including one of the following: HI291, 490, 491, 493, 494, 495, 496.

Requirements for the Double Major with Secondary Education

Students seeking licensure as a teacher of history or social studies in the senior high school should consult the department chair for specific teacher education and major requirements. The following history courses are required for Massachusetts licensure: HI232, 234, 237, 492, an advanced seminar and GE210.

COURSE DESCRIPTIONS

HISTORY

* **HI111 Western Civilization in World Context (4)**—Surveys historical events from ancient world through seventeenth century; ideas, values, institutions, great events and personalities that contributed to the development of Western civilization; relationship between Christianity and emergence of Western tradition.

* **HI112 Modern Civilizations (4)**—Studies and compares history of major civilizations in Africa, America, Asia and Europe from 1500 to present.

HI115 American History Survey (2)—Introduces main political, constitutional, social and economic developments in American history, from the time of discovery to present. Prerequisite: education major.

HI201 Introduction to the Study of History (2)—Introduces principles and techniques of historical scholarship; develops habits of sound reasoning, critical analysis and humane concern necessary for meaningful study of history.

HI213 History of Egypt and the Ancient Near East in the Bronze Age (4)—Explores growth and interaction of the first “international world” in the 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.

HI 214 History of Ancient Greece (4)—Explores Greek history from Minoan and Mycenaean cultures through the Archaic, Classical and Hellenistic ages. Examines place of Greek culture in the world of Rome; Greek political and social experiments, art, cultural life, athletics, warfare. Various readings from original sources. (Alternate years. Offered 2006–2007.)

HI215 Ancient Belief and the Earliest Christian Church (4)—Explores religious faiths, cultural transitions, intellectual life of Israel, Greece and cultures of Rome. Surveys growth of Christian Church through breakup of Roman world (about 800 A.D.). Various readings from original sources. (Alternate years. Offered 2005–2006.)

HI216 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 the Christian Church emerged. Various readings from original sources.

HI219 Medieval Europe (4)—Surveys European history from the fourth through the fourteenth 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.

HI221 Renaissance and Reformation Europe (4)—Studies fourteenth through sixteenth centuries; changes in medieval institutions and ideas, rebirth of culture in Italy, the role of art in society, Reformation movements within the Church and overseas expansion of Europe.

* Fulfills Core Curriculum requirement.

HI223 The Formation of Modern Europe 1555–1789 (4)—Studies in the origins of modern Europe, including Scientific Revolution, Absolutism, Constitutionalism, Religious Wars and Enlightenment. (Alternate years.)

HI224 Foundations of Chinese Civilization (4)—Offers an introduction to Chinese tradition and culture from antiquity to the early nineteenth century. Topics include dynastic history, Confucianism, Daoism, Buddhism, early Christianity, women and gender, and the way in which philosophies and religious beliefs are manifested in literature and art. (Alternate years.)

HI225 Foundations of Japanese Civilization (4)—Focuses on moral philosophies, religious beliefs, aesthetic values and cultural heritages of premodern Japan. Topics include Shinto, Bushido, Buddhism, tea ceremony, poetry, aesthetics and art. (Alternate years.)

HI230 Revolutionary Europe 1789–1914 (4)—Studies innovative, dynamic century that was confident to solve mankind's problems; liberalism, nationalism, socialism, Darwinism, imperialism and ultimate disillusionment of World War I. (Alternate years.)

HI231 Introduction to Afro-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 seventeenth century until present. (Alternate years.)

HI232 America 1492–1846 (4)—Explores American history including the Age of Exploration, European colonization of North America, the birth of American slavery, Native American relations, religious developments, the American Revolution, the new national government, the market and industrial revolutions, reform and revivalism, the development of political parties and the movement to abolish slavery.

HI234 America 1846–1945 (4)—Studies American history including the War with Mexico, the crisis over slavery, the Civil War and Reconstruction, the growth of industry, labor strife, the Spanish-American War, progressive reform, World War I, the 1920s, the Great Depression and the New Deal and World War II.

HI237 Postwar America: The U.S. 1945–Present (2)—Explores American history since World War II, including the Cold War, the Korean War, postwar culture, major Supreme Court decisions, the civil rights movement, the Vietnam War, 1960s counterculture, Watergate and the economic difficulties of the 1970s, the Reagan revolution and the problems of post-Cold War superpower status.

HI238 A Century of Ideology and Bloodshed: Europe 1914–Present (4)—Studies twentieth-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 the collapse of the Communist Bloc and USSR.

HI240 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 is placed on modern Western civilization, but the emergence of “global Christianity” and the general impact of modernity on religious traditions are also considered.

HI241 Modern China (4)—Studies Chinese revolutionary experience since 1900. Topics include Republican Revolution of 1912, rise of Koumintang and Communist Party, World War II and Chinese society since 1950. (Alternate years.)

HI242 Modern Japan (4)—Studies modernization, expansion and development of Japan from Meiji era to present; Japanese foreign policy to 1940, society and government under Meiji Constitution, World War II and postwar reconstruction and resurgence. (Alternate years.)

HI245/FR245 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.

HI250/SP250 History of Latin America (4)—Surveys Latin American experience from pre-Colombian days to present; formation of political institutions, pattern of economic development and role of religion and the church.

HI291 International Seminar: History of Ancient and Modern Greek Culture and Christianity in the Aegean (4)—See department information.

HI321 American Thought and Society I (4)—History of leading ideas and texts in American intellectual life from the Puritans to the 1890s. Emphasizes relationship between society and the individual.

HI322 American Thought and Society II (4)—History of leading ideas and texts by American social thinkers from the Darwinian revolution to postmodernism. The course theme is “Science and Society,” broadly conceived, focusing on problems of cultural and historical relativism.

HI324 History of American Foreign Relations (4)—Historical study of American foreign relations since the time of the American Revolution. Special emphasis on global involvement in the twentieth century. (Offered 2005–2006.)

HI325 School and Society in Modern America (4)—Surveys social, political, legal and intellectual history of precollegiate schooling in America from its beginnings, with particular attention to twentieth century. Major topics: beginnings of tax-supported common school, impact of immigration, progressive education movement, civil rights, church-state issues, role of the federal government, call for national standards, and privatization and homeschooling movements. (Offered 2005–2006.)

HI331 History of England, Ireland, Scotland and Wales (4)—Surveys the region from the end of the Roman period to the Reformation. Themes include Christianization, medieval kingdoms, constitutional developments, Reformation and church history, cultural achievements and gender roles. (Alternate years.)

HI332 Modern Britain (4)—Examines British history, 1800–present, focusing on industrialization, Victorian society and culture, the development of parliamentary government, the two world wars and the modern welfare state. Special emphasis on the rise and fall of the British Empire. (Alternate years.)

HI334 Modern Russia and the Soviet Union (4)—Explores the development of modern Russian politics, society and culture. Introduces students to tsarist Russia. Particular emphasis is placed on the 1917 Bolshevik Revolution, the Stalin years, the Cold War, and the dissolution of the Soviet Union. (Alternate years.)

HI335 Modern Germany (4)—Introduces students to the history of modern Germany from 1871 to the present. Topics include national unification, World War I, the Weimar and Nazi periods, the Holocaust, World War II, postwar division, and reunification. (Alternate years.)

HI341 Eastern Europe, Byzantium and the Caucasus (4)—Explores cultures and societies in Eastern Europe and Western Asia, including the Balkans, Georgia, Armenia and the Byzantine Empire from the founding of Constantinople to the emergence of Muscovy (fourth–fifteenth centuries). Examines ethnic and religious identities, the structure of political authority, literary and artistic expression, and life in rural and urban communities. (Alternate years.)

HI344 Islam and the Middle East (2)—Studies the historical context for the rise of Islam in the Arabian Peninsula and its early expansion. Course begins with the Middle East in late antiquity and continues through the eighth century, exploring pre-Islamic Arabia, Syriac Christianity, the Prophet Muhammad, the Qur'an and the conquests of Byzantium and Persia. (Alternate years.)

HI351 Christianity in Asia (4)—Explores the history of Christianity in Asia. Emphases given to the following themes: general Christian activities in Asia; the role of Western missionaries; Christian interaction with Asian politics, culture and society; and the indigenization and diverse manifestations of Asian Christianity.

HI371 Selected Topics (2–4)—Explores various historical themes or periods. Repeatable with different topic.

HI390 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 the field, on-site observations and possible internships. (Alternate years.)

HI425 Internship (2 or 4)—Supervised internship in a library, archival or museum location. Ordinarily involves 8–10 hours per week at off-campus field assignment. Must be prearranged and approved by instructor.

HI450 Themes in the History of Science (2)—Main episodes in the development of modern science emphasizing interactions with Christianity and other cultural influences. (Alternate years. Offered 2005–2006.)

HI471, HI472 Research I, II (4, 4)—Research into a topic of mutual faculty and student interest. For the honors program, students present thesis, methodology, annotated research bibliography and plan for project in the middle of fall term. An oral presentation and defense of the thesis as well as a final written paper are required in the spring term. Prerequisite: permission of instructor.

HI490 Advanced Seminar: Asian History (2 or 4)—Provides an opportunity for research in modern Asian history. Topics will be concentrated in the period from the sixteenth century to the present and will focus on political, social, intellectual and cultural themes. Topics vary; check with instructor. Repeatable with different topic.

HI491 Advanced Seminar: American History (2 or 4)—Reading and research in American history, using both historiographic and primary sources. Offered fall term. Topics vary. Check with department. Repeatable with different topic.

HI492 Colloquium in Historiography (4)—Explores the way humans have approached the writing and understanding of history, from Greco-Roman historians to contemporary schools of historical inquiry. Focus is on the worldviews of historians and the ways in which worldview shapes the perception of the past, and how the past is used to influence the present. Open to advanced students and junior and senior history majors.

HI493 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.

HI494 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: “Augustine’s World,” “Desert Fathers,” “Medieval Celts,” “Art and Spirituality in Late Antiquity and the Middle Ages,” and “Jews in the Medieval World.” Repeatable with different topic.

HI495,496 Advanced Seminar: Ancient History (2 or 4)—Reading and research on special topics in ancient history. Two of these two-credit courses meet the requirement for senior research and writing project. Topics alternate. Topics 2005–2006: “History of the Ancient Celts”; “History of Daily Life, Travel, Trade in the Ancient World.” Topics 2006–2007: “Science, Technology and Medicine in the Ancient World”; “Military History of the Ancient World.” Repeatable with different topic.

GEOGRAPHY

GE210 Principle of Geography (2)—Stresses location of nations and cities, rivers and seas; history and current political situation of each major area of the world; basic geographical terminology. Topics include language, population, migration, energy and the environment. (Alternate years. Offered 2005–2006.)

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Chair Senning, Bjork, Brinton, Levy, Stout, Veatch.

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 who are not desirous of obtaining teacher certification should complete the following courses:

- MA141, 142 Calculus I, II
- MA223 Calculus III
- MA225 Differential Equations
- MA231 Transition to Higher Mathematics
- MA232 Linear Algebra
- MA241 Topics in the History of Mathematics
- CS111 Introduction to Computer Science
- CS112 Introduction to Programming
- PH121, 122 Introductory Physics I, II

All mathematics majors must also complete 4 additional courses in mathematics at the 300 level or above. MA214/PH214 may be substituted for MA241.

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 toward the end of spring term senior year. 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 Mathematics

To minor in mathematics a student must complete a minimum of 16 credits of mathematics courses selected in consultation with the department chair.

Requirements for the Double Major with Secondary Education

Students seeking licensure as a teacher of math at the secondary level must complete all requirements for the mathematics major with the exception of PH122. In addition, MA241, 318, 332 and 335 are required for licensure.

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.

Available Technology. Gordon's academic computing facilities include a laboratory of workstations for computer science student use and several computer laboratories for general student use. Access to the department's server is available on the campus network. Programming languages available include Ada, APL, C, C++, COBOL, FORTRAN, Java, JavaScript, LISP, OPS-5, Pascal, Perl and PROLOG.

Requirements for the Major in Computer Science

Students majoring in computer science must complete the following:

- CS111 Introduction to Computer Science
- CS112 Introduction to Programming
- CS211 Object-Oriented Software Development
- CS212 Computational Structures and Algorithms
- CS220 Models of Computation
- CS311, 312 Computer Systems I, II
- CS323 Programming Languages
- CS403 Computers and Society
- CS491, 492 Senior Seminar: Software Engineering I, II
- MA141, 142 Calculus I, II
- MA229 Discrete Mathematics for Computer Science
- MA232 Linear Algebra
- PH121, 122 Introductory Physics I, II

(Students also majoring in mathematics may substitute MA231 for MA229.) In addition, 8 credits of computer science electives must be chosen from 300-level courses. (Not more than 4 credits of these may be taken in courses cross-listed between computer science and another discipline.) Students must also 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 of significant size. This requirement is normally fulfilled in conjunction with the seminar; however in some cases the senior project requirement may be fulfilled, at the discretion of the department, through an appropriate co-op placement.

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

The minor in computer science is intended to help students master the skills needed to develop computer-aided solutions to the problems of their disciplines, while also helping them develop the discernment needed to ensure that technology serves people and not vice versa. In consultation with an advisor from the department, each student will work out a minor program that is relevant to the major field. Such a program will include:

- CS111 Introduction to Computer Science
- CS112 Introduction to Programming
- CS211 Object-Oriented Software Development
- CS403 Computers and Society

Students must also take 8 credits of computer science electives chosen from courses beyond CS211. Not more than 4 credits may be taken in courses cross-listed between computer science and another discipline.

COURSE DESCRIPTIONS

MATHEMATICS

MA105 Concepts of Basic Mathematics (4)—Studies sets, systems of numeration, properties of whole numbers, integers, fractions, real numbers and numerical operations; foundations of number theory, geometry and probability. Limited to early childhood, elementary, middle school and special education majors. This course may be used as a core option for students in these majors.

MA111 Mathematics for Business and Economics (4)—Studies mathematical topics such as graphs, matrices, linear programming and topics from calculus applicable for students in business and economics.

* **MA134 Survey of Calculus (4)**—Introduces limits, continuity, and derivatives and integrals of algebraic and transcendental functions. Emphasizes problem solving and applications rather than theory. Core nonlab option.

* **MA141 Calculus I (4)**—Introduces the theory of limits, continuity, differentiation and integration. Methods for differentiating algebraic and transcendental functions, some applications of derivatives. Core nonlab option. Prerequisite: strong precalculus background.

MA142 Calculus II (4)—Methods and applications of integration. Topics in infinite sequences and series. Prerequisite: MA141 or approval of the instructor.

* **MA201 Mathematical Inquiry I: Applications of Mathematics (2)**—Explores the nature of mathematical thought and its relevance to today's world. Topics may include graph theory, probability and statistics, and topology. For students with high school algebra. Core nonlab option.

* **MA202 Mathematical Inquiry II: Great Ideas of Mathematics (2)**—Explores the nature of mathematical thought and some of its major accomplishments. Topics may include number theory and encryption, infinite sets, fractal geometry and chaos. For students with high school algebra. Core nonlab option.

MA214/PH214 Mathematical Methods in Physics I (2)—See PH214 course description.

MA220 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.

MA223 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 MA142, or approval of the instructor.

MA225 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: MA142.

MA229 Discrete Mathematics for Computer Science (2)—Introduces sets, functions, propositional and predicate calculus, basic combinatorics and probability.

MA231 Transition to Higher Mathematics (2)—An introduction to topics and techniques used in higher mathematics, including proof techniques, basic set theory, properties of functions, relations and equivalence relations.

MA232 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.

MA241 Topics in the History of Mathematics (2)—Introduces important people and problems in the history of mathematics, with emphasis on developments since 1650.

MA313/PH313 Mathematical Methods in Physics II (4)—See PH313 course description.

MA318 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: MA223. (Alternate years. Offered 2005–2006.)

MA319 Statistics (4)—Theory of statistics with some exposure to practice. Estimation, hypothesis testing, linear regression, multivariate distributions, nonparametric methods, Bayesian estimation. Prerequisite: MA318. (Alternate years. Offered 2005–2006.)

MA325 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: MA142, 232. (Alternate years. Not offered 2005–2006.)

MA332 Geometry (4)—An axiomatic study of the foundations of Euclidean and non-Euclidean geometries; highlights historical development and philosophical implications. Prerequisite: MA231 or permission of instructor. (Alternate years. Offered 2005–2006.)

MA335 Algebraic Structures (4)—Group theory, symmetry and permutation groups, mappings, factor groups, rings and field extensions. Prerequisite: MA231 or permission of instructor. (Alternate years. Not offered 2005–2006.)

MA342/CS342 Numerical Analysis (4)—Introduces methods for solution of linear systems and eigenvalue problems. Fixed point iteration for solution of nonlinear systems. Numerical solutions of differential equations. (Alternate years. Not offered 2005–2006.)

MA353 Real Analysis (4)—Studies continuity, convergence of sequences and series, differentiability and integrability. Introduces appropriate topological concepts. Prerequisites: MA142, 231. (Alternate years. Offered 2005–2006.)

COMPUTER SCIENCE

A student may not receive credit for more than one of CS101, 102, 104 without prior written consent of the instructor. Additional work will be required in place of material that is common to all these courses.

- * **CS101 Understanding and Using Computers: Desktop Publishing (2)**—Introduces capabilities and limitations of computing and its societal impact. Computer technology as a tool for preparation of publishable documents. Laboratory component stresses development of desktop-publishing skills (e.g., PageMaker). Core nonlab option.
- * **CS102 Understanding and Using Computers: Electronic Spreadsheets (2)**—Introduces capabilities and limitations of computing and its societal impact. Computer technology as a tool for handling numerical data in business or science. Laboratory component stresses development of electronic spreadsheet skills. Core nonlab option.
- * **CS104 Understanding and Using Computers: The Information Superhighway (2)**—Introduces capabilities and limitations of computing and its societal impact. Computer technology as a tool for accessing information using the emerging global network; ethical issues. Laboratory component stresses development of skills using Internet services and tools such as email, newsgroups, WWW, FTP, HTML and telnet. Core nonlab option.
- * **CS111 Introduction to Computer Science (4)**—Introduces the great ideas and recurring themes of computer science and a broad survey of the major topics in the discipline, including history of computing, human-computer interaction, representations of information, simple computer architecture, translation and interpretation of programs, basic digital logic, limits of algorithmic computation, artificial intelligence, and social issues. Weekly laboratory sessions emphasize problem-solving using various kinds of software, especially HTML and JavaScript. Intended both as an introduction to further study in computer science and as a terminal course for students desiring a broad introduction to the field. Core lab option. Lab fee.

* Fulfills Core Curriculum requirement.

CS112 Introduction to Programming (4)—Introduces the object-oriented paradigm and programming using Java. Use, extension and implementation of classes. Fundamental control structures. Encapsulation, basic data structures and utility classes. Weekly programming laboratories. Prerequisite: CS111. Lab fee.

CS211 Object-Oriented Software Development (4)—Introduces object-oriented analysis and design, including: use cases, CRC cards, and class design; UML; inheritance and polymorphism; methods for verifying, validating and testing software; concurrency; distributed systems; relational databases; continued development of design and programming skills using UML and Java through weekly laboratories. Prerequisite: CS112. Lab fee.

CS212 Computational Structures and Algorithms (4)—Introduces the 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 will introduce C++, including use of templates and the Standard Template Library. Prerequisite: CS211. Lab fee.

CS220 Models of Computation (2)—Introduces finite state machines, push-down automata, Turing machines, and nondeterministic automata. Regular expressions and languages; context free languages. Limits to algorithmic computation: the halting problem, NP-complete problems. Prerequisite: CS112 and MA229.

CS311, 312 Computer Systems I, II (4, 4)—Computer systems as a hierarchy of real and virtual machines, from the gate level to system software; gates, combinatorial and sequential networks; CPU organization at the register-transfer level; machine and assembly language programming; RISC and CISC architecture; hardwired and microprogrammed control; bus structures and organization of the memory and IO subsystems; the process concept and multiprogramming; atomic operations and methods for ensuring atomicity; processor, device and memory management; introduction to computer networks. Weekly laboratories, both hardware- and software-oriented, will parallel lectures. Prerequisites: CS112 and either completion of or concurrent enrollment in CS211. Lab fee. (Alternate years. Offered 2005–2006.)

CS323 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: CS212. (Alternate years. Not offered 2005–2006.)

CS342/MA342 Numerical Analysis (4)—See MA342 course description.

CS352 Database Systems (4)—Explores database technology; various data models, query languages and applications program-DBMS interface. Prerequisites: CS211, 212, 220 and MA229. (Alternate years. Not offered 2005–2006.)

CS382 Applications Project (2)—Interdisciplinary development of significant application useful to the co-sponsoring department. Prerequisites: one computer science course at the 200 level, plus approval of a project plan by both discipline supervisors prior to registration.

CS403 Computers and Society (2)—Uses and impact of computers in modern society; considers ethical and moral issues in the context of a Christian worldview. Nontechnical; open to all students. Prerequisites: junior or senior standing plus CS101, 102, 104 or 111 or permission of instructor. (Alternate years. Not offered 2005–2006.)

CS491, 492 Senior Seminar: Software Engineering (2, 2)—State-of-the-art methods for developing large pieces of software; design techniques, scheduling, methods of program verification and correctness-proving, and human factors involved in software development by teams. Senior project reports required. Prerequisite: permission of instructor.

TOPICS IN COMPUTER SCIENCE

Study of an advanced topic of current interest to the professor and students. May be taken for credit more than once if a different topic is studied.

Topic planned for 2005–2006:

CS371 Selected Topics: Artificial Intelligence (4)—Surveys basic methods of artificial intelligence research. Exposure to AI programming using PROLOG. Considers theological and philosophical issues raised by work in AI. Prerequisite: permission of instructor.

Topics frequently offered include:

CS372 Selected Topics: Computer Networks (4)—Surveys current topics related to transmission of data over communication lines. Includes data encoding, error detection, flow control, multiplexing. Considers data network topologies and selected protocols. Prerequisite: CS212 or permission of instructor.

CS373 Selected Topics: 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 an industry standard computer graphics library on the department's workstations. Prerequisites: CS212, MA232.

CS374 Selected Topics: Internet Programming (4)—Surveys technologies used to program multitiered, client/server, database-intensive, Web-based applications. Topics include Internet communication theory and protocol, client-side programming, handling form data, cookies, Web stats, database back-end, and server-side programming.

