



# GORDON COLLEGE

**Undergraduate Academic Catalog  
2008-2009**

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Ken Olsen Science Center



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**Undergraduate Academic Catalog  
2008-2009**

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**THE UNITED COLLEGE OF GORDON AND BARRINGTON**

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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. It is a guide and not the offer of a contract. It is not intended to nor does it contain all policies and regulations that relate to students.

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

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# ACADEMIC CALENDAR 2008–2009

Four-Year Academic Calendar at back of catalog.

## Fall Semester 2008

### August

- 21–24** Fall Faculty Workshop  
**22–26** Required Orientation and registration for new students  
**22** Residence halls open for new students only, 1 P.M.  
**23** Meal plan begins for new students, 5 P.M.  
**25** Residence halls open for continuing students, 1 P.M.  
**25** Meal plan begins for continuing students, 5 P.M.  
**23–29** Required registration finalization for all students  
**27** Classes begin, 8 A.M.

### September

- 1** Labor Day (school closed)

### October

- 10–12** Homecoming  
**15** Quad 1 ends  
**16–17** Quad 1 final exams  
**20** Quad 2 begins  
**27–Nov. 14**  
 Advance registration for spring

### November

- 11** Veterans Day observed (classes meet)  
**18** Day of Prayer (no classes)  
**26** Meal plan ends at dinner  
**26–30** Thanksgiving Recess  
**30** Meal plan resumes, 5 P.M.

### December

- 11** Last day of classes  
**12** Reading day  
**15–18** Final examinations  
**19** Meal plan ends at breakfast  
**19** Residence halls close, 12 NOON  
**29** Grades due from faculty  
**19–Jan. 13, 2009**  
 Christmas Recess

## Spring Semester 2009

### January

- 12** Residence halls open for continuing students, 2 P.M.  
**13** Meal plan begins, 8 A.M.  
**12–13** Required Orientation and registration for new students  
**12–16** Required registration finalization for all students  
**14** Classes begin, 8 A.M.  
**19** Martin Luther King Jr. Birthday

### March

- 4** Quad 3 ends  
**5–6** Quad 3 final exams  
**6** Meal plan ends at dinner  
**7** Residence halls close, 12 NOON  
**7–15** Spring Recess  
**15** Residence halls open, 2 P.M.  
**15** Meal plan resumes, 5 P.M.  
**16** Quad 4 begins  
**27** Deposit due for next year (continuing students)

### 30–April 17

Advance registration for fall

### April

- 10–13** Easter Recess (no classes)  
**14** Classes resume  
**23** Symposium Thursday (no classes)

### May

- 6** Last day of classes  
**7** Reading day  
**8, 11–13** Final examinations  
**15** Meal plan ends at lunch  
**15** Baccalaureate  
**16** Commencement  
**17** Residence halls close, 12 NOON  
**26** 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 2008–2009

The following summarizes the deadlines to be observed.

|   |             | Fall                | Spring             |
|---|-------------|---------------------|--------------------|
| Deadline to register for the semester   |             | Sept. 3<br>(Summer: | Jan. 21<br>June 1) |
| Last day for percentage refund of tuition charges on official withdrawal from the College*          | 80%         | Sept. 5             | Jan. 23            |
|   | 70%         | Sept. 12            | Jan. 30            |
|   | 60%         | Sept. 19            | Feb. 6             |
|   | 50%         | Sept. 26            | Feb. 13            |
|   | 0%          | after Sept. 26      | after Feb. 13      |
| Last day to add courses or change sections, including independent work or NECCUM cross-registration | Full Term   | Sept. 3             | Jan. 21            |
|   | Quad 1,3    | Sept. 3             | Jan. 21            |
|   | Quad 2,4    | Oct. 24             | Mar. 20            |
| Last day to drop courses with no academic record  |             | Sept. 3             | Jan. 21            |
| Last day for tuition refund for course drops/withdrawals (if applicable) <sup>§</sup>               | 100%        | Sept. 3             | Jan. 21            |
|   | 90%         | Sept. 5             | Jan. 23            |
| Last day to withdraw from courses with a W grade*   | Full Term   | Oct. 31             | Mar. 20            |
|   | Quad 1,3    | Sept. 26            | Feb. 13            |
|   | Quad 2,4    | Nov. 14             | Apr. 17            |
| Last day to submit remaining requirements and change incomplete to a grade                          | From Spring | Oct. 15             |                    |
|   | From Summer | Oct. 15             |                    |
|   | From Fall   | Mar. 4              |                    |

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

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

For description of payment schedule see financial section.

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

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



Michael Hevesy

A. J. Gordon Memorial Chapel



# GENERAL

## The Character of Gordon College

### DESCRIPTION AND HISTORY

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Gordon College is 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 2007 the College's undergraduate enrollment of 1,530 was drawn from 45 states and 23 foreign countries. Approximately 11 percent of enrollment—including international students—are of Asian, African-American, Hispanic, Native American or non-Caucasian descent.

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

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

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

Over the years Gordon has been a leader in three clusters of colleges and universities to provide a wide range of added study options both at home and abroad. The groups are the Christian College Consortium (13 institutions), the Council for Christian Colleges & Universities (over 100 institutions) and the Northeast Consortium of Colleges and Universities in Massachusetts (11 institutions).

### MISSION

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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 that 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**

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

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

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

## **FOUNDATIONS OF GORDON'S PHILOSOPHY OF EDUCATION**

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Gordon College approaches education from within the framework of biblical theism, which provides a coherent perspective on life and the world. 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**

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

## **SPIRITUAL EXPECTATIONS**

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

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

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

Regular times of corporate worship are vital for maintaining a sense of our true selves before God. Likewise, regular corporate worship challenges us to offer our gifts of study to God as a sacrifice of praise as we pursue knowledge of the world He has made and our role as stewards of it. Therefore, we are a community that prays together and regularly makes time for the public reading of Scripture. It is likewise expected that each member of the community will carefully tend to the condition of their heart, actively pursue a genuine relationship with God and contribute positively to the spiritual growth of those around them.

## **BEHAVIORAL EXPECTATIONS**

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

The use of alcoholic beverages and tobacco is not permitted on the campus 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 Statement of Life and Conduct related to use of alcohol and tobacco, sexual misbehavior, hazing, disruptions to community life or threats to the health and safety of others. The College believes that when students choose to disregard community expectations, it has the obligation to suspend their community privileges for a time, including housing, class participation and cocurricular activities.

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

The dean of students has administrative responsibility for all cases of student misconduct. Discipline cases may be handled by the Judicial Board comprised of students, staff and faculty members, or a staff hearing. The College exercises its responsibility to suspend any student whose general conduct or influence is considered inconsistent with the best interests of the College community.

## **Accreditations and Affiliations**

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

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

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
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 & Universities (CCCU)**

As a member of the Christian College Consortium and the Council for Christian Colleges & Universities, associations formed to promote interinstitutional cooperation for the cause of Christian higher education, Gordon College provides a number of educational opportunities beyond its own campus in cooperation with selected Christian colleges from coast to coast. Member colleges are committed to the tenets and spirit of evangelical Christianity.

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 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)**

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

# ADMISSIONS

## ADMISSION REQUIREMENTS

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

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

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

## APPLICATION PLANS

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

**Early Decision.** Application deadline is November 15 with notification concerning admission by December 15. This plan is intended for students who have selected Gordon as their first choice for fall semester matriculation and who wish to save the time and expense of applying to backup 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 by May 1, which is credited to the first-semester bill.

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

**Regular Decision.** Application deadline is March 1. This is a nonbinding option which enables Gordon to notify applicants regarding an admission decision by March 30. Applications received after March 1 will be reviewed on a rolling basis. Accepted students will need to submit a nonrefundable deposit of \$250 by May 1 to ensure space in the class.

Students interested in enrolling after their junior year should contact the associate vice president for enrollment for specific requirements.

## APPLICATION PROCEDURES

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

## Freshman Applicants

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

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

(1) Students may submit to the Registrar's Office scores for either the Advanced Placement exam or the SATII Achievement Test in order to validate either one or two semesters of Gordon's foreign language requirement as follows (Gordon's number for the SATII Achievement Test is 3417): A minimum score of 400 in French, German or Spanish will place a student in FR102, GM102 or SP102, respectively. A minimum score of 500 on any SATII language test will fulfill Gordon's one-year foreign language requirement. A minimum score of 4 on any Advanced Placement language exam will fulfill Gordon's one-year foreign language requirement.