DEPARTMENT OF MIDDLE SCHOOL AND SECONDARY EDUCATION**Chair Robinson, Dixon, Illingworth, Patterson, Pierce.**

MISSION: The department strives to prepare middle and secondary teachers who are dedicated to teaching, knowledgeable in their content areas, and grounded in the foundation of their Christian faith. Teachers are prepared to serve effectively in public and private schools in the United States and abroad.

In agreement with the U.S. Department of Education Title II guidelines, the Gordon College Education Division reports the following results of the Massachusetts Educator Certification Tests:

Basic Literacy Test

Reading 95% passing rate

Writing 95% passing rate

Academic Content Areas Aggregate 97% passing rate

Requirements for the Major in Middle School Education

Students seeking licensure as a Teacher of Middle School (5–8) are required to maintain a minimum 2.70 cumulative GPA; to complete the middle school major, the Core Curriculum of the College as defined for the Division of Education and an appropriate liberal arts major. Students must apply for acceptance into the program during the sophomore year. Applicants must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.*

The following courses are required for a middle school education major:

ED115 Introduction to Middle School Education

ED212 Instructional Technology

ED218 The Exceptional Child

ED226 Adolescent Development and Learning

ED228 Classroom Discipline and Management

ED310 Middle School: Philosophy and Organization

ED352 Teaching Reading in the Content Area

ED420 Middle School: Methods and Curriculum

ED483 Middle School Practicum (12–16 credits)

Requirements for the Major in Secondary Education

A student preparing to teach in the senior high school is required to complete the secondary education major, the Core Curriculum of the College as defined for the Division of Education and an appropriate liberal arts major. The student is also required to maintain a cumulative GPA of 2.70. 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.* Contact the chair of the Middle School and Secondary Education Department and the department of the selected liberal arts major.

The following courses are required for the major in secondary education:

ED116 Introduction to Secondary Education

ED212 Instructional Technology

ED218 The Exceptional Child

ED226 Adolescent Development and Learning

* As licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

- ED228 Classroom Discipline and Management
- ED352 Teaching Reading in the Content Areas
- ED421 Secondary Education Methods, Organization and Curriculum
- ED484 Secondary School Practicum (12–16 credits)

Requirements for the English Language Learners (ELL) Secondary Education Certificate Program (5–12)

Students seeking licensure in English Language Learners (ELL, 5–12) are required to maintain a 2.70 cumulative GPA and complete the Core Curriculum of the College as defined for the Division of Education. Students must also complete both the secondary education major requirements and an English or foreign language major, which includes LN322 General Linguistics. In addition to demonstrating a command of the English language, oral and written, at a level of proficiency set by the Massachusetts Board, the student must demonstrate intermediate-level proficiency in a language other than English, as determined by the College Foreign Language Department. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.*

The following courses are required for the ELL certificate program:

- ED245 Multicultural Education
- ED300 Theories of Language Acquisition
- ED301 Methods of Second Language Teaching
- ED345 Introduction to Teaching Reading
- ED347 Teaching Reading and Other Language Arts
- ED400 Teaching English as a Second Language Practicum (level 5–12)
(12–16 credits; 8 if double licensure)

Requirements for the Teacher of Students with Moderate Disabilities, 5–12 Major

Students seeking licensure as a Teacher of Students with Moderate Disabilities (5–12) must also complete a secondary 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 as defined for education majors 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.* Contact the licensure officer, Education Division for further options.

In addition to an appropriate liberal arts major, students must complete the following courses:

- ED342 Special Education Assessment and Intervention
- ED345 Introduction to Teaching Reading
- ED407 Special Education Seminar
- ED428 Language and Learning Disabilities
- ED441 Methods of Secondary Special Education
- ED482 Special Education Practicum, 5–12 (12 credits;
8 credits for two licenses)

* As licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

COURSE DESCRIPTIONS

ED112–116 Introduction to Education courses explore the teaching profession, provide opportunity to observe and reflect upon classroom interactions at appropriate grade levels and content areas. Field experience required.

ED114 Introduction to Special Education (2)—Special education majors.

ED115 Introduction to Middle School Education (2)—Middle school minors.

ED116 Introduction to Secondary Education (2)—Secondary education minors.

ED212 Instructional Technology (2)—Examines instruction and provides experience in application of technology to enhance classroom communication. Lab fee.

ED218 The Exceptional Child (2)—Explores historical, legal and educational issues related to children and adolescents with exceptionalities. Field experience required. Prerequisite: ED112–116 and 225, 226 or PY244.

ED226 Adolescent Development and Learning (4)—Considers theories of adolescent development, learning theories and social context within which today's adolescents grow and learn.

ED228 Classroom Discipline and Management (2)—Considers behavioral theory and practical means of working with learners with and without disabilities in classroom settings. Prerequisites: ED225 or 226.

ED232/EN232 Adolescent Literature (4)—See EN232 course description.

ED245 Multicultural Education (2)—Elective course exploring rationale and resources for integrating a variety of cultural viewpoints into the curriculum.

ED300 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 ED400 and ED401.

ED301 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 ELL and bilingual education. Prerequisite: ED300.

ED310 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.

ED342 Special Education Assessment and Intervention—See Early Childhood course description.

ED345 Introduction to Teaching Reading—See Early Childhood course description.

ED347 Teaching Reading and Other Language Arts (3)—See course listing under Early Childhood, Elementary and Special Education.

ED352 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 included. Prerequisites: ED 226 and approval for teacher education program.

ED371 Selected Topics (2)—Examines selected topics appropriate for educators. Repeatable. Prerequisite: permission of instructor.

ED407 Special Education Seminar—See Early Childhood course description.

ED420 Middle School: Methods and Curriculum (4)—Analysis of curricular issues of the middle school: methods and strategies of teaching in the content areas, teaming, and interdisciplinary planning. Field experience required. Prerequisites: senior standing and full approval for the middle school minor.

ED421 Secondary Education: Methods, Organization and Curriculum (4)—Analysis of current curricular issues; examination of research and practice in methods of teaching in the content areas and instructional sessions for students with and without disabilities. Field experience included. Prerequisite: senior standing and full approval for the secondary education program.

ED427 Internship (6)—Supervised teaching experience in an appropriate setting. Must be prearranged and approved by instructor. Prerequisite: permission of the Division of Education.

ED428 Language and Learning Disabilities (2)—Historical/theoretical analysis of developmental language and learning disabilities; diagnostic and clinical teaching strategies. Field experience required. Prerequisites: Full approval for special education program.

ED441 Methods of Secondary Special Education (2)—Explores unique curriculum, evaluation techniques and teaching methods for the adolescent learner with special needs. Includes transitional and vocational issues. Prerequisite: Field experience, full approval for special education program, senior standing.

PRACTICA

Students are placed in an appropriate school setting for a 12–16-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. Students should consult with their education advisors regarding any variation in the length of their full-time practica. Students 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 teacher content tests, and recommendation of prepracticum supervisors. Practice teachers must be registered and finalized prior to starting their teaching assignment.

ED400 Teaching English Language Learners Practicum (8–16)—Level pre-K–6 or 5–12.

ED482 Special Education Practicum (12)—Level 5–12 (8 credits for two licenses)

ED483 Middle School Practicum (12–16)

ED484 Secondary School Practicum (12–16)

DEPARTMENT OF MOVEMENT SCIENCE

Chair Givens, Clark, Iltis. Part-Time: Harmeling, Faulds.

MISSION: The Department of Movement Science maintains the perspective that movement is a universal phenomenon, is a gift from God and pervades life's activities. We seek to develop a community of learners in which students and faculty are actively engaged in the process of discovering the wonders and mysteries of human movement. This discovery is facilitated through the process of scientific inquiry and through a curriculum emphasizing the mechanical, neurological and physiological bases of human movement. The department places emphasis on collaborative research with students in which the goals are to expand the body of knowledge in our discipline as well as to assist students in becoming discerning interpreters of new information. Graduates of our program are well-equipped with the background required for a variety of graduate and professional programs (e.g., allied health professions, bioengineering, exercise science and medicine).

Requirements for the Major in Movement Science

Cognate Requirements (12 credits)

BY213 Human Anatomy and Physiology I

BY214 Human Anatomy and Physiology II

Statistics (MA220 or statistics option approved by the department)

Movement Science Core (28 credits)

MV112 Biophysical Foundation of Human Movement

Biomechanics

MV212 Anatomical Kinesiology

MV421 Mechanical Analysis of Human Movement

Exercise Physiology

MV222 Foundations of Exercise Physiology

MV322 Advanced Exercise Physiology

Motor Control

MV310 Motor Control and Learning

MV450 Neurophysiological Basis for Movement

Senior Capstone

MV491 Senior Seminar

Movement Science Electives (8 credits minimum)

Minimum of four credits from the following:

MV215 Dynamics of Human Motor Development
MV324 Principles of Graded Exercise Testing
MV325 Electrocardiography
MV350 Disorders of Voluntary Movement
MV371 Selected Topics
MV492 Research

Balance of elective credit from the following:

LS330 Play, Games and Sport
MV240 Basic Athletic Training
MV340 Evaluation and Management of Athletic Injuries

Students considering graduate work or specific professional options should consult with department faculty. To meet the minimum standards of some professions or to gain entrance into graduate programs, students may need to complete courses or experiences beyond the required courses for the movement science major. Examples include majors wishing to carry a health profession minor, or wishing to enter graduate allied health programs such as physical therapy or occupational therapy.

Requirements for the Minor in Movement Science

Students wishing to earn a movement science minor must complete the following courses (minimum of 20 credits):

BY213 Human Anatomy and Physiology I
BY214 Human Anatomy and Physiology II

Eight credits from the following:

MV222 Exercise Physiology
MV310 Motor Control and Learning
MV421 Mechanical Analysis of Human Movement

Choose 4 hours of movement science electives

Requirements for the Minor in Neuroscience

The new interdisciplinary minor (24 credits) draws from biology, psychology, chemistry and movement science. See Psychology Department for full information on the minor.

COURSE DESCRIPTIONS

* **MV112 Biophysical Foundation of Human Movement (4)**—Provides students with a scientific perspective of human movement. Course lectures, class discussions and laboratory activities focus on mechanical, neurological and physiological bases of human movements as these relate to both activities of daily living and exercise. An overview of areas of study and professional practice in kinesiology is also presented.

MV212 Anatomical Kinesiology (2)—Examines human musculo-skeletal structure and function; muscle origin, insertion and action at joints. Introduces principles of lever action and mechanics of motion. Prerequisite: BY 213.

* Fulfills Core Curriculum requirement.

MV215 Dynamics of Human Motor Development (2)—Examines processes underlying changes in motor performance across the lifespan. Emphasis on a dynamic systems theoretical approach to the development of functional motor skills, e.g., posture, locomotion and reaching. (Alternate years. Offered 2005–2006.)

MV222 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. Weekly laboratory. Lab fee.

MV240 Basic Athletic Training (4)—Examines theory and practice in the care and prevention of athletic injuries. Develops technical skills as initial step toward NATA certification. (Alternate years. Not offered 2005–2006.)

MV310 Motor Control and Learning (4)—Focuses on a behavioral level of analysis to study variables that determine motor performance proficiency and variables most important for the learning of movement behaviors. Examines theories of movement control to provide context for nervous system control of movement. Prerequisites: BY 213 and statistics.

MV322 Advanced Exercise Physiology (4)—Advanced study of physiologic factors related to human performance. Focuses on endocrine regulation of exercise, nutrition and nutritional ergogenics, gender issues and mechanisms by which exercise ameliorates varied diseases. Prerequisite: MV222.

MV324 Principles of Graded Exercise Testing (2)—Provides theoretical and technical principles for conducting graded exercise testing; geared toward ACSM test technologist certification.

MV325 Electrocardiography (2)—Introduces basic principles of electrocardiographic analysis. Provides background sufficient for ACSM test technologist certification.

MV340 Evaluation and Management of Athletic Injuries (4)—Studies methods of athletic injury evaluation and therapeutic modalities involved in treatment of athletic injuries. (Alternate years. Offered 2005–2006.)

MV350 Disorders of Voluntary Movement (4)—Examines the role of neurological structures in the regulation and coordination of normal and disordered human function. Emphasis on the clinical manifestations of movement dysfunction associated with various neurological disorders. Clinical assessment and treatment are also addressed. Prerequisite: MV310 or permission of instructor.

MV371 Selected Topics (2–4)—Studies theoretical and applied topics in kinesiology not regularly taught. Repeatable if topic changes. Prerequisite: permission of instructor.

MV421 Mechanical Analysis of Human Movement (4)—Principles of classical mechanics are used to describe, analyze and assess human motion. Course structure encourages students to discover applications of biomechanical concepts in an array of movement contexts, e.g., daily activity, rehabilitation, occupational tasks and sport performance. Prerequisite: BY213; PH121 strongly recommended. Weekly laboratory. Lab fee.

MV450 Neurophysiological Basis for Movement (4)—Study of movement focused on the interaction of the movement environment and functions of the central and peripheral nervous systems in control and coordination of human motor action. Prerequisite: MV310 or permission of instructor.

MV491 Senior Seminar (2)—This capstone course examines issues of faith-learning integration in the movement sciences. Current professional and disciplinary issues also discussed. Integration paper is required. Prerequisite: senior standing.

MV492 Research (2–4)—This is a full-semester research project. Prerequisite: approval of supervising faculty members.

DEPARTMENT OF MUSIC

Chair C. T. Brooks, Bell, S. Brooks, R. Brunner, Chung, Doneski, Pelkey, K. Phillips, Rox. Part-Time: Helgeland, N. Brunner, Buswell, Lueth, Monroe, Ou. Applied music staff: see listing in faculty section.

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 Interstate Certification Compact (ICC).

Three different degree programs are available: the Bachelor of Arts in Music, Bachelor of Music in Performance and Bachelor of Music in Music Education.

Bachelor of Arts in Music

This program is designed for the student who wishes to major in music as part of a broad liberal arts curriculum. It is a versatile degree which allows for a 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 the student for professional pursuits in the field of music. Because of its emphasis on performance skills, it is suitable for the student planning a performance career, to teach privately on a major instrument, or to pursue graduate study leading to teaching at the college level.

Bachelor of Music in Music Education

This program prepares students for positions as teachers and/or supervisors of music (choral, instrumental and general) in public or private schools at the elementary and secondary levels. Completion of this program of study qualifies the student to apply for teaching licensure subject to individual state requirements. Because licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

Graduate Program

Gordon College offers a three-summer program 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 majors and minors. Students should contact the Department of Music to set up an audition time. In addition to the performance audition, a music theory placement test and letter of recommendation from a recent music instructor are required. (See *Music Student Handbook*.) All prospective students must audition in person on one of the established days. In cases where distance prohibits a visit to the campus, recorded performances (DVDs, CDs or VHS tapes) are acceptable when previously arranged with the Department of Music, and the theory placement test will be administered during orientation.

Music Study for Non-Music Majors and for Minors

Non-music 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 courses. 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.

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 cannot be considered as fulfillment of 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 Fine Arts component must be fulfilled by FA112 Arts in Concert or another nonmusical Fine Arts core option)

MU211, 212 Music Theory I, II

ML211, 212 Music Theory Lab I, II

MU241 Survey of Musical Masterworks

MU311, 312 Music Theory III, IV

ML311, 312 Music Theory Lab III, IV

MU482 Special Studies in Music

Applied music (16 credits, 8 semesters)

Music ensemble (8 semesters)

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

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 and to fulfill the following core requirements (minimum of 32 credits):

CR100 Christianity, Character and Culture I
 CR101 Christianity, Character and Culture II
 BI101 Old Testament History, Literature and Theology
 BI103 New Testament History, Literature and Theology
 History core option
 Humanities options (philosophy and literature)
 Social and behavioral core options (music education majors are required to take PY201 and ED245)
 Core laboratory science
 Core nonlab science
 Beginning foreign language I, II (4–8 credits) unless validated
 EN110 Writing and Rhetoric (4 credits) unless validated
 PE018–099 Physical Education Activity Classes (2 quads)
One of the following:
 PE015 Discovery Expeditions
 PE016 La Vida Wilderness Expeditions
 PE017 Concepts of Wellness (by petition only)

Core Adjustments for Bachelor of Music in Performance. Students may fulfill the foreign language and core writing requirements by passing validation exams. If as a result of entrance testing only foreign language II is required, music performance majors receive a 2-credit reduction in the nonlaboratory natural science, mathematics or computer science requirement of the core. If both foreign language I and II are required, performance majors receive an additional 2-credit core reduction in the humanities options, although at least one literature and one philosophy course must be taken. If Writing and Rhetoric is required, performance majors receive an additional 2-credit reduction in the nonlaboratory natural sciences, mathematics or computer science requirement.

Core Adjustments for Bachelor of Music in Music Education. Students may be eligible for a reduction of up to 8 credits in specified core requirements if they do not fulfill the foreign language core requirement by passing a validation exam. Students should consult with their music education advisor to determine core reductions that apply. Reductions may be made from the following areas: 2 credits in literature or philosophy (provided one quad is taken from each department); 4 credits of nonlab science, mathematics or computers; or up to 8 credits in foreign language.

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

MU211, 212 Music Theory I, II
 ML211, 212 Music Theory Lab I, II
 MU221, 222 Music History and Literature I, II

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

MU311, 312 Music Theory III, IV
ML311, 312 Music Theory Lab III, IV
MU318 Conducting
MU321–324 Music History and Literature III, IV, V, VI

One of the following:

MU327 Choral Methods and Literature
MU328 Instrumental Methods and Literature
MU346 Instrumentation and Arranging
Applied music (28 credits)
Music ensemble (7 semesters)
Passing of piano and voice proficiency examinations
Successful completion of a senior recital

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

Pedagogical Practices for major instrument
MU482 Special Studies in Music
Music electives (20 credits; voice majors must take 2 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 (36 credits):

MU117 Introduction to Music Education
MU245 World Music I
MU247 American Music
PY244 Developmental Psychology
MU335 Music Education K–8
MU336 Music Education 5–12
Instrument Classes (6 credits—for non-voice majors, two of these credits must be MU091A Voice Class; voice majors must take 2 credits of vocal diction class)
MU415 Practicum

Students are placed in appropriate school settings for a 12-credit (14-week) student teaching experience supervised by College faculty 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. Prerequisites: full approval in the appropriate teacher education program, successful completion of major coursework, recommendation of prepracticum supervisor, 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 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 total):

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

MU211, 212 Music Theory I, II
ML211, 212 Music Theory Lab I, II
MU241 Survey of Musical Masterworks
Music ensemble (four semester minimum participation)



Art Durity

COURSE DESCRIPTIONS

Charges for private music lessons are nonrefundable. Registration must begin with obtaining written permission 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. A minimum of one-hour daily practice is expected.

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; 6 hours for a half hour. Prerequisite: permission of Music Department for nonmusic majors. See *Music Student Handbook*.

Instrumental Classes (1)—Laboratory courses prepare students to teach instruments (woodwinds, brass, strings, percussion, guitar) in the public schools. Techniques of tone production, fingering and class procedure are learned through individual and ensemble playing experience under supervision.

FA112 Arts in Concert (4)—See divisional course descriptions.

* **MU010 Musicianship (0)**—A weekly time set aside for students to develop individual musicianship skills through workshops and lectures. It is a recital laboratory performance venue open only to department majors, minors and faculty, providing opportunity for majors and minors to practice the art of performance in a nonpublic setting. Prerequisite: music major or minor.

MU091A Voice Class (2)—Designed for the beginning singer. Introduces structures and processes of the 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 non-voice majors.

MU092 Vocal Diction Class (1)—Studies principal concepts of singing diction in languages of Italian, French, German, Latin and English. Required for voice majors. (Semester course. May be repeated.)

MU110 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 3-hour minimum practice required outside of class. Prerequisite: intermediate piano ability.

MU117 Introduction to Music Education (2)—Exploration of the teaching profession in general and a survey of the foundations of music education, philosophy, history and methods. Observation and reflection on classroom interactions at appropriate grade levels. Field experience required.

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 3–5 hours rehearsal and participation in all public appearances required. Ensemble fee for music majors and minors. See *Music Student Handbook*.

- ◆ **MU250 College Choir**
- ◆ **MU251 Symphonic Band**
- ◆ **MU253 Gordon Symphony Orchestra**
- ◆ **MU254 Women's Choir**
- MU255 Symphonic Chorale**
- MU256 Chamber Singers**
- MU257 Jazz Ensemble**
- ◆ **MU258 Wind Ensemble**
- MU259 Chamber Music**

ML211, 212, 311, 312 Music Theory Labs I, II, III, IV (1, 1, 1, 1)—Lab includes drills in sight singing, ear training and keyboard harmony. Contents parallel theory class. Each course is prerequisite for next level and is required with the corresponding theory level. No lab fee.

MU211 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: ML211.

MU212 Music Theory II (3)—Continues MU211, including all diatonic chord progressions and part-writing procedures, nonharmonic tones and introduction to seventh chords and secondary chords. Prerequisite: MU211; corequisite: ML212.

MU218 Composition I (2)—Introduces composition: writing original compositions in traditional styles and smaller forms. Prerequisite: MU312. Repeatable for credit.

MU219 Composition II (2)—Requires writing of original compositions utilizing modern techniques and a variety of forms. Prerequisites: MU312, ML312. Repeatable for credit.

MU221 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: MU212, ML212.

MU222 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: MU221.

- * **MU241 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 major ensemble requirement for music majors.

* Fulfills Core Curriculum requirement.

- * **MU245 World Music I (2)**—Introduces study of world music in its social, cultural and political contexts; folk and native music of North and South Americas and Africa; and current critical approaches to contemporary forms of Western popular music such as rap.
- * **MU246 World Music II (2)**—Continues study of world music; folk, native and popular music of China, Indonesia, India and Japan; and current critical approaches to contemporary film music. Prerequisite: MU245.
- * **MU247 American Music (2)**—Introduces study of American music history in its social, cultural and political contexts; classical, folk and popular repertoires; and current critical approaches to American jazz history and repertoires.

MU270 Staging for Singers Workshop (2)—Foundational principles of stage presence and stage movement, theatre techniques, improvisation, ensemble work and role preparation for the singer/actor. Theatre games, exercises and staged performances of songs and arias and scenes from operetta, opera and Broadway musicals. Repeatable every semester.

MU275 Musical Production (4, 2 or 1)—Offers experience participating in a 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 are required. Repeatable. Prerequisites: audition and permission of instructor.

MU311 Music Theory III (3)—Studies diatonic seventh, ninth, eleventh and thirteenth chords; modulation; chromatic harmony, including Neapolitan sixths, augmented sixths and chords with augmented or diminished fifths. Prerequisite: MU212; corequisite: ML311.

MU312 Music Theory IV (3)—Introduces techniques of twentieth-century composers. Analyzes writing with new scale formations and chord structures, including quartal, quintal and secundal harmony, chords with added tones and polyharmony. New concepts of rhythm, meter and tonality. Preliminary work with 12-tone system. Prerequisite: MU311; corequisite: ML312.

MU318 Conducting (4)—Studies beat patterns and fundamental baton techniques; laboratory experience in conducting literature of medium difficulty. Prerequisites: MU312, ML312.

MU319 Advanced Conducting (4)—Studies baton techniques and further development of conducting skills and rehearsal techniques, including the areas of critical listening and principles of interpretation. Prerequisite: MU318, MU327 or MU328.

MU321 Music History and Literature III (2)—Explores Baroque period music literature, historical background, development of musical forms and style; analyzes representative works. Prerequisite: MU222.

MU322 Music History and Literature IV (2)—Explores Classical period music literature; historical background, development of musical forms and style; analyzes representative works. Prerequisite: MU321.

MU323 Music History and Literature V (2)—Explores Romantic period music, historical background, development of musical forms and style; analyzes representative works. Prerequisite: MU322.

MU324 Music History and Literature VI (2)—Explores twentieth-century music, historical background, development of musical forms and style; analyzes representative works. Prerequisite: MU323.

MU325 Music History Seminar (2)—Explores a particular body of music at a greater depth than in the music history surveys through extensive readings in secondary literature and original research. Topics rotate yearly. Repeatable with different topics. Open to music majors with the permission of the instructor.

MU327 Choral Methods and Literature (4)—Explores selected repertoire and organization and administration of a choral program; emphasizes choral tone, blend, balance and intonation. Prerequisite: MU318.

MU328 Instrumental Methods and Literature (4)—Explores purpose, aims and techniques of instrumental program; emphasizes rehearsal, repertoire and organization. Prerequisite: MU318.

MU330 Children's Choirs: Methods and Practices (2)—Exploration of choral literature and techniques appropriate for the child's voice from early elementary to adolescence. Topics will include pitch matching, the uncertain singer, choosing literature, developing sight-singing skills, and developing tone and musicality. Field experience required.

MU331 Pedagogical Practices: Piano (4)—Analyzes applied teaching techniques and materials; piano. (Alternate years.)

MU332 Pedagogical Practices: Instrumental (4)—Analyzes applied teaching techniques and materials; instruments. (Alternate years. Not offered 2004–2005.)

MU333 Pedagogical Practices: Vocal (4)—Analyzes applied teaching techniques and materials; vocal. (Alternate years.)

MU335 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: MU117, 211; ML211; PY244.

MU336 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. Field work. Prerequisite: MU335.

* **MU337 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. Offered 2005–2006.)

* Fulfills Core Curriculum requirement.

* **MU338 Hymnology (4)**—Explores Christian hymnody through a study of theological content, historical context and literary characteristics. Considers philosophical and practical uses of hymns in the life of the church. (Alternate years. Not offered 2005–2006.)

MU343 Music Education Pre-Practicum (2)—A field-based course prior to student teaching designed to give music education students practical experience planning, teaching, and evaluating music lessons in general, vocal, and instrumental music lab classroom settings. Culminates in organization and administration of a community preparatory arts program. Prerequisite: MU117.

MU346 Instrumentation and Arranging (2)—Introduces arranging music for small ensembles and orchestra with strings, woodwinds, brass and percussion instruments. Prerequisites: MU312, ML312.

MU347 Counterpoint I (2)—Studies contrapuntal style of sixteenth-century music and writing of two- and three-voice pieces in that style. Prerequisites: MU312, ML312.

MU348 Counterpoint II (2)—Studies contrapuntal style of eighteenth-century late baroque music and writing of two- and three-voice pieces in that style. Prerequisites: MU312, ML312.

MU371, 471 Selected Topics I, II (2, 2)—Specialized course work; focuses on area of interest to music major. Prerequisite: permission of department chair.

MU401 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 a musical score. Prerequisites: MU311, ML311. (Alternate years.)

MU402 Interpretive Analysis and Musicianship II (2)—Continues MU401, includes study of atonal literature. Prerequisite: MU401. (Alternate years.)

MU407 Music Education Seminar (2)—Analyzes issues in music education, classroom management and techniques. Prerequisite: concurrent enrollment in MU415.

MU415 Practicum (12)—Field placement in elementary, middle and/or high school. Supervision by College faculty and cooperating teacher(s) in schools. Fourteen weeks of full-time student teaching are required. Students must be registered and finalized prior to starting their teaching assignment.

MU420 The History of Piano Literature (4)—Surveys solo piano literature composed from late seventeenth century to present. Emphasizes recognition of style and form. Prerequisite: MU324. (Alternate years.)

MU440 Literature for the Voice (4)—Explores song literature as well as cantata, oratorio, operatic, and operetta arias for the voice. Emphasis on the study and in-class performance of significant examples from all genres and eras of European and American art music. Prerequisite: MU324. (Alternate years.)

MU482 Special Studies in Music (2)—Introduces research techniques in music with links to literature performed in senior recital. Involves substantial amount of oral presentation by students, in addition to writing program notes for the senior recital. Prerequisites: MU312, ML312 and MU324.



Art Durity

DEPARTMENT OF PHILOSOPHY

Chair Aiken, Gedney, Reid. Part-Time: Boyd.

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 coherence of a Christian worldview and its relevance to philosophical questions.

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 38 credits excluding PL111, 112 or 115.

PL212 Formal Logic

PL213 Ethics

PL316 Philosophy of Religion

PL333 History of Philosophy III: Late Modern Philosophy

PL391 Seminar: Contemporary Ethics

PL411 Knowledge and Truth

PL413 Metaphysics

PL491, 492 Senior Seminar

One of the following:

PL231 History of Philosophy I: Ancient through the Renaissance

PL232 History of Philosophy II: Early Modern Philosophy

One of the following:

PL334 Recent Philosophy I: Language and Interpretation

PL335 Recent Philosophy II: The Human Condition

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, should take the above courses less the following 8 credits for a total of 30 credits.

Omit either:

PL411 Knowledge and Truth or

PL413 Metaphysics

Omit the following:

PL491, 492 Senior Seminar

Double majors from political studies may substitute PL323/PS323 Theories of Politics for PL231 History of Philosophy I or PL232 History of Philosophy II.

Requirements for the Minor in Philosophy

PL213 Ethics

PL316 Philosophy of Religion

One of the following:

PL231 History of Philosophy I: Ancient through the Renaissance

PL232 History of Philosophy II: Early Modern Philosophy

PL333 History of Philosophy III: Late Modern Philosophy

One of the following:

PL334 Recent Philosophy I: Language and Interpretation

PL335 Recent Philosophy II: The Human Condition

One of the following:

PL411 Knowledge and Truth

PL413 Metaphysics

Substitutions, depending on a student's major, may be made in agreement with the department.

COURSE DESCRIPTIONS

Enrollment in PL111, 112 or 115 is a prerequisite for enrollment in any other course in the department.

***PL111 The Great Ideas: Antiquity (2)**—Explores the great pagan and Christian philosophies of antiquity from Socrates to St. Thomas Aquinas. Focuses on problem of faith and reason.

***PL112 The Great Ideas: Modernity (2)**—Explores basic questions of human existence as addressed by great philosophers from Descartes to the present.

PL115 Philosophy and the Human Person (4)—Explores great traditions of philosophical reflection on what it means to be a human person in relation to self, others and God. Close reading of historically influential texts.

PL201 Moral Education (4)—Considers exposition and critique of contemporary theories of moral education. Emphasizes formation of character. (Alternate years. Not offered 2005–2006.)

PL211 Critical Thinking (4)—Critical and constructive analysis of arguments in ordinary language; encompasses reasoning skills appropriate for arguments in one's discipline and life. (Offered 2005–2006.)

PL212 Formal Logic (4)—Introduces theory and practice of modern logic. Emphasizes analyzing and evaluating deductive arguments. No prior acquaintance with logic is necessary.

PL213 Ethics (4)—Studies major themes and theories in Western philosophical tradition. Develops a theoretically adequate and practically relevant Christian ethic.

PL214 Aesthetics (4)—Systematic reflection upon the nature of aesthetic properties and a consequent philosophy of art, ranging over major issues traditionally and currently discussed. (Alternate years. Not offered 2005–2006.)

* Fulfills Core Curriculum requirement.

PL231 History of Philosophy I: Ancient through the Renaissance (4)—Surveys and interprets development of philosophical thought from Graeco-Roman through Renaissance periods. (Offered 2005–2006.)

PL232 History of Philosophy II: Early Modern Philosophy (4)—Surveys and interprets philosophical thought from seventeenth century through Kant. Emphasizes epistemology and metaphysics. (Not offered 2005–2006.)

PL312 Contemporary Issues in Sexual Ethics (2)—Critically examines issues in sexual ethics such as gender discrimination, homosexuality and abortion. Develops a Christian moral framework for thinking normatively about such issues. (Alternate years. Not offered 2005–2006.)

PL313 Kierkegaard and Postmodernism (4)—Examines selected texts from Kierkegaard's authorship with a view toward expounding his distinctive views of Christianity, human existence and rhetoric. Gives attention to the ways Kierkegaard's practice of "indirect communication" anticipates deconstruction and other preoccupations of postmodernism. (Alternate years. Not offered 2005–2006.)

PL314 C.S. Lewis and the Christian Imagination (2)—Appreciative and critical examination of Lewis's distinctive contribution to modern Christian thought. Emphasizes his attempt to renew imaginative and speculative thinking in religion. (Alternate years. Not offered 2005–2006.)

PL316 Philosophy of Religion (4)—Critically examines classical arguments for and against belief in God. Topics include rational arguments for existence of God, problem of faith and reason, possibility of miraculous occurrences, compatibility of God's existence with human suffering and the meaningfulness of religious language.

PL318 Philosophy of Law (2)—Critically examines the contribution of an important theory on the interpretation of law (be it civil, criminal or constitutional) by individuals, official institutions, and societies or cultures. (Alternate years. Offered 2005–2006.)

PL320 Critique of Liberalism (2)—Critically examines a particular theory on the nature of the relationship between the individual and society in light of Christian concerns about the role of faith in our social and political self-understanding. (Alternate years. Not offered 2005–2006.)

PL323/PS 323 Theories of Politics (4)—See PS323 course description.

PL333 History of Philosophy III: Late Modern Philosophy (4)—Explores philosophical thought from Kant through Heidegger; development of five major movements: idealism, pragmatism, existentialism, process philosophy and analytic philosophy.

PL334 Recent Philosophy I: 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 post-structuralist hermeneutics. (Alternate years. Offered 2005–2006.)

PL335 Recent Philosophy II: The Human Condition (4)—Surveys major movements in philosophy since 1945; centers on problems of the self and community. Examines liberal, postmodern, feminist, neo-Aristotelian and contemporary Christian perspectives. (Alternate years. Not offered 2005–2006.)

PL391 Seminar: Contemporary Ethics (2)—Examines two influential contemporary moral philosophers: John Rawls and Alasdair MacIntyre. Explores implications for structuring a Christian ethic. Prerequisite: PL213 or permission of instructor. (Alternate years. Offered 2005–2006.)

PL411 Knowledge and Truth (4)—How is true knowledge possible? How reliable is sense experience? Can there be knowledge without experience? Do our subjective interests make objectivity impossible? Explores such questions; examines classical and contemporary sources in epistemology.

PL413 Metaphysics (4)—Studies nature of and warrants for metaphysical systems. Includes several major topics.

PL471 Selected Topics (2 or 4)—Examines areas of philosophy not covered in the normal curriculum; for advanced students. Focuses on a major figure, problem or system. Prerequisite: permission of instructor. (Offered 2005–2006.)

PL491, 492 Senior Seminar: Research; Senior Seminar: Writing and Defense (2, 2)—A year-long course (2 credits per semester) involving directed research presentation, defense of a philosophical paper and criticism and discussion of papers presented by others. Prospectus describing subject of research must receive departmental approval. Prerequisite: PL411 or 413.

DEPARTMENT OF PHYSICS

Chair McNatt, Pleticha.

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.

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:

- PH121, 122 Introductory Physics I, II
- PH214 Mathematical Methods in Physics I
- PH236 Elementary Quantum Physics

PH314 Mechanics I
PH339 Electricity and Magnetism I
PH491, 492 Senior Seminar I, II (1 credit per course)
MA141, 142 Calculus I, II
MA223 Calculus III
MA225 Differential Equations

Two of the following courses:

CH111, 112 Principles of Chemistry I, II
CS111 Introduction to Computer Science
CS112 Introduction to Programming

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

Professional Concentration

Recommended as the best preparation for graduate school as well as industrial or government employment. Three of the following six courses are required:

PH225 Electrical and Electronic Circuits
PH237 Applied Quantum Physics
PH315 Mechanics II
PH340 Electricity and Magnetism II
PH341 Optics
PH372 Thermal Physics

The department also strongly recommends these supporting courses:

PH313 Mathematical Methods in Physics II
CS111 Introduction to Computer Science
CS112 Introduction to Programming
MA232 Linear Algebra
MA342 Numerical Analysis

Computational Physics Concentration

Intended for the physics student with strong interests in mathematics and computer science.

Two of the six courses listed under the professional concentration are required. In addition the student must complete 16 credits in mathematics and computer science from among the following courses:

CS211 Object-Oriented Software Development
CS212 Computational Structures and Algorithms
CS311, 312 Computer Systems I, II
CS323 Programming Languages
MA229 Mathematics for Computer Science
MA231 Transition to Higher Mathematics
MA232 Linear Algebra
MA/PH313 Mathematical Methods in Physics II
MA318 Probability
MA319 Statistics
MA335 Algebraic Structures
MA342 Numerical Analysis
MA353 Real Analysis

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

Intended for students seeking licensure as a teacher of physics at the senior high school level. See middle school and secondary education faculty for required education courses. Required major courses: PH225, 341, 372 and CH111, 112.

Preengineering

Students attracted to a Christian liberal arts curriculum who are also seriously considering an engineering career may choose to spend two years at Gordon and then transfer to an engineering school to earn an engineering degree. The following courses should be taken at Gordon:

PH121, 122 Introductory Physics I, II
PH214 Mathematical Methods in Physics I
MA141, 142 Calculus I, II
MA223 Calculus III
MA225 Differential Equations
CH111, 112 Principles of Chemistry I, II
CS111 Introduction to Computer Science

The department chair will advise students of appropriate math and science electives that can fulfill various engineering requirements.

Honors in Physics

Seniors who write and present an honors thesis will be eligible to graduate with honors in physics. An additional research or independent study course may be required if the student does not have research experience. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

COURSE DESCRIPTIONS

* **NS218 Newton to Einstein (4)**—See divisional course descriptions. Core physical science lab option.

* **PH121, 122 Introductory Physics I, II (4, 4)**—Calculus-based introduction to physics including classical mechanics, wave motion, thermodynamics, electricity and magnetism, optics, modern physics. Laboratory included. Prerequisites: high school algebra and trigonometry; previous or current enrollment in calculus. PH121 is a core physical science lab option. Lab fee.

PH214/MA214 Mathematical Methods in Physics I (4)—Vector calculus including orthogonal coordinate systems and tensor notation, determinants and matrices, introduction to the calculus of complex variables. Prerequisite: one year of calculus.

* Fulfills Core Curriculum requirement.

***PH220 Outlook on Energy (2)**—Deals with energy issues beginning with its definition in physics, continuing with descriptions of the energy technologies used presently in transportation, industry and buildings, and concluding with examinations of the prospects for significant changes in energy infrastructure in coming decades. Core physical science nonlab option.

***PH224 Astronomy (4)**—Introduces important topics in modern astronomy for both science and non-science majors; planetary objects, normal stars, pulsars, blackholes, galaxies, quasars and origin of the universe. Core physical science nonlab option.

PH225 Electrical and Electronic Circuits (4)—Laboratory-oriented introduction to AC circuit analysis and analog electronics; complex algebra and phasor methods, network theorems, resonance, electronic devices, power supplies, operational amplifiers and transistor amplifiers and oscillators. Prerequisite: PH122. (Alternate years. Offered 2005–2006.) Lab fee.

PH236 Elementary Quantum Physics (4)—Introduces nonrelativistic quantum mechanics; solutions to Schrodinger equation for simple potential energy functions, single electron atoms; spin-orbit interactions, multielectron atoms and quantum statistics. Laboratory included. Prerequisites: PH122 and concurrent enrollment in PH214. (Alternate years. Not offered 2005–2006.) Lab fee.

PH237 Applied Quantum Physics (4)—Applies quantum mechanics to molecules, solids, nuclei and elementary particles. Laboratory included. Prerequisite: PH 236. (Alternate years. Not offered 2005–2006.) Lab fee.

PH313/MA313 Mathematical Methods in Physics II (4)—Introduces partial differential equations; special functions and polynomials; Fourier series and integral transforms. Integral equations. Prerequisite: MA223. (Alternate years. Offered 2005–2006.)

PH314 Mechanics I (4)—Newtonian mechanics including a study of conservation theorems, gravitation and oscillations; introduces calculus of variations; Hamilton's Principle; Lagrangian and Hamiltonian dynamics; central force motion. Laboratory included. Prerequisites: PH121 and concurrent enrollment in PH214. (Alternate years. Offered 2005–2006.) Lab fee.

PH315 Mechanics II (4)—Classical dynamics of two particle collisions, non-inertial reference frames, rigid bodies, coupled oscillations and vibrating systems; relativistic kinematics and dynamics. Laboratory included. Prerequisite: PH314. (Offered upon sufficient demand.) Lab fee.

PH339 Electricity and Magnetism I (4)—Develops theory of electrostatics, dielectrics, magnetostatics, dia-, para- and ferromagnetism, and induction. Laboratory included. Prerequisites: PH122 and concurrent enrollment in PH214. (Alternate years. Not offered 2005–2006.) Lab fee.

PH340 Electricity and Magnetism II (4)—Develops theory of electrodynamics, guided waves and radiation. Prerequisite: PH339. (Alternate years. Not offered 2005–2006.)

PH341 Optics (4)—Fundamentals of geometrical and physical optics. Topics include reflection, refraction, aberrations, interference, diffraction, polarization and dispersion. Laboratory included. Prerequisite: PH122. (Alternate years. Offered 2005–2006.) Lab fee.

PH371 Selected Topics in Physics (2)—Examines a topic which is not offered elsewhere in the curriculum. Prerequisite: permission of instructor. (Offered upon sufficient demand.)

PH372 Thermal Physics (4)—Uses statistical methods to study average properties of systems composed of large numbers of particles. Topics include classical and quantum distribution functions, thermodynamic concepts and functions and kinetic theory of gases. Prerequisite: PH122. (Alternate years. Offered 2005–2006.)

PH391, 392 Junior Seminar I, II (0, 0)—Presentation of advanced topics in physics and chemistry. Graduate school and postbaccalaureate employment are discussed.

PH471 Research (1–4)—Students pursue a research topic under supervision of a faculty member. Prerequisite: permission of supervising faculty member. Lab fee.

PH491, 492 Senior Seminar I, II (1, 1)—Presentation of advanced topics in physics and chemistry. Written and oral reports are required. Graduate school and post-baccalaureate employment are discussed.

DEPARTMENT OF POLITICAL STUDIES

Chair Sherratt, Harper, Walldorf.

MISSION: The Department of Political Studies offers two majors: political studies 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 for both faculty and students to take their political responsibility seriously and make 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.

Requirements for the Major in Political Studies

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:

- PS104 American National Politics
- PS105 Power and Justice: Perspectives on Political Order
- PS106 International Relations
- PS434 State, Citizen and Society

American Politics: *One of the following:*

- PS213 Political Communication: Votes, Groups and Media
- PS214 American Domestic Policy
- PS217 American Constitutional Law
- PS325 Congress and the Presidency

Comparative Politics: *One of the following:*

- PS235 Politics of the Middle East
- PS240 Politics in Western Europe
- PS315 Politics of Post-Communist Europe

International Politics: *One of the following:*

- PS245 The United Nations and PS246 International Diplomacy: Model UN
- PS310 American Foreign Policy
- PS316 International Political Economy
- PS348 Theories of International Relations

Political Theory: *One of the following:*

- PS322 American Political Thought
- PS323 Theories of Politics

One of the following:

- PS425 Internship in Government and Politics
- An approved academic experience outside the United States
- An approved noncredit experience

Six–10 elective hours:

- American Studies Program (8 credits maximum)
- Off-Campus Programs (8 credits maximum)

Students considering graduate study should take a modern language and either SO310 Statistics for Social Research or EB211 Statistics in Business and Economics.

Only 6 credits of internship are permitted in the first 38 credits to satisfy minimum requirements in the major. Electives will be taken with each person's special interests and career objectives in mind.

Double Majors

Students with double majors must take a minimum of 34 credits in political studies when it is declared as their second major. They may substitute an internship in their first major for the political studies requirement. Double majors from philosophy are excused from the internship requirement.

Requirements for the Minor in Political Studies

Students wishing to minor in Political Studies will complete a minimum of 20 hours of coursework in consultation with a departmental advisor.

Requirements for the Major in International Affairs

The international affairs major is an interdisciplinary program stressing integrated knowledge of economics and political studies as applied to the international arena. The major is jointly administered by the Department of Economics and Business and the Department of Political Studies. 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. Contact Dr. C. William Walldorf (political studies) and Dr. Stephen L. S. Smith (economics and business).

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. EB/PS416 serves as the culminating seminar.

Required Courses (28 credits)

- EB201 Principles of Microeconomics
- EB202 Principles of Macroeconomics
- EB366 International Economics
- EB/PS416 International Political Economy
- PS106 International Relations
- PS310 American Foreign Policy
- PS348 Theories of International Relations

Foreign language: 8 credits of intermediate (second year) language or proficiency at the intermediate level.

Electives (12 credits)

Students must choose 12 credits from the following with at least one from the Regional Politics section

Regional Politics

- PS214 American Domestic Policy or PS325 Congress and the Presidency
- PS235 Politics of the Middle East
- PS240 Politics in Western Europe
- PS315 Politics of Post-Communist Europe

General Electives

- EB305 Economic Development
- EB369 International Capitalisms: Asia, U.S. and Europe
- HI241 Modern China
- HI242 Modern Japan
- HI245/FR245 History of Africa
- HI250/SP250 History of Latin America
- HI325 History of American Foreign Policy
- PS245 The United Nations
- PS246 International Diplomacy
- SO335 Social Change and Development

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 assistant dean of the faculty for Off-Campus Programs. Ordinarily it will complement a student's preparation in the elective track. Students planning graduate work in this field are advised to take an additional 16 credits of related course work 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 Studies.

COURSE DESCRIPTIONS

***PS104 American National Politics (4)**—Critically examines basic commitments, institutions and processes of American politics; engages contemporary political debate; focuses on the Constitution, political culture, interest groups, parties, Congress, Presidency and Supreme Court.

***PS105 Power and Justice: Perspectives on Political Order (2)**—Explores basic political concepts, systems and problems in a worldwide context. Encourages use of a Christian worldview to transcend existing modes of understanding and practicing politics.

***PS106 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.

PS213/CO213 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: PS104 or a course in communications, or permission of instructor. (Alternate years. Not offered 2005–2006.)

PS214 American Domestic Policy (4)—Examines policy making from agenda setting to implementation and evaluation of policies; students explore specific domestic policy interests. Prerequisite: PS 104 or permission of instructor. (Alternate years. Offered 2005–2006.)

PS217 American Constitutional Law (4)—Surveys development of American constitutional law from a historical perspective using case-analysis approach. Emphasizes civil liberties and federal-state relations. Prerequisite: a course in American politics or history or permission of instructor.

PS235 Politics of the Middle East (2)—Overviews distinctive character of politics in several Middle East nations; role of religion as a factor in region's politics. Considers Arab-Israeli conflict, politics of oil and escalation of arms in region. Prerequisite: sophomore standing.

PS240 Politics in 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 the European Union; consociational democracy as an alternative to Anglo-American majoritarian democracy. Prerequisite: PS104 or 105.

PS245 The United Nations (2)—Examines history and major institutions of the U.N.; role of U.N. in seeking to settle international disputes, development and application of international law; significance of U.N. in an era of declining superpower hostilities; current issues. Prerequisite: PS106 or permission of instructor.

* Fulfills Core Curriculum requirement.

PS246 International Diplomacy: The Model United Nations (2)—Students serve as U.N. representatives of a country at the National Model United Nations Program at Harvard University; extensive economic, political, social, cultural and scientific reports required on national and international concerns of the country the delegation represents. Includes intensive preparation in parliamentary procedures and debate. Repeatable for credit. Prerequisite: PS245. Class fee: \$300.

PS310 American Foreign Policy (4)—Examines factors shaping international behavior of the 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 the exercise of world power. Prerequisite: junior standing.

PS315 Politics of Post-Communist Europe (4)—Contrasts Russian and Polish attempts to establish new forms of state and society after collapse of communism in 1989. Examines both continuity and change in public philosophy, political culture and key institutions in the former Soviet sphere of influence in Central Europe.

PS322 American Political Thought (4)—Are all Americans liberals? Examines the American political tradition, using primary documents from the Colonial period through the present, with special emphasis on the Federal Convention of 1787 and a Christian critique of contemporary liberalism. Prerequisite: PS104. (Alternate years. Not offered 2005–2006.)

PS323/PL323 Theories of Politics (4)—Explores major themes in “Western tradition” from Plato and Aristotle to Marx and Arendt organized around the question, “Why should I obey the state?” Explores central concepts of state and citizen. Prerequisite: junior standing or permission of instructor. (Alternate years. Offered 2005–2006.)

PS325 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 the Constitution on presidential-congressional relations. Prerequisite: PS104. (Alternate years. Offered 2005–2006.)

PS348 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 will include, among others, realism, Marxism, neoliberalism and constructivism. Prerequisite: PS106.

PS416/EB416 International Political Economy (4)—Examines political aspects of international economic relations, including global economy, development of international economic organizations and role of key national and transnational actors, especially the United States and U.S.-based multinational corporations. Presents alternative theoretical approaches. Prerequisites: PS106, EB202 and junior standing.

PS425 Internship in Government and Politics (4 to 16)—Work experience in a variety of public and private sector settings, here and abroad. Plan ahead to avoid conflicts with other degree requirements. Prerequisite: permission of instructor. See Off-Campus course descriptions.

PS434 State, Citizen and Civil Society (2)—Primary emphasis on principles of Christian pluralism from the Reformed and Catholic traditions. Students develop individual projects in the application of Christian principles to public policy questions in the United States, Europe, the developing world, international politics, etc. Senior capstone course, team taught by the department in seminar format.

DEPARTMENT OF PSYCHOLOGY

Chair Auday, Cook, Hodges, Joss, Kosits, S. 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.

- PY201 Psychological Perspectives on Reality
- PY202 Exploring Psychology
- PY256, 257 Research Methods in Psychology I, II
- PY447 Scientific and Philosophical Theories in Psychology
- PY491 Senior Seminar

One of the following:

- PY246 Clinical Psychology: Psychopathology
- PY311 Developmental Disabilities
- PY322 Counseling Theory and Practice

One of the following with its associated lab:

- PY342 Cognitive Psychology
- PY347 Animal Behavior
- PY349 Physiological Psychology
- PY351 Wisdom, Intelligence and Creativity
- PY352 Social Perception and Cognition
- PY353 Community Psychology

Psychology electives (12 credits)

(Note: PY342, 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). 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 PY425, 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

PY201 Psychological Perspectives on Reality

PY202 Exploring Psychology

PY256, 257 Research Methods in Psychology I, II

Psychology electives (8 credits)

B. For students interested in human services

PY201 Psychological Perspectives on Reality

PY202 Exploring Psychology

Two of the following:

PY243 Social Psychology

PY244 Developmental Psychology

PY246 Clinical Psychology: Psychopathology

PY311 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). Requirements for departmental minors are listed under the appropriate major.

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 movement science. A total of 24 credits is required beyond the prerequisite.

Prerequisite

BY213 Human Anatomy and Physiology I or BY312 Animal Physiology

Required Courses (16 credits)

BY321 Molecular Cell Biology and Microscopy (4 credits)

MV450 Neurophysiological Basis for Movement (4 credits)

PY349 Physiological Psychology and Lab (4 credits)

PY475 Neuroscience Seminar (4 credits)

Cellular and Molecular Emphasis (choose one course from the list)

- BY316 Modern Genetics (4 credits)
- BY323 Developmental Biology (4 credits)
- BY420 Advanced Techniques in Molecular Biology (2–4 credits)
- CH422 Biochemistry (4 credits)

Behavioral Emphasis (choose one course from the list)

- PY250 Psychology of Memory (4 credits)
- PY281 Drugs and Behavior (2 credits)
- PY342 Cognitive Psychology (4 credits)
- PY347 Animal Behavior (4 credits)
- MV310 Motor Control and Learning (4 credits)
- MV350 Disorders of Voluntary Movement (4 credits)

Additional courses may be selected from the emphases above or in consultation with advisor to complete the 24-credit minimum.

COURSE DESCRIPTIONS

- * **PY201 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.

PY202 Exploring Psychology (2)—Introduces psychology as a scientific discipline and helping profession, as well as the structure of the major and department. Topics include perception, memory, emotion and therapy. Prerequisite: PY201.

PY243 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: PY201.

PY244 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. Prerequisite: PY201.

PY246 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: PY201.

PY250 Psychology of Memory (4)—Examination of the organization of cognitive functioning with particular emphasis on human memory and the 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. The relevance of human memory to contemporary social issues (eg., child sexual abuse and the recovered memory/false memory controversy) is also discussed.

PY256, 257 Research Methods I, II (4, 4)—Presents approaches to conducting research in the behavioral sciences. Explores the 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. Prerequisites: PY201, PY202. Lab fee.

PY281 Drugs and Behavior (2)—Explores frequently abused psychoactive drugs such as alcohol, marijuana, cocaine and heroin. A special emphasis is placed on drugs used in the treatment of mental health. The psychological and physiological components of drug use will be discussed. Prerequisite: PY201.

PY311 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: PY201 and one additional psychology course or permission of instructor.

PY322 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. Prerequisite: PY201.

PY340 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: PY201 and one additional psychology course or permission of instructor.

PY342 Cognitive Psychology (4)—Explores the relationship between cognition and reality focusing on questions of meaning and value. Topics include perceiving, remembering, imagining, language and ecological approaches to psychology. Prerequisites: PY257 and junior standing for majors. Permission of instructor for non-majors. (Alternate years. Offered 2005–2006.)

PY342L Cognition Lab (0)—Demonstrates various phenomena in perception, memory and imagination; major research project required. (Alternate years. Offered 2005–2006.) Lab fee.

PY346 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: PY246.

PY347 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: PY257. Permission of instructor for non-majors. (Alternate years. Not offered 2005–2006.)

PY347L Animal Behavior Lab (0)—Field observations of animals in various settings. Research project required. (Alternate years. Not offered 2005–2006.) Lab fee.

PY349 Physiological Psychology (4)—Explores the neurological correlates of behavior such as memory, language, emotion, sleep and psychiatric disorders. Topics discussed include brain injury and rehabilitation, Alzheimer's disease, stroke, aphasia and genetics. Prerequisite: PY257 or permission of instructor.

PY349L Physiological Psychology Lab (0)—Neuroanatomy explored through brain dissection and electronic brain atlases. Hands-on experience with brain-imaging equipment to study the psychophysiological relationships among brain waves (EEG) and other physiological measures for studying cognitive processing (eg., memory, emotion, awareness). Lab fee.

PY351 Wisdom, Intelligence and Creativity (4)—Examines the nature of wisdom, creativity, intelligence and related abilities from several current and historical perspectives. Evaluates the process of measurement, including its accuracy, usefulness, biases, cross-cultural difficulties and appropriateness for special populations. Prerequisite: PY257. (Alternate years. Not offered 2005–2006.)

PY351L 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 the department's extensive collection. (Alternate years. Not offered 2005–2006.) Lab fee.

PY352 Social Perception and Cognition (4)—Explores at an 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 are addressed. Laboratory prerequisite: PY257 or permission of instructor. (Alternate years. Not offered 2005–2006.)

PY352L 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. Not offered 2005–2006.) Lab fee.

PY353 Community Psychology (4)—Examines the concept of community and what makes communities strong and effective. Considers how problems typically understood as individually rooted can be recast as problems in the 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: PY257. (Alternate years. Offered 2005–2006.)

PY353L Community Psychology Lab (0)—Introduces students to practical applications of community psychology principles in the local community. Students will formally evaluate a community program and will design and implement a community intervention. (Alternate years. Offered 2005–2006.) Lab fee.

PY360 Industrial/Organizational Psychology (2)—Examines the integration of psychological principles with the business world. Selected topics within human resources are explored such as employee work motivation, personnel recruitment and selection, job redesign. The role of psychological testing in employment is discussed. Prerequisite: PY201.

PY361 Psychology of Gender Roles (2)—Surveys psychological and sociological issues in gender stereotypes and roles; biological and social influences on development; therapeutic issues relevant to male and female clients; depression, anger, eating disorders and relationships. Prerequisite: PY201. (Not offered 2005–2006.)

PY363 Negotiation and Conflict Resolution (2)—Explores resolution of conflict by examining the basics of negotiation, mediation and arbitration. Focuses on contributions of psychological research to an understanding of these processes, and addresses their application to such varied topics as roommate conflicts, domestic relations, labor-management negotiations and international disputes. Prerequisites: PY201 and junior standing.

PY371 Selected Topics (2 or 4)—Studies theoretical or applied topics not regularly taught. Repeatable if topic changes. Prerequisite: permission of instructor.

PY390 Death and Dying (2)—Examines psychological processes of grief and separation, and the history of attitudes toward death, bioethical issues associated with dying and association between worldviews and attitudes toward death and dying. Prerequisites: PY201 and junior standing.

PY392 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 the law and social sciences. Prerequisites: PY201 and junior standing.

PY394 Life Span Development (4)—Surveys social, intellectual and vocational issues predominant during adolescence, adulthood and aging. Discussion format. Prerequisites: PY 201 and junior standing. (Not offered 2005–2006.)

PY425, 426 Internship (4, 4)—Applies selected psychological principles in a 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.

PY447 Scientific and Philosophical Theories in Psychology (4)—Advanced exploration of historical, philosophical and scientific issues in theories of psychology. Persons and topics discussed include Descartes, Kant, Kierkegaard, Piaget, Gibson, behavior theory, cognitive science and sociobiology. Prerequisite: senior standing or permission of instructor for nonmajors.

PY471 Research (1–4)—Research projects under a supervising faculty member for upperclass psychology majors. Literature reviews, data collection and analysis, and written reports required. Prerequisite: permission of instructor.

PY475 Neuroscience Seminar (4)—Explores the tools and methods used by neuroscientists to study the brain (e.g., MRI, fMRI, ERP, PET). Both theoretical and empirical research will be discussed within the topics of neuroanatomy, cognitive psychophysiology and the neural substrates of executive functions (e.g., memory, decision making). A major research project is required along with attending field trips to nearby brain-imaging laboratories. Prerequisite: PY349 or permission of instructor.

PY491 Senior Seminar (2)—Examines practical aspects of the integration of psychology and Christian faith, including models of integration, the importance of scientific research and spiritual development. Explores graduate school admission, job search and interviewing and other postgraduate issues. Prerequisite: senior standing.

DEPARTMENT OF RECREATION AND LEISURE STUDIES

Chair Gin, Hothem, 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 the emerging 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, 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:

- LS115 Foundations of Recreation and Leisure
- LS216 Recreation Activity Analysis
- LS218 Programming and Evaluation in Recreation
- LS318 Recreation Leadership
- LS330 Play, Games and Sport
- LS425 Internship; or a cooperative education field experience
- LS471 Research in Recreation and Leisure Studies
- LS492 Leisure Theories and Cultural Values
- PE016 La Vida Wilderness Expeditions (core)
- PY201 Psychological Perspectives (core)
- SO101 Sociological Perspectives (core)

One of the following:

- LS240 Methods and Skills in Adventure Education
- LS294 Philosophy and Theories of Coaching
- LS323 Recreation for Individuals with Special Needs

One of the following:

- PY244 Developmental Psychology
- PY394 Life Span Development

One of the following:

- SO310 Statistics for Social Research
- PY256 Research Methods in Psychology I

Choose 4 credits of the following:

- PY243 Social Psychology
- SO211 Cultural Anthropology
- SO220 Marriage and Family
- SO221 Power, Prestige and Poverty
- SO232 Diversity in U.S. Populations
- SO242 Deviance and Social Control
- SO290 Urban Sociology
- SO333 Sociology of Gender
- SO340 Women and World Development
- SO345 American Culture

Outdoor Education Concentration

Recreation and Leisure Studies majors may elect this concentration by participating in the Gordon College Outdoor Education Immersion Semester and completing an outdoor education experience for their internship (LS425).

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.

Gordon Outdoor Education Immersion Semester

The Gordon College Outdoor Education Immersion 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 Outdoor Education Immersion Semester will fulfill requirements for either a recreation and leisure studies concentration in outdoor education or a minor in outdoor education. Sixteen credits and an internship placement. Contact Rich Obenschain, director of the Center for Outdoor Education and Leadership, or the Global Education Office.

Minor in Recreation and Leisure Studies

Minors may be arranged to complement a student's major or area of interest. The minor requires 16–20 credits.

Minor in Outdoor Education

Nonmajors may minor in outdoor education by participating in the Gordon College Outdoor Education Immersion Semester after completing the application and obtaining approval from the department chair. Immersion Semester courses are:

- OE241 Foundations of Outdoor Education
- OE243 Philosophies and Theories of Outdoor Education and Leadership
- OE343 Expeditionary Training (Wilderness Education Association Certification)
- OE370 Culture, Society and Global Perspectives in Outdoor Education
- OE425 Internship

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

COURSE DESCRIPTIONS

RECREATION AND LEISURE STUDIES

LS115 Foundations of Recreation and Leisure (4)—Surveys the psychological and sociological factors that influence the nature and scope of leisure, leisure behavior and recreation activity. Students are also introduced to the history of leisure and the recreation profession as well as a wide variety of professional leisure service agencies.

LS216 Recreation Activity Analysis (4)—Examines skills, methods and techniques of instruction in recreational sports, games, dance, crafts movement and dance.

LS218 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 is required to provide experiential model for programming process.

LS240 Methods and Skills in Adventure Education (4)—Introductory course exploring the 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.

LS294 Philosophy and Theories of Coaching (4)—Develops philosophy of coaching; coaching theories; organizational concepts; principles of coaching ethics; interrelational behavior of athletes and coaches; and the integration of Christian faith in the role of the coach.

LS305 Movement Education (2)—Explores the principles of movement and the foundations of movement education of children. Emphasis is on basic motor skills—perceptual, sensorimotor and psychomotor skills. Introduces students to a wide variety of movement experiences including exploration, rhythm activities, dance and games. Elective for recreation majors.

LS308/ED308 Health and Physical Education (2)—Explores theories, principles and practices related to instruction and curriculum development in health and physical education, grades K–9. Elective for recreation majors.

LS318 Recreation Leadership (4)—Examines basic principles of the recreational leadership process; theories of leadership styles; the process and nature of group development; instructional strategies, methods and techniques of recreational service delivery. Twenty-hour field placement required. Prerequisite: LS216.

LS323 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.

LS330 Play, Games and Sport (4)—Examines the social psychological dimensions of play, anthropological understanding of games, and the sociological issues of sport. Includes explorative research project. Prerequisite: junior or senior standing.

LS371 Selected Topics (2 or 4)—An upper-level course focusing on selected topics in recreation and leisure not included in regular department offerings.

LS425 Internship (2–6)—Supervised field assignment in a recreational service setting. Prepares students for professional career choices. Must be prearranged and approved by instructor.

LS471 Research in Recreation and Leisure (2)—Supervised research project includes preparation of literature reviews, data collection and analysis, presentations and discussion of papers. Prerequisites: junior or senior standing; PY256 or SO310, LS330.

LS492 Leisure Theories and Cultural Values (4)—Reviews major philosophical and sociological theories that shape cultural values toward leisure; Christian critique of the role of leisure in contemporary society. Prerequisite: senior standing. Open to non-majors.

OUTDOOR EDUCATION IMMERSION SEMESTER

OE241 Foundations of Outdoor Education (4)—Explores the historical and literary foundations of outdoor education and the broad definitions of spirituality in the wilderness. This inquiry is done in conjunction with the development of a personal environmental ethic and introductory technical skills related to outdoor education.

OE243 Philosophies and Theories of Outdoor Education and Leadership (4)—Surveys the current philosophies, theories, methodologies and applications of outdoor education. General leadership principles are reviewed and students are introduced to teaching strategies, program design and administrative responsibilities common to the operation of outdoor programs.

OE343 Expeditionary Training (Wilderness Education Association Certification) (4)—Through a 21-day wilderness expedition, this course incorporates the 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 the transference of learning.

OE370 Culture, Society and Global Perspectives in Outdoor Education (4)—Addresses important sociological topics such as race, gender, urbanization and poverty, which shape our response to pertinent issues in society. Special attention is given to how outdoor education impacts the spiritual development of participants and the broader mission of the Church.

OE425 Internship (2–4)—Supervised field assignment in an outdoor education setting. Must be prearranged and approved by instructor.

PHYSICAL EDUCATION

- * **PE015 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. Required freshman year or the first year at Gordon for transfers. Fee plus additional costs.
- * **PE016 La Vida Wilderness Expeditions (0)**—Intensive 12-day wilderness experience. Required freshman year or the first year at Gordon for transfers. (Current students register in November for the May or June trips, or in April for the August trip. Current first-year students may register for the August La Vida which takes place before their sophomore year. Incoming first-year students may register during summer registration for the June or August La Vida. A deposit is required from incoming students only for the June or August expedition.) Fee plus additional costs; special drop, withdrawal and refund policies apply.
- * **PE017 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 petition only. Fee.
- * **PE018-099 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.



Art Durity

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Chair Johnson, Coleman, DeWeese-Boyd, George, Holcomb, Plosker, 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 38 credits in sociology, including:

- SO101 Sociological Perspectives
- SO285 Foundations of Sociological Thought
- SO310/SW310 Statistics for Social Research
- SO311/SW311 Social Research Methods
- SO411 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 (SO471, 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 28 credits in sociology, including:

- SO101 Sociological Perspectives
- SO285 Foundations of Sociological Thought
- SO310/SW310 Statistics for Social Research
- SO311/SW311 Social Research Methods
- SO411 Contemporary Social Theory
- Sociology electives (10 credits)

Double Major in Sociology/Social Work

The department strongly encourages the unity of theory and practice through a specially designed double major of 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 women and men 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 enhance human well-being and to alleviate poverty and oppression. Through the integration of the values, knowledge and skills of the social work profession, social work graduates are prepared to act in systems at all levels 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 BSW level in all states with licensure laws. Graduates 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. Requirements include successful completion (C grade or higher) of SW201 Introduction to Social Work and Social Welfare and completion of the social work major application form. Admission to, and continuance in, the social work program is subject to an ongoing mutual evaluation of the "goodness-of-fit" between the student, the program and the field. Self-evaluation and self-selection are encouraged through both the advising process and program requirements. For further information, please 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 (54 credits)

- SW201 Introduction to Social Work and Social Welfare
- SW202 Human Behavior and the Social Environment
- SO221/SW221 Power, Prestige and Poverty
- SO232/SW232 Diversity in U.S. Populations
- SW301 Helping Theories and Practice with Individuals and Families
- SW302 Helping Theories and Practice with Groups and Organizations
- SO310/SW310 Statistics for Social Research
- SO311/SW311 Social Research Methods
- SO322/SW322 Social Policy and Institutions
- SW401 Community Development Theory and Practice
- SW420 Practicum Seminar
- SW425,426 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 the following courses as part of those Core Curriculum requirements:

- NS220 Human Biology, Health and Disease
- SO101 Sociological Perspectives

Double Major in Social Work/Sociology

Social work majors are encouraged to complete a double major in sociology. This is greatly 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:

- SO285 Foundations of Sociological Thought
- SO411 Contemporary Sociological Theory
- Sociology electives (8 credits)

COURSE DESCRIPTIONS

SOCIOLOGY

- * **SO101 Sociological Perspectives (2)**—Explores social dimension of life; human communities and selected social problems and social institutions. Assesses modern social thought and explores social action.

SO211 Cultural Anthropology (2)—Introduces study of culture; focuses on cross-cultural comparisons, methods of field study and basic ethnological concepts. Explores nonwestern societies and principal anthropological assumptions.

SO220 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.

SO221/SW221 Power, Prestige and Poverty (4)—Analyzes structured social inequality and poverty in human societies. Examines historical systems of stratification based on a 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: SO101.

SO232/SW232 Diversity in U.S. Populations (4)—Surveys the racial and ethnic demographics of the population in the U.S. in order to understand social stratification. Explores the various historic, social and economic forces which have contributed to the emergence and assignment of racial and ethnic identities of Americans. Major populations and identities such as African-Americans, Native Americans, Hispanic-Americans, Asian-Americans and Anglo-Americans will be covered. Prerequisite: SO101.

SO242 Deviance and Social Control (2)—Explores the various sociological and theoretical perspectives on social deviance and its control. Introduces the various analytical frameworks and their varying relevance to understand deviant social behavior such as drug abuse, sexual deviance, suicide and other issues. Considers the impact of Christian faith on the morality of social behavior. Prerequisite: SO101.

SO285 Foundations of Sociological Thought (4)—Studies early development of social thought, social and philosophical roots of sociology, and nature of nineteenth-century sociological theory. Focuses on works of Marx, Durkheim, Weber and Simmel. Prerequisite: SO101.

* Fulfills Core Curriculum requirement.

SO290 Urban Sociology (4)—Explores the historical, economic and cultural factors that have contributed to the creation of the modern urban environment. Examines how contemporary political, economic and social issues impact the lives of urban residents. Special emphasis is placed on the narratives of postindustrial urban dwellers. Prerequisite: SO101.

SO310/SW310 Statistics for Social Research (4)—Discusses the 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: SO101 or permission of instructor. Lab fee.

SO311/SW311 Social Research Methods (4)—Introduces students to logic of social scientific research. Explores different epistemological stances informing social scientific inquiry and traces their methodological implications. Specific methods covered include survey research, archival research, content analysis, comparative-historical analysis, field research, participant observation and others. Requires the development of an independent research proposal. Prerequisite: SO310.

SO322/SW322 Social Policy and Institutions (4)—See SW322 course description.

SO325 Sociology of Education (4)—Explores the ways in which the institution of education supports and obstructs the student's transition into the private and public spheres. Examines the way structural factors such as class, race and gender operate to encourage and limit academic success throughout the student's academic career. Special emphasis is placed 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. Offered 2005–2006.)

SO328 Sociology of Religion (4)—Introduces and critiques assumptions, methods and theoretical insights of a 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: SO101.

SO333 Sociology of Gender (4)—Explores the 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 the result of socialization. Grapples with the implications of the Christian faith for gender identity in contemporary American society. Prerequisite: SO101. (Alternate years. Offered 2005–2006.)

SO335/SW335 Social Change and Development (4)—Examines social change and continuity, development and underdevelopment in nonwestern societies. Addresses the impact of colonialism, modernity and globalization on the cultures of these societies. Evaluates theories and models for development and modernization from a Christian perspective. Prerequisites: SO101 and EB201 or PS106.

SO338 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 the social sciences have contributed to the construction and transformation of the concept of race. Analyzes specific historical events (i.e., the civil-rights movement in the 1960s, African-American neoconservatism in the 1990s) to reveal how racial categories have been erected, resisted and reconfigured. Prerequisites: SO101, 232.

SO340 Women and World Development (4)—Explores various cross-cultural perspectives on gender in the contemporary lives of women. Examines the impact of traditional social systems on the social and economic development of women, and addresses women's critiques and suggestions for democratic social change. Incorporates current multidisciplinary research on gender. Prerequisites: SO101 and junior standing.

SO345 American Culture (4)—Explores social transformation of American myths, norms and values; emphasizes cultural meanings of work, leisure, community, politics and media; develops a critical, Christian perspective on problems and promises of American society.

SO371 Selected Topics (2 or 4)—Various topics covered on a rotating basis. Designed for advanced students interested in topic being presented. Prerequisite: permission of instructor.

SO411 Contemporary Social Theory (4)—Surveys prominent schools of twentieth-century social thought. Links developments in sociological theorizing to broader intellectual trends of the period. Perspectives surveyed include phenomenology, symbolic interactionism, functionalism, neo-Marxian theory, structuralism and poststructuralism, feminist theory, and rational-choice theory. Prerequisite: SO285 or permission of instructor.

SO425 Social Service Internship (Variable)—Supervised work experience or research in an agency, business, government office or community organization. Prerequisite: advanced standing in sociology.

SO448 The Social Self (4)—Using an interdisciplinary approach, this course investigates the social and spiritual factors that contribute to the development of individual identities. Research—from anthropology, social-psychology, psychoanalysis, feminist theory, race studies, Christian and Buddhist thought—is employed to help explain the development and construction of the human self. Questions include: What is the self? How do infants become socialized? How do structural factors like class, race and gender influence identity? Prerequisite: SO101 or PY101 or permission of instructor.

SO471, 472 Research I, II (2–4)—Individual research for honors thesis. Prerequisites: senior standing and departmental permission.

SOCIAL WORK

SW201 Introduction to Social Work and Social Welfare (4)—Introduces social work as a human helping profession; includes history, value, knowledge and skill bases; emphasizes person in situation; problem solving; interaction of spiritual, biological, psychological and sociological systems. Highlights social work methods, settings, problem areas, client populations, social policy and institutions, and service delivery systems. Includes 25-hour volunteer practicum in human service setting.

SW202 Human Behavior and the Social Environment (4)—Uses a systems model for examining the interaction of individuals, families, cultural and social systems as well as the behaviors, attitudes, values and problems related to different cultural, ethnic, sex and age groups and other populations at risk. Takes a life span approach using sociological, psychological and biological knowledge to describe human growth and development, tasks and milestones. Uses a systems model to describe the interactions between the bio-psycho-social influences upon development for each age group. Prerequisite: SW201 or permission of instructor.

SW221/SO221 Power, Prestige and Poverty (4)—See SO221 description.

SW232/SO232 Diversity in U.S. Populations (4)—See SO232 description.

SW301 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: SW201, SW321 or permission of instructor.

SW302 Helping Theories and Practice With Groups and Organizations (4)—Examines a generalist model of social work practice using a systems framework with application for working with groups and organizations. Introduces students to the theory and methods of group and organizational dynamics. Synthesizes theoretical and helping strategies for working with a wide variety of problem situations, client populations, and ethnic and minority groups social workers are likely to encounter. Prerequisite: SW201 or permission of instructor.

SW310/SO310 Statistics for Social Research (4)—See SO310/SW310 description.

SW311/SO311 Social Research Methods (4)—See SO311/SW311 description.

SW322/SO322 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.

SW335/SO335 Social Changes and Development (4)—See SO335 course description.

SW391 Seminar (2 or 4)—Topics rotate; designed for any social work major or other advanced student interested in topic. Prerequisites: social work major, SW201, or permission of instructor.

SW401 Community Development Theory and Practice (4)—Explores theoretical and practical aspects of community political economy. Both historical and contemporary efforts in community organizing and community development are discussed. Also explores the role of community-based organizations. Prerequisites: SW201, 301, 302 or permission of instructor.

SW420 Practicum Seminar (2)—Taken concurrently with SW425 and SW426. Integrates theory and practice through instruction and discussion; information and experience from various settings; group supervision. Examines socialization into the profession and handling of personal values and practice. Prerequisites: SW201, 301, 302, 303, 310, 311, 322.

SW425, 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, provide social services to clients under instruction and supervision; challenging settings. Develops and practices professional skills; matches interests and goals. Prerequisites: SW201, 301, 302, 303, 310, 311, 322.

INTERDISCIPLINARY AND OFF-CAMPUS CURRICULUM

Gordon College offers a number of interdisciplinary courses that lie outside the traditional departmental framework and are administered by faculty from various departments. Such courses include divisional, independent and nondepartmental courses 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 committee chair.

Requirements for the 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):

- EB307 Environmental Economics
- NS222 Environmental Science
- NS425 Environmental Internship

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

- BY220 Crops and Society
- EB305 Economic Development
- NS371 Seminar in Environmental Studies
- PL213 Ethics
- PS214 American Domestic Policy
- PS416 International Political Economy
- SO335 Social Change and Development
- SO340 Women and World Development

Off-Campus Experience (variable credits):

Appropriate courses at Au Sable Institute of Environmental Studies, American Studies Program or Latin American Studies Program may be substituted for required and elective courses in the program by permission of the program director, Dr. Dorothy F. Boorse.

Requirements for the Health Professions Minor

Students planning careers in medicine, dentistry, optometry, podiatry, veterinary medicine or other health professions should declare their intentions to the Admissions Office before registering as freshmen in order to begin the necessary courses. Students should officially declare the minor with the Registrar's Office and also schedule an appointment with the pre-health professions adviser, Dr. Craig M. Story, in the Biology Department. A Health Professions Committee helps guide students through the various stages of preparation and application to health profession schools. The courses listed below are generally required for all health professions listed above. The coordinator of health professions will inform students of exceptions. See the health professions website at <http://faculty.gordon.edu/ns/by>.

Required Courses

BY150 Biology I: Cell and Genetics
BY151 Biology II: Zoology and Physiology
BY250 Biology III: Plants, Ecology and Evolution
BY260 Introduction to Research in Biology
CH111, 112 Principles of Chemistry I, II
CH211, 212 Organic Chemistry I, II
HP200, 201, 300, 301 Health Professions Seminars I–IV (taken in sophomore and junior years)
MA141, 142 Calculus I, II or one semester of Calculus and MA220 Biostatistics
PH121, 122 Introductory Physics I, II
Writing (8 hours)

Recommended Courses

BY422/CH422 Biochemistry
Additional upper-level courses in biology such as BY312, 314, 316, 321, 323 or 333

Requirements for the Minor in International Studies

An interdepartmental minor in a specific international geographic area may be developed with the approval of the External Education Committee. Contact Dr. Audrey Todd, dean of external education.

Requirements for the Minor in International Studies: Concentration in Russia and Eastern Europe

The Russia/Eastern Europe minor emphasizes the language, literature, history and contemporary political and economic situation of Eastern Europe and Russia. Contact Dr. William A. Harper in the Political Studies Department.

Required Courses (8 credits, or the equivalent, in one of the following languages):

GM101, 102 Beginning German I, II
Any other recognized Eastern European language

Elective Courses (At least 10 credits in two or more departments, subject to the approval of the advisor):

- EN321 Russian Literature
- HI238 Century of Ideology and Bloodshed: Europe 1914–Present
- HI334 Modern Russia and the Soviet Union
- PS315 Politics of Post-Communist Europe

Appropriate independent studies in any academic department may be included, subject to advisor approval.

Required Field Experience (One of the following):

- Participation in an approved study abroad program (summer, semester or year) on site in Eastern Europe or Russia. See Russian Studies courses under off-campus course descriptions.

Approved noncredit Gordon missions experience in Eastern Europe or Russia

Requirements for the 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 Global Education Office.

Required Courses

- Two years college Spanish (or equivalent)
- NS222 Environmental Science
- LA315 Latin American History, Contemporary Issues and Perspectives

Elective Courses (At least 8 credits of the following):

- EB305 Economic Development
- MI215 Biblical and Historical Foundations for World Missions
- SO211 Cultural Anthropology
- SP362 Latin American History, Culture and Civilization
- SP372 Survey of Latin American Literature or SP493, 494 Seminar in Latin American Topics I, II
- SO335 Social Change and Development
- Comparable courses at a Latin American university

Required Field Experience

Latin American Studies Program or a comparable program. See off-campus programs and course descriptions.

Minor in Missions

See Biblical and Theological Studies Department.

Minor in Neuroscience

See Psychology Department.

Minor in Outdoor Education

See Recreation and Leisure Studies Department.

Requirements for the Minor in Pre-Law

The pre-law minor is designed to help students prepare for careers in law by taking selected courses and by working with a pre-law advisor. Pre-law 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 pre-law 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.

Required Courses:

LW201 Law in Everyday Life: Legal Principles and Their Applications

PL211 Critical Thinking or PL212 Formal Logic

LW217/PS217 American Constitutional Law

LW318/PL318 Philosophy of Law

One of the following:

EB201 Principles of Microeconomics

HI201 Introduction to the Study of History

Six additional credits determined in consultation with a pre-law advisor. Possible courses include:

CO212 Writing for the Media

EB311 Intermediate Microeconomics

LW320/EB320 Business Law

LW392/PY392 Law and Psychology

PL213 Ethics

HI232, 234 or 237 (American history course, maximum of 4 credits)

A law-related internship (2 or 4 credits under PS, PY or EB departments)

COURSE DESCRIPTIONS: CORE/INTERDISCIPLINARY

- * **CR100 Christianity, Character and Culture I (2)**—Introduces study of liberal arts and the Core Curriculum. Topics include character formation, cross-cultural issues, and Christian social responsibility. Readings include important works of fiction and nonfiction. Small-group discussion, intensive writing, individual tutorials. The course may not be dropped.
- * **CR102 Christianity, Character and Culture II (2)**—Continuation of CR100. First-year students must enroll in the same section for both fall and spring semesters. The course may not be dropped. Prerequisite: CR100.
- * **CR200 Christianity, Character and Culture (Transfer) (2)**—For transfer students with more than 12 to 56 credits after high school. Covers topics of CR100 and 102 including character formation, cross-cultural issues, and Christian social responsibility. Readings include important works of fiction and nonfiction. Small-group discussion, individual tutorials, intensive writing. Normally taken the first term at Gordon; may not be dropped.

COURSE DESCRIPTIONS: PRE-LAW PROGRAM

LW201 Law in Everyday Life: Legal Principles and Their Application (4)—Addresses the influence of law on everyday life: leases, purchases, student loans, workplace issues, marriage and sickness. Introduces students to the law by examining common circumstances, by exploring the vocabulary of the law and by considering law as a vocation. Prerequisite: sophomore standing or above.

LW217/PS217 American Constitutional Law (4)—See PS217 course description.

* Fulfills Core Curriculum requirement.

LW318/PL318 Philosophy of Law (4)—See PL318 course description.

LW320/EB320 Business Law (4)—See EB320 course description.

LW392/PY392 Law and Psychology (4)—See PY392 course description.

COURSE DESCRIPTIONS: DIVISIONAL

* **FA112 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.

* **NS218 Newton to Einstein (4)**—Explores foundational ideas in the physical sciences, including Newtonian mechanics, energy, conservation principles, kinetic theory of matter, entropy, relativity, wave behavior and quantum theory. Related historical, philosophical and theological issues are also discussed. Laboratory required. Prerequisite: ND090 or equivalent mathematical competency. Core physical science lab option. Lab fee.

* **NS220 Human Biology, Health and Disease (4)**—Studies human body from intracellular environment to structure and function of biological control systems; fundamental functions of cell and organ systems; health and disease; metabolism; energy balance. Core life science lab option. Lab fee.

* **NS222/BY222 Environmental Science (4)**—Examines world hunger, human population growth, economic development, energy use, environmental pollution and biodiversity loss. Grounded in the sciences; interdisciplinary in approach. Emphasizes Christian stewardship, public policy and individual actions. Core life science non-lab option.

NS371 Seminar in Environmental Studies (2)—Prepares student for internship or environmental field work. Emphasizes analysis of current events related to environmental concerns. Prerequisite: NS222. (Alternate years. Not offered 2005–2006.)

NS425 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: NS222.

COURSE DESCRIPTIONS: INDEPENDENT

381 Independent Study (2 or 4)—Independent semester-long course in a topic not available in existing curriculum, to provide curricular enrichment. Prerequisites: minimum cumulative average of 2.75, adequate background to support the topic, permission of instructor, advisor, department chair and registrar. May require lab fee.

425 Internship (2 or 4)—Designed internship experience in an area not covered by a catalog listing. A written proposal must be approved in advance by the supervising faculty member. Prerequisite: minimum 2.50 cumulative average. Contact the Registrar's Office.

* Fulfills Core Curriculum requirement.

Guided Study (2 or 4)—Required course listed in catalog, offered on a tutorial basis because of scheduling conflict. May not be an elective. Prerequisites: permission of instructor, advisor, department chair and registrar. May require lab fee.

COURSE DESCRIPTIONS: NONDEPARTMENTAL

ND090 College Algebra Workshop I (0)—Considers basic number relationships. Reviews arithmetic and algebraic skills. Formulas and application problems. Prerequisite: permission of instructor or placement exam. Workshop fee.

ND091 College Algebra Workshop II (0)—Reviews algebraic skills, solving equations, polynomials, graphs, application problems, scientific notation. Prerequisite: permission of instructor or placement exam. Workshop fee.

ND099 Study Skills Workshop—Emphasizes development of college-level reading skills, study skills and study habits. Transfers skills to core content areas. Practice listening and lecture note-taking. Fee.

ND211 Leadership Theory and Practice (2)—Explores the foundations of leadership in the home, workplace, church and community. Topics include the evolution of leadership theory and practice, biblical and historical figures, leadership style, character, servanthood, creativity, vision, influence, followership, and distinctives of Christian leadership. Students are encouraged to identify and apply their own personal styles of influence in their chosen vocation and calling.

ND310 Foundations of Work and Vocation (4)—This integrative course explores the issues of work and vocation from biblical, theological, historic and philosophical perspectives. Attention will be given to the nature of calling, life and work within biblical and ethical frameworks. Prerequisite: enrollment in The Elijah Project.

ND312 Vocation: Discernment, Decision Making and the Call of God (4)—Building on ND310, this integrative seminar explores the sociological and psychological contexts within which individuals respond to the responsibilities and opportunities of work in the contemporary world. Attention will be given to contemporary needs and opportunities, decision-making skills and exploration of individual giftedness. Prerequisites: ND310 and enrollment in The Elijah Project.

ND325 Identity, Community and Vocation (4)—Explores the sociological and psychological contexts for finding one's place of service and contribution. Prerequisites: permission of instructor, at least sophomore standing and participation in the Elijah Project.

ND326 Theological Foundations of Vocation (4)—Explores the foundation of meaningful human action and the role of work in the lives of communities and individuals through the disciplines of theology, philosophy and history. Prerequisites: permission of instructor and at least sophomore standing.

ND401 Honors Research Seminar (2)—Introduces select social science and humanities students to issues relating to the Christian in higher education; develops higher-level research skills. Topics include graduate school, application process, vocation. Emphasizes Christian worldview pertaining to research and teaching at post-secondary level. Prerequisite: permission of instructor.

COURSE DESCRIPTIONS: OFF-CAMPUS

291, 292 International Seminar (2 or 4)—Intensive summer- or winter-break travel courses from different disciplines taught in the context of a specific culture or region. Regular class meetings supplemented by guest lectures, site visits, cultural events and home visits to provide insight into the host culture. Past topics: British Theatre or Industrial Revolution (in England and Ireland), Sustainable Tropical Agriculture (at Project ECHO in Florida and in Haiti), History of Ancient and Modern Greek Thought and Christianity in the Aegean (Greece), Physical Settings of the Bible (in Israel) and Economic Development in Modern China. Course fee.

AMERICAN STUDIES PROGRAM

AS315 American Studies Seminar (8)—Interdisciplinary examination of selected topics in American political, historical and cultural context.

AS425 Internship (8)—Part-time work experience in Washington, D.C., in a professional setting within student's major field of concentration. Supervised by American Studies Program staff.

GORDON IN BOSTON

- * **BU209 Selected Topics (2)**—Offered as a quad course which provides a rich foundation for studying urban life in contemporary America. Drawing from various sociological traditions, the course reviews mediating structures in advanced industrial systems—their evolution, efficacy and short- and long-term implications. Emphasizes topics in a variety of social dimensions of urban life such as poverty, community building, politics and law. Lectures, relevant films, open dialogues, field trips and guest speakers. (Core social science option.)
- * **BU210 Selected Topics in Urban Economics and Politics (2)**—Offered as a quad course which considers topics in urban economics or politics such as role of government, spatial structure of urban regions, impacts of global urbanization on the poor, history and political structure of U.S. metropolitan regions, potential for and reality of neighborhood and peer effects in settings of concentrated poverty; structure of labor markets in metropolitan regions and potential for social isolation or ghetto culture to characterize high-poverty neighborhoods; structure of schooling within metropolitan regions; potential for neighborhood improvement through the efforts of Community Development Corporations. (Core social science option.)
- * **BU215 Arts in the City (4)**—Explores the role of the arts in urban culture and the basic principles of aesthetic creativity and critique with special attention to the use of Christian paradigms to interpret the arts and to create art. Surveys artistic expression and response within the metropolitan context, ranging from downtown cultural centers to diverse ethnic neighborhoods. Attention to the content, craft and style of multicultural religious and secular urban artistic expression. Includes field trips to venues throughout the city of Boston. Meets every other Saturday. (Core fine arts option. Open to main campus students also.) Limited to 30 students. Fee.

BU236 Seminar on the History of Boston (2)—Introduces the many dimensions of the history of Boston, a city of great influence in the formation and early days of the American republic. Considers original and evolving political forms; intellectual history, social and economic developments and the changing geographic and urban structures over the region's 370+ years. The city itself is often used as the classroom.

BU325 Church and the City (4)—Exposes students to the missions and vision of the Church from the context of the emerging urban reality around the world. Students observe and learn directly from local church leaders and their ministries. Students are introduced to the systems-thinking approach to developing an analytical understanding of complex urban settings and are challenged to develop a theological reflection on the city and upon the Church within the city. Prerequisites: BI101, 103.

BU425 Urban Internship (2)—Supervised work experience in a church or volunteer organization, social service agency, business or government office. Tailored to fit the particular student's major or interests. May meet departmental internship requirements.

CHINA STUDIES PROGRAM

CP101, 201, 301 Conversational Chinese (3)—Mandarin Chinese language instruction; level determined by placement test.

CP310 Local Art and Customs (1)—Students are introduced to the regional folk art of China through field trips and artisan presentations. Artistic media include Chinese painting, opera, calligraphy, self-defense and cooking.

CP313 Chinese History, Geography and Culture (3)—Presents the history of China from the earliest dynasties to 1949. Topics include classical Chinese philosophy, history, geography and cultural traditions.

CP317 Contemporary Society and Public Policy (3)—Examines China from 1949 onward, focusing on changes that have transformed society since the Reform Policies of 1979. Topics include reforms in the educational system, women's issues, population control, rights of ethnic minorities, legal reforms, Taiwan and Tibet and Sino-U.S. diplomacy.

CP325 Intercultural Communication (3)—Introduces the fundamentals of language, communications and culture. Emphasizes the bridges and barriers to cross-cultural communication, particularly between the Chinese and Americans.

CP350 Modernization and Economic Development (3)—Focuses on the economic changes in China since the late 1970s. Covers foreign exchange, private enterprise, stock market, rural development and economic policies.

CP043 Tai Chi (0)—Students will learn the techniques, postures and routines of tai chi, a gentle and stylized form of self-defense that both tones the body and concentrates the mind. (Physical education activity; no credit.)

CONTEMPORARY MUSIC CENTER

CM210 Inside the Music Industry (3)—Readings, lectures and seminars delivered by leading industry figures give up-to-the-minute insight into the inner workings of the music industry. Emphasis on career possibilities and the gifts and skills required to succeed as a performer, songwriter, record producer and engineer, artist manager, booking agent, concert promoter, record retailer, entertainment attorney, artists and repertoire executive, marketing executive, sales executive or music journalist.

CM232 Faith, Music and Culture (3)—Helps students develop a Christian approach to the creation, marketing and consumption of contemporary music. Studies of theory, history and criticism: exploration of the concept of culture and the nature of popular culture; and examination of popular art and music in contemporary aesthetic, social, cultural and industrial contexts.

CM307 Studio Recording (3)—Artists, via both the classroom and lab, will work with faculty, other students and visiting experts to learn how to produce, record, mix and edit recordings in a professional multitrack studio.

CM318 Essentials of Songwriting (3)—Artists will receive classroom instruction, participate in directed study with staff and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric.

CM340 Artists and Repertoire (3)—Executives will learn how to create a label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with artist, they will plan, budget and produce recording sessions.

CM345 Artist Management (3)—Through lecture, text and visiting music industry experts, Executive Track students will gain a thorough understanding of the economic, creative and spiritual elements critical to a career in contemporary music.

CM375 Performance (3)—Artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators.

CM377 Music Marketing and Sales (3)—Through classroom instruction and presentations by visiting industry experts, Executive Track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, Internet marketing and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's artist recordings.

CM425 Practicum (1)—Intensive 10-day practicum in Nashville, Tennessee. Briefings, tours, meetings and internships will be arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers and artists.

JERUSALEM AND ATHENS FORUM

JA301 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.

JA302 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: JA301.

LATIN AMERICAN STUDIES PROGRAM

LA312 Latin American Studies Language Institute (6)—Daily Spanish language classes with requirements to complete homework assignments and practice language skills through oral interviews; in conjunction with the Spanish Language Institute, San Jose, Costa Rica.

LA315 Perspectives on Latin American History and Contemporary Issues (3)—Studies historical development of Latin America from varying analytical perspectives, the impact of U.S. policy, nature and impact of economic crisis in the region. Study trips to neighboring countries.

LA330 Tropical Science and Sustainable Development (4)—Global problems and solutions related to sustainability of earth resources and response of the Christian are studied in context of the natural history of Costa Rica. Spring term.

LA331 Tropical Science Biology Service Project (2)—Field research done in conjunction with LA330 by students completing the tropical science concentration.

LA332 Faith and Practice in Latin America (3)—Examines history and current character of the Church, varying perspectives on faith and practice and the role of parachurch agencies.

LA340 Management and Marketing in Latin America (3)—Studies business in Latin America from a Christian perspective. Highlights export commodities, maquilas and multinationals marketing in Latin America; sources for business planning. Fall term.

LA341 Management and Marketing Case Study (3)—A case study project for students completing the international business concentration. Developed and carried out in conjunction with LA340.

LA345 Latin American Texts: Selected Works (3)—Explores work of Latin American writers within the context of Latin American society.

LA346 Latin American Work/Service (3)—Taken in conjunction with LA345 by students completing the advanced language and literature concentration.

LA391 Travel Practicum (1)—Through conferences and journaling, students develop knowledge about Central American countries visited by LASP groups.

LA425 Internship (1–4)—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

FS201 Introduction to Filmmaking (3)—Introduces theory and practice of motion picture filmmaking. Students make several short Super-8 mm films.

FS205 Screenwriting (3)—Introduction to contemporary screenwriting. Students complete a full-length screenplay.

FS207 Seminar in Producing the Independent Film (3)—Introduction to process of producing an independent feature film: legal structures, business plans, preproduction activities, producer's role.

FS210 Inside Hollywood (1)—Overview of creative and operational aspects of Hollywood film business, including the Christian's role in working within the entertainment industry.

FS232 Faith, Film and Culture (3)—Relationship between film and popular culture with emphasis on a Christian's role; historical relationship between the church and the movies; understanding of a theology of the arts.

FS425 Internship (6)—Part-time work experience in some aspect of the Hollywood entertainment industry. Supervised by Los Angeles Film Studies Center staff.

MIDDLE EAST STUDIES PROGRAM

ME101 Introduction to Arabic Language and Literature (4)—Emphasizes acquisition of basic facility in Egyptian-spoken Arabic dialect and student interaction with nationals.

ME315 Peoples and Cultures of the Middle East (4)—Surveys history, peoples and cultures in the Middle East, interaction with Greek and Roman civilizations, development of Judaism, Christianity and Islam in Middle Eastern societies.

ME320 Islamic Thought and Practice (4)—Highlights challenges and difficulties experienced by Muslims seeking to relate to and participate in the modern world.

ME325 Conflict and Change in the Middle East Today (4)—Examines political, economic and religious transformations occurring in the Middle East; Arab-Israeli conflict.

GORDON IN ORVIETO

OR101 Italian Language Studies (4)—Introductory Italian language instruction providing a sound grammatical base for conversational participation in daily local life. If a student has taken Italian previously, special arrangements need to be made.

***OR214 Cultural History of the Renaissance (4)**—An arts-intensive interdisciplinary study of the cultural history of the Italian Renaissance focusing on the interplay between the arts of painting, sculpture, architecture and literature; the moral philosophy of humanist scholars; and the social conditions of civic, political and religious life. Includes excursions to centers of Renaissance culture such as Rome, Assisi, Siena, Arezzo, Padova and Venice.

OR310 Painting Studio at Orvieto (4)—Painting methods, materials, color theory and oil techniques. Projects vary. Lab fee.

* Fulfills Core Curriculum requirement.

OR325 Stone Carving in Italy (4)—Introduces methods of carving in relationship to Italy's long tradition of working in stone, from prehistoric dolmens to Etruscan sarcophagi to Renaissance masterworks. Elements of sculptural form to be discussed and applied include mass and space relationships, volume, surface planes, transitional forms, textural variety and narrative contexts. Lab fee.

OR350 Literature and Ekphrasis (4)—Reflects on relation of literature (essay, poetry, etc.) and the pictorial arts, both artists creating visual representations of verbal works and writers responding to visual art.

OR370, 372, 374 Special Topics: Studio Art (4, 4, 4)—Selected studio art courses in areas of expertise of visiting instructors; history and theory components included. Lab fee.

OR382, 384, 386 Special Topics in Art History and Theory (4, 4, 4)—Selected topics in art history and theory in areas of expertise of visiting instructors. Lab fee.

GORDON IN OXFORD

OX____ (2, 3 or 6)—Tutorials or seminars arranged on an individual basis as part of the Oxford program.

RUSSIAN STUDIES PROGRAM

RS101, 201 or 301 Russian Language Studies (4 or 6)—Russian language instruction; level determined by placement test.

RS313 History and Sociology of Religion in Russia (3)—Examines the beginnings of Christianity in the 10th century to the present, with emphasis on orthodoxy and Protestantism, including study of persecution during Soviet era and flourishing of religious activity and government regulations in post-Soviet era. Visits to numerous churches and cathedrals; guest lectures by representatives of Russian Orthodox, Protestant and other religious perspectives.

RS317 Russian Peoples, Culture and Literature (4)—Study of Russian people and culture via Russian literature—Tolstoy, Dostoyevsky, Gorky and Bulgakov. Visits to homes of literary figures, museums, historic cities and villages.

RS327 Russia in Transition (3)—Examines Russia since 1991 and the revolutions in political, economic, social and religious areas. Guest lecturers; service projects in educational institutions, orphanages, businesses, etc.

RS345 Business and International Relations (2)—Seminar on the complexity of doing business in contemporary Russia. Overview of current economic and business climate in context of political situation, and Christian response to issues in business ethics. Visits to businesses, banks and advisory organizations.

UGANDA STUDIES PROGRAM

UG101 Basic Conversational Luganda (3)—Introduction to Luganda, the vernacular language of the central region of Uganda.

UG210 Geography of Africa (3)—Considers the historical geography of Africa, the physical resource base, the human identifying resource base, the social and economic development, environmental degradation issues and the political economy of Africa.

UG215 Introduction to African History and Culture (3)—Introduces the history and culture of Africa with particular emphasis on East Africa and Uganda.

UG285 A Poetic Map of Africa (3)—Examines the writings of 20th-century African poets, paying special attention to their adaptation of European poetic forms to create a distinct African literature in English.

UG320 African Traditional Religions, Christianity and Islam in Contemporary Africa (3)—Surveys the major religions of Africa, tracing the historical development of each religion and the impact on African religions of both Christianity and Islam.

UG332 Faith and Practice in the Ugandan Context (4)—Travel, service learning, home stays and meetings with Ugandan religious, political and social leaders help students reflect on how the Christian faith is being enacted in day-to-day life.

UG335 Introduction to African Literature (3)—Surveys the literature of sub-Saharan Africa. Introduces students to the distinctive features of East, West and Southern Africa and the genres of oral literature, fiction, poetry and drama.

UG340 Literature of the Bible and Christian Classics (3)—Introduces students to the literary qualities of the Bible and to several important works of literature which would not exist without the Bible or Christianity. Focuses on *The Pilgrim's Progress*, Part I, with briefer attention to selected Christian poems, including a Good Friday and Easter sequence by African poet Abioseh Nicol, one play and one work of short fiction.

UG371 Selected Topics (2–4)—Course focusing on selected topic not part of regular offerings.

UG381 Independent Study (2–4)—Independent study of topic not available in regular curriculum.

UG390 Forming a Christian Worldview (3)—Considers the importance and means of forming a worldview which integrates faith and learning. Students will consider the meaning and relevance of creation and evolution, of the beginnings of life, of sin and evil, of different offers of salvation and life in the contemporary world.

UG391 Seminar in Contemporary Ethics (3)—Introduces students to the moral teachings of two of the most influential contemporary philosophers: John Rawls and Alisdair MacIntyre.

UG409 Exegesis of the Epistle to the Galatians (3)—Seminar course involving students in intensive study of the Greek text of St. Paul's Epistle to the Galatians. Students will do exegesis of the text in dialogue with Martin Luther's classic commentary on Galatians.

UG ____ (3)—Elective courses selected from among Uganda Christian University offerings.

WESTMONT COLLEGE'S URBAN STUDIES PROGRAM— San Francisco

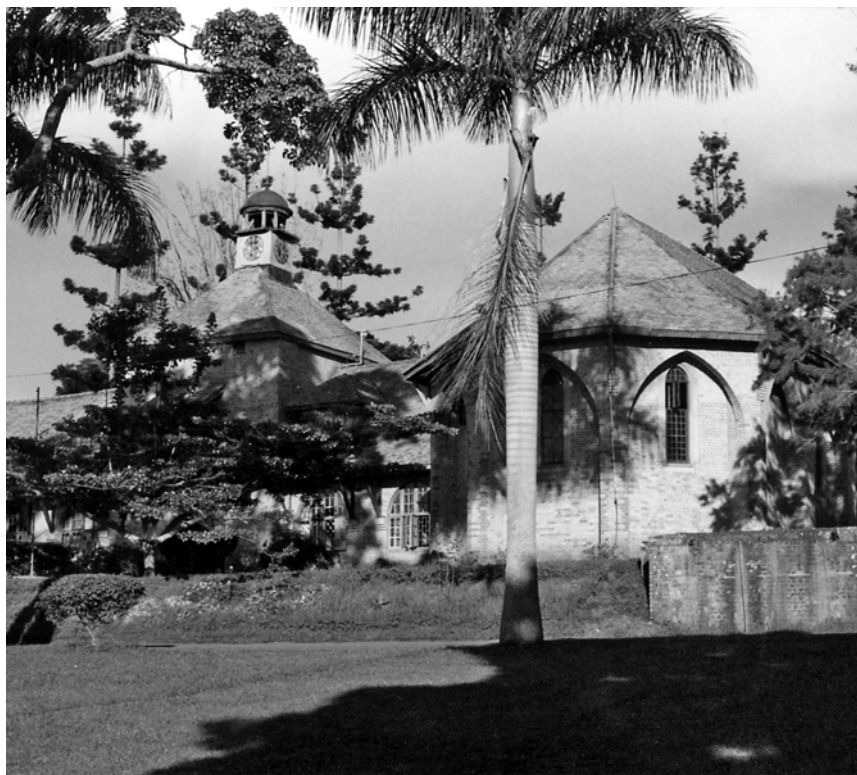
UP186 Film Studies (4)—Explores film as a narrative and visual medium and introduces the basic concepts of film analysis.

UP334 Ethnicity, Race and the City in American Literature (4)—Explores traditions in America's diverse cultural literatures and literary representations of relations between and within different ethnic and racial communities.

UP391 Urban Practicum (8)—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, etc. Weekly meetings with supervisor; reading assignments and on-site visits by program coordinator.

UP394 Independent Study (2 or 4)—Learning contract under guidance of San Francisco-based faculty. Maximum access to urban resources, bibliographical and experimental.

UP395 Urban Studies (4)—Introduces varied aspects of urban life in San Francisco; seminars, long-term projects and resource persons.



Malcolm Reid

Tucker Hall, Uganda Christian University, Mukono, Uganda.

DIRECTORY

Board of Trustees

CLASS OF 2005

*Peter C. Bennett Private Investor	Osterville, Massachusetts
*Robert H. Bradley Managing Partner, Bradley, Foster & Sargent Inc.	Wellesley, Massachusetts
*Donald P. Chase Corporate Executive (Ret.), Investor	Fort Myers, Florida
Peter F. Herschend Vice Chairman, Silver Dollar City	Branson, Missouri
Gordon P. Hugenberg Senior Minister, Park Street Church	Boston, Massachusetts
Kurt Keilhacker Managing Partner, Techfund Capital	Saratoga, California
Raymond C. Lee Chairman, Oasis Development Enterprises; East-West Institute	Repulse Bay, Hong Kong
Ava Memmen	Boston, Massachusetts
Harold L. Myra Executive Chairman, Christianity Today International	Wheaton, Illinois

CLASS OF 2006

Judith M. Dean International Economist, U.S. International Trade Commission	Washington, D.C.
*Bronwyn E. Loring Founder, North Shore Christian Network Inc.	Pride's Crossing, Massachusetts
*Leonard J. Peterson President, Venturing Associates	Wilton Center, New Hampshire
Seppo E. Rapo, MD President (Ret.), Cape Cod Surgical Associates Inc.	Marstons Mills, Massachusetts
David C. Schultz Founder, Abbotsburg Management, L.L.C.	Lexington, Massachusetts

*Members of the Executive Committee

Mary M. Shahian Sudbury, Massachusetts
Senior Vice President, Wachovia Wealth Management

***James E. Vander Mey** Ocala, Florida
President, Springz Entertainment Centers Inc.

CLASS OF 2007

William C. Crothers Davison, Michigan
President (Ret.), Roberts Wesleyan College

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

James H. Roberts Coventry, Rhode Island
President, Armbrust International

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

David R. Young Oxford, England
Founder and Managing Director, Oxford Analytica Ltd.

CLASS OF 2008

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

John H. Kallis Hingham, Massachusetts
Consultant and CIO, Maine Securities

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

***R. Preston Mason** Beverly, Massachusetts
President, Elucida Research LLC

Roberto Miranda Somerville, Massachusetts
Senior Pastor, Congregacion Leon de Juda

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

TRUSTEES EMERITI

Class of 2005

Nathan C. Hubley Jr. Columbus, North Carolina
President (Ret.), Carter's Ink Division of
Dennison Manufacturing Company

James E. Masterson Willow Street, Pennsylvania
President (Ret.), ServiceMaster of
Connecticut River Valley

Class of 2006**Sally Kanaga**

President, Gloriam Dei Artes Foundation

Orleans, Massachusetts

V. Simpson Turner

Pastor, Mt. Carmel Baptist Church

Brooklyn, New York

Class of 2007**Kenneth H. Olsen**

Chairman, Advanced Modular Solutions

Lincoln, Massachusetts

Robert Ware

Attorney

Fitchburg, Massachusetts

Class of 2008**Stephen Tavilla**

(Ret.), P. Tavilla Company

Boca Raton, Florida

Armand L. Nicholi Jr.

Professor, Harvard Medical School

Concord, Massachusetts



Art Durity

Officers of Administration

R. Judson Carlberg, Ph.D. President, 1976
B.A., Wheaton College; M.Div., Denver Seminary; M.A., Ph.D., Michigan State University.

Mark L. Sargent, Ph.D. Provost, 1996
B.A., University of California, Santa Barbara; M.A., Ph.D., Claremont Graduate School.

James R. MacDonald, Ed.M., M.B.A. Vice President for Finance and Administration, 1999. B.A., Clark University; Ed.M., Boston University; M.B.A., Bentley College; M.A., Gordon-Conwell Theological Seminary.

Robert E. Grinnell, M.S. Vice President for Development, 1990
B.A., Gordon College; M.S., Lesley College.

Silvio E. Vazquez, M.B.A. Vice President for Enrollment and Marketing, 2003. B.A., Gordon College; M.B.A., Boston College.

President's Cabinet

(The officers of administration serve on the President's Cabinet.)

Patricia A. Jones, B.A.J. Director of College Communications and Marketing, 2004. B.A.J., University of South Carolina.

Barry J. Loy, M.A. Dean of Students, 1985
B.A., University of North Carolina, Chapel Hill; M.A., Wheaton College.

Herma B. Williams, Ph.D. Associate Provost, 2000
B.S., M.S., Southern Illinois University; Ph.D., Iowa State University.

Campus Advisory Council

(The officers of administration and President's Cabinet serve on the Campus Advisory Council.)

Gregory W. Carmer, Ph.D. Dean of Chapel, 2002
B.A., Spring Arbor College; M.A., Ph.D., Boston College.

Joseph L. Hakes, M.S. Director of Athletics, 2000
B.A., Trinity College; M.S., Western Illinois University.

Barbara Ruth Layne, M.B.A. Associate Vice President of Student Financial Services, 2000. B.A., Bridgewater State College; M.B.A., Northeastern University.

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.

Nicholas A. Rowe, Ph.D. Special Assistant to the President for Diversity, Associate Professor of History, 2002. B.S., Massachusetts Institute of Technology; Ph.D., Boston College.

(The president of the Student Government Association is a member of the Campus Advisory Council.)

Administrative Staff

ACADEMIC

Michelle R. Arnold, B.A. Manager, Barrington Center for the Arts
Janet M. Bjork, M.L.S. Serials/Depository Librarian
June M. Bodoni, B.A. Director, Center for Educational Technologies
Valerie E. Buchanan, B.S. Director for Gordon College Lynn Program
Anita M. Coco, M.R.E. Media Support Specialist: Production/
 Event Coordinator
Martha D. Crain, M.M., M.L.S. Bibliographic Instruction/Inter-Library
 Loan Librarian
Randall M. Gowman, M.S.L. Public Services Librarian
Carol A. Herrick, M.Ed. Registrar
Christopher J. Jones, B.A. Director of Technology Support Services
Shui-Keung Alec Li, M.L.S. Technical Services Librarian
Alyson L. Longacre, M.A. Assistant Director, Academic Support Center
Beverly A. Meserve, B.S. Associate Registrar
Tracy Pierce, M.A. Educational Technology Support
 Specialist/Course Design
Janet Potts, B.A. Assistant Registrar
Stanley L. Reczek, M.Ed. Natural Science Lab Associate
Paul G. Rogati, B.S. Educational Technology Support Specialist/
 Multimedia
Dan Russ, Ph.D. Director of the Center for Christian Studies
Myron Schirer-Suter, Ed.D. Director, Jenks Library and Learning
 Resource Center
Ann C. Seavey, M.Ed. Director, Academic Support Center

ADMISSIONS

Cherish U. Brunet, B.S. Associate Director of Admissions
Kristy L. Cormier Events Coordinator
Amy R. France, B.A. Assistant Director of Admissions
Nancy F. Mering, B.A. Director of Admissions
Sasha M. Moen, B.S. Assistant Director of Admissions

ATHLETICS

Jeannine Cavallaro, M.S. Senior Woman Administrator
Marc Whitehouse, B.S. Associate Director of Athletics

CHAPEL

Jamie K. Noling, M.A. Director of Campus Ministries
Kirk McClelland, B.A. Assistant Director of Service Learning and Missions
Elizabeth Pipes Rooney, M.A. Associate Dean of Chapel for Worship
Barbara Schreur, M.A. Associate Dean for Christian Formation

COLLEGE COMMUNICATIONS AND MARKETING

Patricia C. McKay, B.A. Editor of Publications
Daniel S. White, M.B.A., C.F.R.E. Director of Marketing Communications

DEVELOPMENT

A. Ann Givens Director of Development Operations
Martha L. P. Heassler, B.A. Director of Foundation and Corporate Relations
Jeffrey S. Rourke, B.A. Director of Athletic Development and Recruiting
Jonathan R. Tyman, M.A.T.S. Director of Development Relations
Philip M. Williams, B.A. Associate Director of Development Information Services

STUDENT FINANCIAL SERVICES

Sandra L. Conary Assistant Director/Awarding
Jacquelin M. Kaden, B.S. Student Employment Coordinator
Virginia F. Saulnier, B.S. Senior Student Financial Services Counselor
Jered F. Stewart, B.S. Assistant Director/Billing

FINANCIAL AFFAIRS

Nancy G. Anderson, M.L.S. Director of Human Resources
David R. Andrade, B.S. Senior Programmer/Analyst
Lynn R. Brown, B.S. Assistant to the Vice President for Finance
Nancy J. Cassidy, B.S. Accountant
Douglas H. Crowell, M.S. Auxiliary Services Technical Manager
Leo J. DeBlois, M.Eng., M.B.A., M.A.T.S. TeleData/Network Technician
Stephen J. Hager, B.A. Assistant Director of Dining Services
James S. Harrell, M.Div. Systems Manager
Paul A. Helgesen, M.R.E. Director of Physical Plant
Ronald E. Hilton, M.A. Director of Auxiliary Services
Jeffrey P. Hoy, B.A. Director of Public Safety
Deborah J. Kalafian, B.A. Director of Bookstore
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
Jonathan W. Williams, B.A. Director of Information Systems

STUDENT DEVELOPMENT

John David Bower, M.A.	Director, Wood and Drew Halls
Charis L. Byun, B.A.	Director, Bromley Hall
Mindy J. Cacopardo, B.A.	Director Evans Hall
Christopher W. Carlson, M.S.	Associate Dean for Student Life
Sharon Carlson, M.A.	Director of Housing; Assistant Director of A. J. Gordon Program
Terry L. Charek, M.A.T.S.	Associate Dean for Residence Life
Cheryl DeLuca, M.A.	Assistant Director of Campus Activities and Leadership Development
Rita Smith Dove, M.T.S.	Assistant Director, Cooperative Education and Career Services
Cami R. Foerster, B.A.	Director, Nyland Hall
Kristin J. Gelinas, M.A.	Director, Ferrin Hall
Patrick B. Hall, M.Div.	Director, Fulton Hall
Nathan J. Hausman, M.A.	Director of La Vida, Adirondack
Janice K. Holton, M.S.W.	Director of Counseling Services
Bonnie L. Huth, R.N.	Director of the Health Center
Pamela B. Lazarakis, B.A.	Director, Cooperative Education and Career Services
Heather L. Lenahan, B.A.	Director, Chase and Road Halls
Miguel Martinez, M.D.	College Physician
Jennifer Memmen, M.A.	Assistant Director of Outdoor Education
Abigail L. Noble, B.A.	Director, Wilson and Lewis Halls
Richard Obenschain, M.Div.	Director of Outdoor Education
Julie M. Ray, M.A.	Associate Dean of Students for Student Programs
Arlyne V. Sargent, M.A.	Advisor to International Students
Gregory B. Scruton, B.S.	Director of Fitness and Wellness
Donald R. Shepson III, M.Div.	Director, Tavilla Hall
Andrew Ting, M.D.	College Physician
Audrey Todd, Ph.D.	Associate Dean for Intercultural Affairs
Alison M. Trout, B.A.	Recreation Programs and Facilities Director
Eric A. Wilder, B.S.	Director of La Vida, Gordon Program



Art Durity

Provost Mark Sargent and Dr. Valerie Gin, recipient of the Junior Distinguished Faculty Award, Commencement 2004.

Faculty*

R. Judson Carlberg, Ph.D., President, 1976 (See Officers of Administration).

David W. Aiken, Ph.D., Professor of Philosophy; Chair, Department 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.A., Rice University; Ph.D., University of Michigan.

Janet S. Arndt, Ed.D., Assistant Professor of Education, 2001. B.A., Gordon College; Ed.M., Boston University; Ed.D., 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.

Jennifer M. Beatson, Ph.D., Associate Professor of Foreign Languages, 1998. B.A., Furman University; M.A., Vanderbilt University; Ph.D., Vanderbilt University.

Peter J. Bell, M.C.M., Assistant Professor of Music, 1999. B.M., Gordon College; M.C.M., Southern Baptist Theological Seminary.

Graeme D. Bird, Ph.D., Assistant Professor of English, 2001. B.A., M.A., Auckland University; B.M., Berklee College of Music; M.A., Ph.D., Harvard University.

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

Charles Blend, Ph.D., Assistant Professor of Biology, 2004. B.S., The University of Texas—Dallas; M.S., Texas A&M University; Ph.D., The University of Southern Mississippi.

Dorothy F. Boorse, Ph.D., Associate Professor 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.

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

C. Thomas Brooks, M.M., Professor of Music; Chair, Department of Music, 1988. B.M., Houghton College; M.M., New England Conservatory of Music; Artist Diploma, Hartt School of Music, University of Hartford.

Susan G. Brooks, M.M., Professor of Music, 1988. B.M., Houghton College; M.M., Eastman School of Music, University of Rochester; Artist Diploma, Hartt School of Music, University of Hartford.

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

Roy Brunner, D.M.A., Professor of Music, 1991. B.M., Houghton College; M.M., University of Nebraska; D.M.A., Combs College.

Tanja Butler, M.A., Assistant Professor of Art, 2000. B.A., M.A., University at Albany, State University of New York.

Russell R. Camp, Ph.D., Professor of Biology; Chair, Department of Biology, 1970. B.S., Baldwin-Wallace College; M.A., Miami University, Ohio; Ph.D., University of Wisconsin.

Mark W. Cannister, Ed.D., Professor of Youth Ministries and Christian Education, 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., Associate Professor of Music/Artist-in-Residence, 1991. B.A., Harvard College; M.M., Yale University School of Music; D.M.A., The Juilliard School for the Performing Arts.

Sean Clark, Ph.D., Associate Professor of Movement Science, 2000. B.S., Gordon College; M.S., University of Massachusetts; Ph.D., Oregon State University.

Catherine M. Cobbey, M.A., Assistant Professor of Communication Arts; Chair, Department of Communication and Theatre 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.

Kaye V. Cook, Ph.D., Professor of Psychology, 1978. B.A., Georgia College; M.A., Ph.D., University of North Carolina.

Ian DeWeese-Boyd, Ph.D., Assistant Professor of Philosophy, 2002. B.S., 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; Ph.D., University of Missouri, St. Louis.

Damon DiMauro, Ph.D., Professor of Foreign Language, 2001. B.A., Tulane University; M.A., Ph.D., University of Wisconsin.

Michael D. Dixon, Ph.D., Assistant Professor of Education, 2003. B.S., Massachusetts Institute of Technology; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Boston College.

Sandra M. Doneski, M.M.Ed., Assistant Professor of Music, 1999. B.M., Gordon College; M.M.Ed., Hartt School of Music, University of Hartford.

Janet Dykstra, M.S., Instructor of Biology, 2004. B.S., Cornell University; M.S., University of Rhode Island.

Ann D. Ferguson, Ph.D., Professor of English, 1955. B.A., Wheaton College; M.A., Ph.D., Boston University.

Janis D. Flint-Ferguson, D.A., Professor of English; Chair, Department of English Language and Literature, 1990. B.A., North Central College; M.S., D.A., Illinois State University.

Mark D. Gedney, Ph.D., Associate Professor of Philosophy, 1998. B.A., Gordon College; M.Litt., University of Edinburgh; Ph.D., Boston University.

Ivy George, Ph.D., Professor of Social Work and Sociology, 1983. B.A., M.S.W., Stella Maris College; Ph.D., Brandeis University; M.T.S., Harvard University.

Valerie J. Gin, Ed.D., Associate 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.

Michael W. Givens, Ph.D., Professor of Movement Science; Chair, Department of Movement Science, 1979. B.A., LeTourneau College; M.Ed., Stephen F. Austin State University; Ph.D., University of Illinois.

Roger J. Green, Ph.D., Professor of Biblical and Theological Studies, Terrelle B. Crum Chair of Humanities; Chair, Department of Biblical and Theological Studies and Youth 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.

William A. Harper, Ph.D., Professor of Political Studies, 1968. B.A., Gordon College; M.A., Ph.D., Tufts University.

Bruce W. Herman, M.F.A., Professor of Art; Chair, Department of Art, 1988. B.F.A., M.F.A., Boston University.

Carol A. Herrick, M.Ed., Registrar, 1996. B.A., Salem State University; 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 Theological and Biblical Studies, 1999. B.A., State University of New York; M.Div., Biblical School of Theology; S.T.M., Biblical School of Theology; M.A., Ph.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.

Thomas A. Howard, Ph.D., Associate Professor of History; Director, Jerusalem and Athens Forum, 1999. B.A., University of Alabama; M.A., Ph.D., University of Virginia.

Steven A. Hunt, Ph.D., Associate Professor of Biblical and Theological Studies, 2001. B.A., Northwestern College; M.C.S., Regent College; Ph.D., University of Sheffield.

Ho Chan Hwang, Ph.D., Associate Professor of Economics and Business, 2004. B.A., Yonsei University; M.B.A., Indiana University; M.A.C.S., Calvin College; Ph.D., Georgia Institute of Technology.

Peter W. Ittis, Ph.D., Professor of Movement Science, 1983. B.S., M.S., Indiana University; Ph.D., University of Kansas.

Brian Johnson, Ph.D., Assistant Professor of English, 2003. B.A., Johnson C. Smith University; M.A., University of Wisconsin—Madison; Ph.D., University of South Carolina at Columbia.

Daniel C. Johnson, Ph.D., Associate Professor of Sociology; Chair, Department of Sociology and Social Work, 1998. B.S., Liberty University; M.A., Ph.D., University of Virginia.

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

Robert H. Joss, Ph.D., Professor of Psychology, 1974. B.S., Wheaton College; M.A., Ph.D., State University of New York at Buffalo.

Ronald D. Kay, Ph.D., Associate Professor of Chemistry; Chair, Department of Chemistry, 1990. B.A., Gordon College; Ph.D., Ohio State University.

Sharon Ketcham, M.Th., Assistant Professor of Youth Ministries, 2004. B.A., Gordon College; M.Th., Gordon-Conwell Theological Seminary.

Russell D. Kosits, Ph.D., Assistant Professor of Psychology, 2004. B.S., Old Dominion University; M.A., Geneva College; M.A., M.S.T., Ph.D., University of New Hampshire.

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

Niles C. Logue, M.B.A., Professor of Economics and Business, 2002. B.S., New Jersey Institute of Technology; M.E.E., Rensselaer Polytechnic Institute; M.B.A., Stanford University.

Leasa Y. Lutes, D.M.L., Professor of Foreign Languages; Chair, Department of Foreign Languages and Linguistics, 1993. B.A., Wheaton College; M.A., D.M.L., Middlebury College.

John D. Mason, Ph.D., Professor of Economics, 1968. B.A., Kalamazoo College; Ph.D., Michigan State University.

David Mathewson, Ph.D., Assistant Professor of Biblical Studies, 2003. B.A., Colorado Christian University; M.A., Denver Seminary; Ph.D., University of Aberdeen.

Craig W. McMullen, D.Min., Director of Gordon in Boston, 2002. B.A., Seattle Pacific University; M.Div., D.Min., Gordon-Conwell Theological Seminary.

Jerrold L. McNatt, Ph.D., Professor of Physics; Chair, Department of Physics, 1971. B.S., Wheaton College; M.S., Ph.D., University of Illinois.

Jeffrey S. Miller, M.A., Professor of Communication Arts; Chair, Division of Fine Arts; Director of Theatre, 2002. B.A., Bethel College; M.A., University of Minnesota.

Priscilla S. Nelson, Ed.M., Assistant Professor of Education, 2001. B.S., Gordon College; Ed.M., Boston University.

Richard L. Obenschain, M.Div., Director of Outdoor Education, 1995. B.A., Lenoir Rhyne College; M.Div., Gordon-Conwell Theological Seminary.

Malcolm L. Patterson, Ed.D., Dean of Graduate Program and Professor of Education; Chair, Division of Education, 1999. B.S., Ed.M., Boston University; M.A., University of Massachusetts, Boston; Ed.D., University of Massachusetts, Amherst.

Stanley Pelkey, Ph.D., Assistant Professor of Music, 1999. B.A., Asbury College; M.A., Ph.D., Eastman School of Music, University of Rochester.

Pilar Perez-Serrano, M.A., Assistant Professor of Foreign Languages, 2002. B.A., Gordon College; M.A., Brandeis University.

Elaine A. Phillips, Ph.D., Professor of Biblical and Theological 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.

Kenneth H. Phillips, Ph.D., Professor of Music; Director of Graduate Studies in Music Education, 2002. B.M., Westminster College; M.M., West Virginia University; Ph.D., Kent State University.

Suzanne M. Phillips, Ph.D., Professor of Psychology, 1997. B.A., Gordon College; M.A., State University of New York at Buffalo; Ph.D., University of New York at Buffalo.

Stella M. Pierce, Ed.D., Professor of Education, 2001. B.S., Florida A&M University; M.Ed., Georgia State University; Ed.D., University of Massachusetts, Lowell.

Dale J. Pleticha, Ph.D., Professor of Physics, 1984. B.S., Saint Procopius College; M.Div., Biblical Theological Seminary; M.S., Ph.D., Cornell University.

Malcolm A. Reid, Ph.D., Professor of Philosophy; Chair, Division of Humanities, 1968. B.A., Central Bible College; M.Div., Gordon Divinity School; Ph.D., University of Edinburgh.

Donna J. Robinson, M.Ed., Assistant Professor of Education, 1999. B.A., Gordon College; M.A., Salem State College.

Nicholas Rowe, Ph.D., Special Assistant to the President for Diversity; Associate Professor of History, 2002. B.S., Massachusetts Institute of Technology; Ph.D., Boston College.

David W. Rox, Ed.D., Professor of Music, 1982. B.S., Gordon College; M.M., Ed.D., Boston University.

Daniel Russ, Ph.D., 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., Provost and Professor of English, 1996. (See Officers of Administration.)

Myron Schirer-Suter, Ed.D., Director of the Jenks Library and Learning Resource Center, 2004. B.A., David Lipscomb University; M.S., University of Illinois at Urbana-Champaign; M.A., David Lipscomb University; Ed.D., Pepperdine University.

Jonathan R. Senning, Ph.D., Associate Professor of Mathematics and Computer Science; Chair, Department 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 Studies; Chair, Department of Political Studies, 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. B.A., Williams College; Ph.D., Stanford University.

Mark Stevick, M.A., Assistant Professor of English, 1998. B.A., Gordon College; M.A., Boston University.

Peter W. Stine, Ph.D., Professor of English, 1968. B.A., Asbury College; M.A., Northwestern University; Ph.D., Michigan State 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; Chair, Division of Natural Science, Mathematics and Computer Science, 1980. B.S., Wheaton College; M.A., Oakland University; Ph.D., Pennsylvania State University.

Gregor Thuswaldner, Ph.D., Assistant Professor of German, 2003. B.A., University of Salzburg; M.A., University of Vienna; Ph.D., University of North Carolina at 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 at Chapel Hill; Ph.D., Brandeis University.

Dwight Tshudy, Ph.D., Assistant Professor of Chemistry, 2004. B.A., Gordon College; M.S., Ph.D., University of Massachusetts–Amherst.

Michael H. Veatch, Ph.D., Professor of Mathematics, 1987. B.A., Whitman College; M.S., Rensselaer Polytechnic Institute; Ph.D., Massachusetts Institute of Technology.

Ronald O. Waite, M.B.A., Professor of Business, 1987. B.S., Houghton College; M.S., Stevens Institute of Technology; M.B.A., Pace University.

William Walldorf, Ph.D., Assistant Professor of Political Studies, 2003. B.A., Bowdoin College; M.A., Ph.D., University of Virginia.

Dong Wang, Ph.D., Assistant Professor of History, 2002. B.A., M.A., Shandong University; Ph.D., Chinese Academy of Social Sciences; Ph.D., University of Kansas.

Curt Wanner, Th.M., Assistant Professor of Communication Arts, 2004. B.A., Wheaton College; M.A., Regent University; M.Div., Th.M., Gordon-Conwell Theological Seminary.

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 Youth Ministries, 1998. B.A., Gordon College; M.Div., Gordon-Conwell Theological Seminary.

David P. Wick, Ph.D., Associate Professor of History, 1995. B.A., Crown College; M.A., Ph.D., University of Washington.

Herma B. Williams, Ph.D., Associate Provost and Professor of Education, 2000. (See Officers of Administration.)

Marvin R. Wilson, Ph.D., Harold John Ockenga Professor of Biblical and Theological Studies, 1971. (Barrington College, 1963–1971.) B.A., Wheaton College; M.Div., Gordon Divinity School; M.A., Ph.D., Brandeis University.

Theodore N. Wood, M.B.A., Professor of Economics and Business; Chair, Division of Social and Behavioral Sciences, 1981. B.A., Taylor University; M.B.A., Clark 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 Visual Arts, 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., S.U.N.Y. at Binghamton.

Anne H. Blackwill, Ph.D., Associate Professor of English, 1999. B.A., Wheaton College; M.A., Ph.D., Stanford University.

Paul M. Borthwick, M.Div., Adjunct Professor of Biblical and Theological Studies, 1999. B.A., University of Massachusetts; M.Div., Gordon-Conwell Theological Seminary.

Andrea Michelle Bradbury, M.F.A., Artist-in-Residence, 1999. B.A., Messiah College; M.F.A., Boston University.

James Buswell, B.S., Director of the Symphony Orchestra and Artist-in-Residence; Adjunct Professor of Symphony Orchestra and Chamber Music, 2002. B.S., Harvard University.

Tyrus Clutter, M.F.A., Director, Christians in the Visual Arts, 2003. B.A., Spring Arbor University; M.F.A., Bowling Green State University.

David Cook, Ph.D., Adjunct Professor of Philosophy, 1999. B.A., Arizona State University; M.A., Ph.D., University of Edinburgh.

David L. Franz, Ph.D., Adjunct Professor of History, 1951 (See Professors Emeritus).

K. David Goss, M.A., Adjunct Professor of History, 1999. B.A., Gordon College; M.A., Tufts University.

Harold Heie, Ph.D., Senior Fellow, Center for Christian Studies, 2003 (See Professors Emeritus).

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

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

Grace C. Ju, Ph.D., Adjunct Professor of Biology, 1991. B.A., Duke University; M.S., University of California, Davis; Ph.D., Purdue University.

Tracy L. Kuperus, Ph.D., Adjunct Professor of Political Studies, 1996. B.A., Calvin College; M.A., Ph.D., University of Illinois at Urbana, Champaign.

Lynn M. Marcotte, M.A., Adjunct Professor of English, 1998. B.A., Ohio State University; M.A., Salem State College.

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

Carol Ou, D.M.A., Director of Instrumental Chamber Music, Associate Director of the Orchestral Programs and Co-Coordinator of Strings; Artist-in-Residence; Adjunct Professor of Symphony Orchestra and Chamber Music, 2002. B.A., Yale University; M.M., M.M.A., D.M.A., Yale School of Music.

Richard V. Pierard, Ph.D., Scholar-in-Residence; Stephen Phillips Chair 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.

Edward D. Vanderbrug, M.F.A., Lecturer in Visual Arts, 1993. B.F.A., Calvin College; M.F.A., Tufts University.

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

Elizabeth J. Wilcoxson, Ph.D., Adjunct Professor of History, 1973. B.A., Gordon College; M.A., Northeastern University; Ph.D., Boston College.

George B. Wingate, M.F.A., Adjunct Professor of Art, 1989. B.A., University of Rochester; M.F.A., Vermont College of Norwich University.

APPLIED MUSIC STAFF

Robert Bradshaw, M.M., Instructor of Trumpet

Norma Brunner, M.M., Instructor of Piano

Mary Bulger, M.M., Instructor of Voice

James Buswell, B.A., Artist/Instructor of Violin and Viola

Heidi Clark, M.M., Instructor of Voice

YuChing Fass, M.M., Instructor of Piano

Susan Hagen, M.M., Instructor of Double Bass

Emily Halpern Lewis, M.M., Instructor of Harp

Craig Hart, B.M., Instructor of Voice

Alan Hawryluk, M.M., Instructor of Violin

Kirsten Helgeland, Ph.D., Coach/Accompanist, Instructor of Piano
Peter Iltis, Ph.D., Instructor of French Horn
William Kirkley, M.M., Instructor of Clarinet
Audrey Markowitz, M.M., Instructor of Oboe
Michael Monroe, M.M., Coach/Accompanist, Instructor of Piano
Terry Myers, M.M., Instructor of Bassoon
Carol Ou, D.M.A., Artist/Instructor of Cello
David Patterson, M.M., Instructor of Classical Guitar
Alina Polyakov, Ph.D., Instructor of Piano
Robert Schulz, M.M., Instructor of Percussion
Demetrius Spaneas, M.M., Instructor of Woodwinds and Saxophone
Gary Spellissey, M.M., Instructor of Percussion
Sally Sullivan, M.M., Instructor of Flute
Ella Lou Weiler, B.M., Instructor of Viola

PROFESSORS EMERITI

Virginia M. Anderson, Ph.D., Professor of German, 1968–1991. B.A., M.A., Wheaton College; University Heidelberg, Interpreters Institute; M.A., University of New Hampshire; Ph.D., Boston College.

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.

William W. Buehler, D.Theol., Professor of Biblical and Theological Studies, 1981–1992. (Barrington College, 1964–1981.) B.S., University of Southern California; B.D., Fuller Theological Seminary; D.Theol., University of Basel, Switzerland.

John A. Burgess, Ed.D., Professor of Education, 1966–1989. B.A. in Theology, 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.

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.

David L. Franz, Ph.D., Professor of History, 1951–1991. Graduate, Barrington College; B.A., Wheaton; A.M., Harvard University; Free University of Amsterdam; University of Cambridge; Ph.D., University of Massachusetts.

John W. Haas Jr., Ph.D., Professor of Chemistry, 1961–1995. B.S., The King's College; M.S., Ph.D., University of Delaware.

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.

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.

Muriel M. Radtke, Ed.D., Professor of Education, 1985–2001. (Barrington College, 1967–1985.) B.S., State College, Minot; M.S., University of Wisconsin; Ed.D., Boston University.

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.

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

I. Introduction

Gordon College is a Christian community, distinguished from other Christian communities by its primary commitment to provide a liberal arts education. As a Christian community it seeks to maintain itself by fostering those ideals and standards that are consistent with a Christian

worldview. These ideals and standards are broadly moral; they would be characteristic of any community that was self-consciously Christian. This document is an attempt to specify those ideals and standards.

Given an atmosphere of free inquiry on a college campus, it is not surprising that the legitimacy of certain standards has traditionally been discussed, debated and argued. Nor is it surprising that such debate is more intense in these days when the orientation of our society is toward freedom and self-determination. Nonetheless, the demands of community life require some mutual understandings, and neither the difficulty of the task nor the imperfection of the end result should deter us from attempting to establish reasonable, viable expectations.

A Christian approach to life and conduct seeks to promote freedom without becoming antinomian and to promote responsibility without becoming legalistic. Historically, it has always been difficult to embrace at the same time both the need for rules and the role of individual freedom under the guidance of the Holy Spirit. Nonetheless, this, we believe, is the biblical model, and so the course we have chosen.

This statement of life and conduct at Gordon College sets forth (1) those assumptions and principles which should guide the conduct of responsible Christians and (2) the specific rules and regulations which seem most likely to require explicit statement in a community such as Gordon College.

II. Assumptions and Principles

A. Basic Assumptions—Gordon College strives to maintain its identity as a Christian academic community of students, faculty and staff. The College expects that all members of the College community will:

1. Call themselves Christian by virtue of the grace of God and their personal commitment to Jesus Christ.
2. Recognize the Bible to be the Word of God and hence fully authoritative in matters of faith and conduct.
3. Have a sincere desire for that commitment to mature both in insight and behavior.

B. Biblical Principles—The community recognizes that biblical principles are foundational for corporate life and individual behavior. Those principles which seem most pertinent are the following:

1. Life within a Christian community must be lived to the glory of God, daily conforming ourselves to the image of Christ and recognizing the Lordship of Christ in every activity (Matthew 22:36–38, I Corinthians 10:31, Colossians 3:9, 10, 17).
2. Love for and accountability to God should motivate Christian conduct (Deuteronomy 6:5, II Corinthians 5:10).
3. Consistent with the example and command of Jesus Christ, love and justice must be the determinative factors in the relationships of Christians with others (John 15:12–17, I John 4:7–12).
4. Christians bear responsibility for service to others. They are responsible to serve their neighbors and be involved in the process of alleviating such pressing world-wide 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 insuring 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.

III. Behavioral Standards

In light of the above assumptions and biblical principles of Christian conduct, the specific expectations which follow are established for students, faculty and staff of Gordon College. It will be noted that these behavioral standards distinguish between practices governed by Scripture and practices governed by consent of the community for its common good. The latter, which are established to enhance the quality of community living, are not to be confused with specific God-given directives, which are required of all Christians.

- A. Practices Governed by Scripture— The following behavioral expectations are binding on all members of the Gordon community.
 1. Those acts which are expressly forbidden in Scripture, including 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 of students. Accessibility of Gordon College facilities to students with disabilities includes the following features:

- **A. J. Gordon Memorial Chapel**—This building is totally accessible with parking, ramps and an elevator.
- **Barrington Center for the Arts**—A totally accessible building.
- **Bennett Athletic and Recreation Center**—This building is totally accessible.
- **Frost Hall**—Main door accessible through ramp and automatic front doors. The building primarily houses administrative and faculty offices.
- **Health Center**—The Health Center in Lane Student Center is completely handicapped-accessible. The College nurse can also visit students in their own rooms when necessary.
- **Housing**—On-campus housing is available in six locations: Ferrin and Nyland Halls, with double-occupancy for men and women; Wood Hall suites, equipped with handicapped parking and mobility-access bath and ramps; Tavilla Hall, an apartment-style residence; Fulton and Chase Halls with suites. Tavilla, Chase, Fulton and Nyland Halls are completely accessible with elevators and specially designed accessible units. Audiovisual alarm systems are installed to assist hearing-impaired students.
- **Jenks Library and Learning Resource Center**—This building is accessible with parking, ramps and an elevator. The building primarily houses the registrar and faculty offices, media center, classrooms and learning resources.
- **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 Science Complex**—These buildings are totally accessible; parking, ramps, elevators and tie-corridors.
- **Phillips Music Center**—A totally accessible building.

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 learning disabilities equivalent access that will allow them an education equal to that of their nondisabled peers. Gordon provides basic support services and reasonable accommodations (excluding academic course waivers) for students with documented disabilities. Any student with a documented learning disability who intends to request services, must provide written supporting, comprehensive, clinical documentation from a specialist. This should be done prior to registration. Testing must be current (i.e., completed within the past three years), provide clear and specific evidence and identification of the learning disability, and verify accommodation needs with specific academic recommendations (i.e., extended test time, reduced course load, note takers). Accommodations must be arranged in advance. Each semester students must 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 basis of 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 (Gordon Go website). The Director of Human Resources will handle employee discrimination issues under the College's employment policies.

INDEX

A. J. Gordon Scholars	23,31	Campus Advisory Council	201
Absences	32	Campus Map	227
Academic Calendar	4,228	Career Services	29
Academic Expectations	9,37	Change of Course	5,20,31
Academic Honors	31	Chemistry	86,88
Academic Policies	31	China Seminar	50,190
Academic Program	45	China Studies Program	51,191
Academic Skills	20,36,41,46,189	Chinese	120
Academic Standing	32,33	Christianity, Character and Culture..	56,187
Academic Support Center	46	Christian College Consortium.....	12
Accounting	102,107	Class Attendance	32
Accreditations and Affiliations	11	Class Rank and Standing	33
Activities	29,41,176	Club Sports	30
Added Courses	5,31	Combined Languages	116
Adjunct Faculty	212	Commencement	38
Administration Directory	201	Communication	89,92
Admissions	13	Comprehensive Fee	18,19
Advanced Placement (AP)	14	Computer Science	59,62,130,131,134
Advising	31,46	Commuters	19
Africa—Uganda Studies	52,195	Computational Physics	159
Agricultural Missions	75,80,188	Concentrations	45
Aix-en-Provence Program	49	Consortium Visitor Program	34,52
Alcohol Use	10,220	Contemporary Music Program	51,192
Allied Health Science	52,80	Cooperative Education	19,29,48
Alpha Mu Gamma	54	Core Curriculum	38,56,188
American Studies	50,184,190	Correspondence Courses	34
Appeals	32,38	Council for Christian Colleges and Universities	12
Appendices	216	Counseling	21,29
Application Deadlines	17	Course Changes	5,21,31
Application Fees	14,19	Course Load	33,34
Application Procedures	13,14,15,16	Credit	34,37,38
Applied Music	20,149,213	Cross Registration	41
Art	15,63,66	Damage Deposit	20
Athens, Jerusalem Forum	54,192	Daystar Program	53
Athletics	30,32	Deadlines	5,17,21,22
Attendance	32	Deferred Enrollment	35,44
AuSable Institute	52,80,85	Degrees Granted	35
Auditors	15,18,33	Departmental Honors	31,54,74,82,87, 105,112,116,124,130,131,160,178
Auditions	16,145	Deposits	13,20
Barrington College	7	Directory	198
Behavioral Standards	10,216	Directory Information	42
Bible-at-Gordon Program	72	Disabled Students	2,220
Biblical Teaching	71	Discipline	10,216
Biblical and Theological Studies ..	57,70,75	Discovery Expedition	41,57,176
Biblical Languages	70,75	Distance Education	34
Billing	5,18,22	Distribution—Core	57
Biology	80,82	Divisional Courses	188
Biotechnology	82	Dorms	18,19,20,28,220
Block Tuition	18	Double Major	45
Board	18,19	Drama	89,91,95
Board of Trustees	198	Dropped Courses	5,20,31
Boston Urban Semester	49,190	Drug Use	2,10,219
Business	102,103,107	Early Childhood Education	97,99
Cabinet	201		
Calendars	4,228		

- Early Decision 13,17
 East-West Institute 47
 Eastern European Studies 185
 Economics 102,104,107
 Education Division 15,60
 Elementary Education 94,98,99
 Eligibility 31,37
 Elijah Project 54,189
 ELL Education 99,138
 Emeriti 199,214
 Employment Opportunities 27,29
 Engineering 160
 English Language Learners 99,138
 English Language and Literature 57,
 110,112
 Enrollment Discrepancies 36
 Ensembles 145,150
 Entrance Requirements 13
 Environmental Science 52,59,80,82,
 83,184,188
 Equal Opportunity 2
 Ethnic Advisor 29
 Expenses 18,20
 Extensions 36
 Faculty Directory 205
 FAFSA Form 17,22
 Fees 5,18,19,20
 FERPA 42
 Field Trips 32
 Film Studies 51,90,193
 Final Examinations 36,40
 Finance 102,104,107
 Financial Aid 22,37
 Financial Clearance 22
 Financial Information 18
 Fine Arts 58,60,63,66,188,194
 Fine Arts Division 58,60
 First-Year Seminar 56,187
 Food Plans 19
 Foreign Languages 14,41,57,115,119
 Four-Year Calendar 228
 France, Program 49
 Francophone Studies 115,116
 French 116,117
 Freshmen 13,33
 Full-Time Students 18,33,34
 Geography 129
 German 115,117,119
 Global Education 41,49,190
 Goals for Learners 8
 Good Standing 32
 Gordon at Aix 49
 Gordon in Boston 49
 Gordon in Orvieto 50
 Gordon in Oxford 50
 Gordon Outdoor Education Immersion... 49
 Grade Changes 36
 Grading Policy 36
 Graduate Programs 35,46,61,145
 Graduation 31,38
 Grants 23
 Great Books Forum 54,192
 Greek 70,77,120
 Guided Study 39,188
 Handicapped Students 2,220
 Health Center 28
 Health Professions 52,80,81,86,185
 Hebrew 70,77,120
 Herrold Memorial Lectureship 47
 History 58,123,125
 History of the College 7
 Home-Schooled Students 15
 Honors 54,55,74,82,87,105,116,
 124,130,131,160,178
 Housing 18,19,20,28
 Humanities Division 57,60
 Immersion Semester 49,176
 Incomplete Grades 5,36,38,40
 Independent Study 39,40,188
 Instrumental Classes 20,149
 Insurance 21
 Intercollegiate Sports 29,30
 Interdisciplinary Courses 184,188
 International Affairs 103,105,163,185
 International Applicants 15
 International Baccalaureate 14
 International Studies 47,49,80,91,
 103,124,163,190
 Internships 48,188
 Intramural Sports 29,30
 Italy 50,63,194
 Jerusalem and Athens Forum 54,192
 Jerusalem University College 53
 Jewish Studies 71
 Judicial Board 10
 La Vida 41,50,57,176
 Laboratory Fees 15,20
 Languages 14,15,57,115
 Late Registration 5,20
 Latin American Studies 51,122,186,193
 Law 186,187
 Leadership 29
 Leisure Studies 173,174
 Library/Learning Resource Center 47
 Life and Conduct 216
 Life Science Core 59
 Linguistics 122
 Literature 57,111,113
 Load 34
 Loans 23
 Los Angeles Film Studies Program 51,
 193
 Majors 35,40,45
 Mandarin Chinese 120
 Map 227
 Marine Biology 82,84
 Married Students 28,33
 Master's Degrees 35,46,61,145

Mathematics	59,62,130,132	PROFILE Form	17,22
Meal Plans	19	Psychology	167,169
Medicine	52,80,81,86,185	Rank	33
Middle East Studies Program	51,194	Readmission	16,38,42
Middle School Education	137,139	Records	42
Minimum Required GPA	36,37,38	Recreation and Leisure Studies	173,174
Minors	40,45,184	Refunds	5,21
Mission of the College	7	Registration	5,42
Missions	74,78	Repeated Courses	43
Movement Science	141,142	Residence Halls	18,19,20,21,28,220
Multicultural Program	29	ROTC	12
Music	15,20,144,149	Russian Studies	51,185,195
Music Center	51,192	Satisfactory Academic Progress	37,38
Music Lessons	20,145,149	Satisfactory/Unsatisfactory	43
NCAA Academic Good Standing	32	Scholarships	22,23
NECCUM	12,41	Second Degree	39
Natural Science Division	58,62,188	Secondary Education	65,71,82,87,112, 117,124,130,137,139,160
Neuroscience	82,142,168	Sigma Delta Pi	55
New Testament	57,70,75	Social Sciences Division	58,62
Nondepartmental Courses	189	Social Work	16,175,179
Objectives of the College	8	Sociology	178,180
Off-Campus Programs	41,49,190	Spanish	115,117,120
Off-Campus Students	19	Special Education	97,98,99
Officers of Administration	201	Special Students	15,33
Old Testament	57,70,75	Spiritual Life	10,216
OnLine Courses	34	Staley Lecturer Series	47
Oregon Extension	53	Statement of Faith	216
Orientation	28	Student Employment	27,29
Orvieto Semester	50,63,194	Student Life	28
Outdoor Education	49,174,176	Student Records	42
Outdoor Education Immersion Semester	49,174,176	Study Abroad	41,49
Overload	34	Summer Courses	44
Oxford Program	50,195	Suspension	10,21,38
Parking Fee	20	Sustainable Tropical Agriculture	50,80, 190
Part-Time Students	18,33,34	Teacher Education	60,97,137
Pass/Fail Grading	43	Termination	38
Payment Schedule	22	Theatre	89,91,95
Petitions	41	Theology	70,76
Phi Alpha Chi	54	Title IX, IV	2,21
Phi Sigma Iota	55	Tobacco Use	10,220
Philosophy	57,155,156	Transcripts	43
Philosophy of Education	8	Transfers	14,17,43,44
Physical Education	20,41,57,176	Trustees	198
Physics	158,160	Tuition	18
Pike Honors Program	31,55	Tutoring	20,46
Placement Examinations	14,15,36,41	Uganda Studies Program	52,195
Political Studies	162,165	Urban Studies Programs	49,53,190,197
Portfolio	15,63	Urban Youth Ministry	74
Preengineering	166	Validation Exams	14,20,42
Pre-Law	187,188	Visitor Program	33,34,52
Premedical	52,80,82,86,185	Warning	37
Prerequisites	42	Withdrawal	5,21,44
President's Cabinet	201	Writing	14,57
Privacy	42	Youth Ministries	70,72,73,78
Probation	10,38		
Professional Concentration	81,86,159		

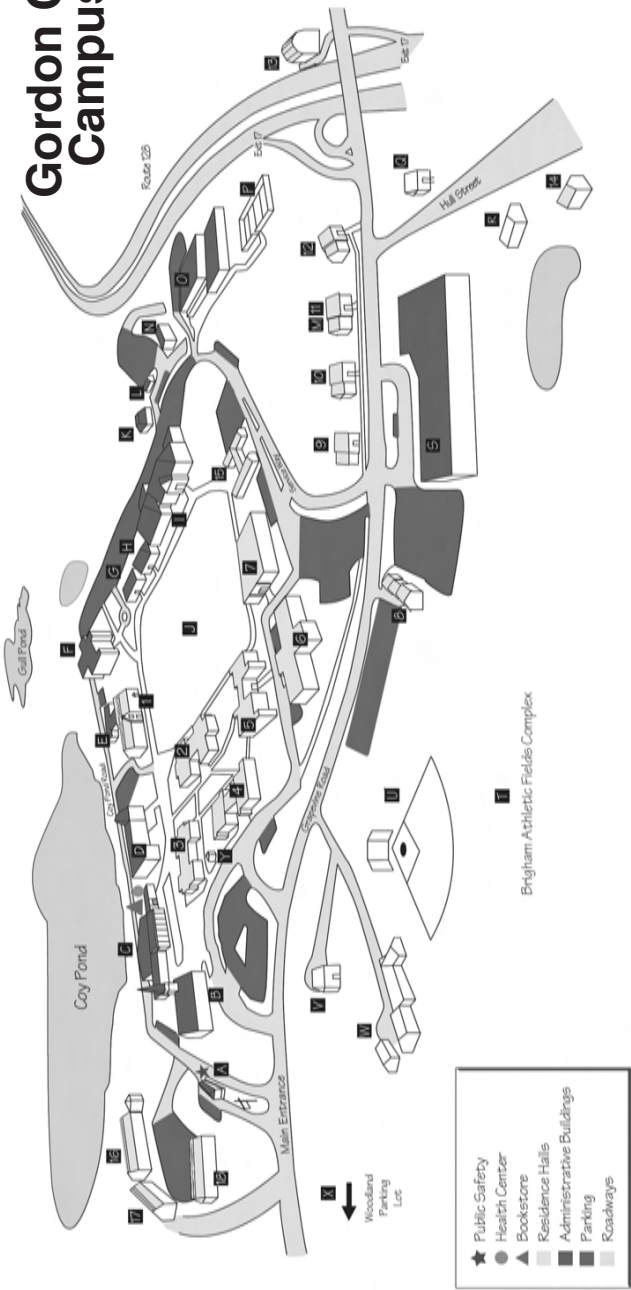


Frank Siteman



James Abts

Gordon College Campus Map



- 1 Wood Hall
2 Chase Hall
3 Lewis Hall
4 Wilson Hall
5 Evans Hall
6 Fern Hall
7 Brimley Hall
8 Brimley Hall (Furness's Residence)
9 MacDonnell Hall
10 MacDonnell Hall
11 Corral Hall
12 Outdoor Education Center
13 Ruler Hall
14 268 Hill Street
15 Drew Hall
16 Tanila Hall
17 Fulton Hall
18 Nyland Hall
- P Tennis Courts
Q 5 Hill Street (Main Memorial Hall)
R 36 Hill Street
S Bennett Athletic and Recreation Center
T Brigham Athletic Fields Complex
U J. Lee Winter Field
V 200 Corporate Road
W Woodland (Furness's Residence)
X Woodland Parking Lot
Y Pump House
- A Rodger Reception Center
B A.J. Gordon Memorial Chapel
C Lane Student Center
D Phillips Music Center
E Dymally Hall (Administration)
F Frost Hall (Administration)
G MacDonnell Hall
H Emerson Hall
I Jewish Learning Resource Center
J Athletic Field (Baseball)
K Rosewell Hall (Art)
L Outdoor Education Building
M La Vida (Corral Hall)
N Physical Plant and Printing Services
O Barrington Center for the Arts

FOUR-YEAR ACADEMIC CALENDAR

Fall Semester	2005–2006	2006–2007	2007–2008	2008–2009
Orientation/Registration	8/19–23	8/25–29	8/24–28	8/22–26
Classes Begin	8/24	8/30	8/29	8/27
Labor Day (no classes)	9/5	9/4	9/3	9/1
Homecoming	10/7–9	10/6–8	10/5–7	10/10–12
Quad 1 Ends	10/12	10/18	10/17	10/15
Quad 1 Final Exams	10/13–14	10/19–20	10/18–19	10/16–17
Quad 2 Begins	10/17	10/23	10/22	10/20
Thanksgiving Recess	11/23–27	11/22–26	11/21–25	11/26–30
Last Day of Classes	12/8	12/14	12/13	12/11
Reading Day	12/9	12/15	12/14	12/12
Final Exams	12/12–15	12/16, 18–20	12/15, 17–19	12/13, 15–17
Christmas Recess	12/16–1/10	12/21–1/16	12/20–1/15	12/18–1/13
Spring Semester	2005–2006	2006–2007	2007–2008	2008–2009
New Student Orientation	1/9–10	1/16–17	1/22–23	1/12–13
Classes Begin	1/11	1/18	1/24	1/14
MLK, Jr. B'day (no classes)	1/16	1/15	1/21	1/19
Quad 3 Ends	3/1	3/7	3/12	3/4
Quad 3 Final Exams	3/2–3	3/8–9	3/13–14	3/5–6
Spring Recess	3/4–12	3/10–18	3/15–24	3/7–15
Quad 4 Begins	3/13	3/19	3/25	3/16
Deposit due for next year	3/20	3/28	3/28	3/23
Good Friday to Easter Monday (no classes)	4/14–17	4/6–9	3/21–24	4/10–13
Classes Resume	4/18	4/10	3/25	4/14
Last Day of Classes	5/3	5/9	5/9	5/6
Reading Day	5/4	5/10	5/10	5/7
Final Exams	5/5, 8–10	5/11, 14–16	5/12–15	5/8, 11–13
Commencement	5/13	5/19	5/17	5/16

AUGUST 2005–MAY 2006													
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	10	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				
OCT							MAR						
2	3	4	5	6	7	8	5	6	7	8	9	10	11
9	10	11	12	13	14	15	12	13	14	15	16	17	18
16	17	18	19	20	21	22	19	20	21	22	23	24	25
23/30	24/31	25	26	27	28	29	26	27	28	29	30	31	
NOV							APR						
6	7	8	9	10	11	12	2	3	4	5	6	7	8
13	14	15	16	17	18	19	9	10	11	12	13	14	15
20	21	22	23	24	25	26	16	17	18	19	20	21	22
27	28	29	30				23/30	24	25	26	27	28	29
DEC							MAY						
4	5	6	7	8	9	10	1	2	3	4	5	6	
11	12	13	14	15	16	17	7	8	9	10	11	12	13
18	19	20	21	22	23	24	14	15	16	17	18	19	20
25	26	27	28	29	30	31	21	22	23	24	25	26	27
							28	29	30	31			



Susan Johnson

ACADEMIC POLICIES AND PROGRAM

CORE CURRICULUM

ART

BIBLICAL AND THEOLOGICAL STUDIES, AND YOUTH MINISTRIES

BIOLOGY

CHEMISTRY

COMMUNICATION AND THEATRE ARTS

EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION

ECONOMICS AND BUSINESS, AND INTERNATIONAL AFFAIRS

ENGLISH LANGUAGE AND LITERATURE

FOREIGN LANGUAGES AND LINGUISTICS

HISTORY

MATHEMATICS AND COMPUTER SCIENCE

MIDDLE SCHOOL AND SECONDARY EDUCATION

MOVEMENT SCIENCE

MUSIC

PHILOSOPHY

PHYSICS

POLITICAL STUDIES AND INTERNATIONAL AFFAIRS

PSYCHOLOGY

RECREATION AND LEISURE STUDIES

SOCIOLOGY AND SOCIAL WORK

INTERDISCIPLINARY AND OFF-CAMPUS CURRICULUM