(2) Students who have earned high school credit for level three of a language other than French, German, Latin or Spanish, or those proficient in another language, must independently arrange to take either the SAT Achievement Test off campus or a foreign language correspondence test through Brigham Young University (<http://flats.byu.edu/>) and submit their scores to the Registrar's Office. Contact the department chair for more information.

(3) Students without a valid test score on file with the Registrar's Office must take a placement test at Gordon before enrolling in any course in French, German, Latin or Spanish. The placement tests in these four languages are diagnostic tools administered during fall Orientation as well as in early January, and no academic credit is awarded. However, if students have placed out of a particular language course, they will not receive credit for taking the same language course at Gordon.

(4) Lastly, the on-campus placement test must also be taken by all students wishing to continue their study of language at the intermediate level (201) or above. Please note that this includes those students who already have an SATII or Advanced Placement score on file.

**Writing Placement.** A writing course is required as part of Gordon's Core Curriculum. A score of 4 or higher on the AP Language and Composition Test fulfills the requirement. Scores of 680 or higher on the Writing section of the SAT (or the former SAT II Writing examination) will validate the core writing requirement. A placement exam is offered to qualified first-semester students early in the fall semester, allowing a small percentage of incoming students to validate the requirement based on their ability to articulate rhetorical principles and demonstrate writing skills 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 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, \$50 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 admission interview. See Foreign Language Placement above.

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

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

*Credentials:* application, \$50 nonrefundable application fee, high school transcript or other evidence of completion of high school graduation requirements.

Auditors pay one-half tuition and register for courses after receiving approval from the registrar and the instructor. 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 admission interview, all other regular admission 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.

### **Homeschooled Applicants**

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

### **Art Majors**

In order for prospective students to apply for the art major at Gordon, they must first submit a portfolio and be approved by a faculty review board. Contact the Art Department for portfolio requirements, deadlines and guidelines.

### **Education Majors**

Provisional declaration of education majors may be made at any time. However, students should note that special admission requirements must be met to be fully accepted into a teacher education program, including upper-level courses or practicum. Requirements include a minimum GPA of 2.7, grades of C or better in all education courses and a passing score on the Massachusetts Test for Educator Licensure (MTEL): Communication and Literacy Test. Contact the Department of Education for further information.

### **Music Majors**

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 of prospective majors and minors. In addition to the performance audition, students must complete a music application, submit a letter of recommendation from a recent music instructor, and take a music theory entrance examination. Students should contact the undergraduate program coordinator in the Department of Music to begin the music application and audition process.

### **Social Work Majors**

Provisional declaration to the major may be made at the time of application or enrollment. However, specific admission requirements must be met before a student may transition from provisional status to formal acceptance as a social work major. Requirements include successful completion (C grade or higher) of SW201 Introduction to Social Work and completion of the social work major application form. For information 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.

| <b>Student's Deadline</b> | <b>Application Materials Required</b>  | <b>Notification from Gordon</b>          |
|---------------------------|--|--|
| November 1                | Spring semester admission application deadline; classes begin mid-January each year  | 1–3 weeks after application is completed |
| November 15               | Early decision admission application deadline  | December 15                              |
| November 15               | Early decision applicants may file CSS PROFILE to receive early financial aid estimate   | January 15                               |
| December 1                | Early action admission application deadline  | January 1                                |
| February 1                | FAFSA must be submitted for processing   |  |
| March 1                   | Recommended deadline for fall semester applications; since Gordon employs a rolling admissions policy, applications will continue to be reviewed after March 1   | By March 30                              |
| March 1                   | Deadline for all financial aid application materials to be received; must include FAFSA results (SAR) from Federal Student Aid Programs and signed copies of student and parent/spouse tax returns. Late applications will be processed on a first come, first served basis. | March 15–May 1                           |
| May 1                     | Deposit of \$250 (nonrefundable)   |  |

# FINANCIAL

## Costs

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

### GORDON’S FINANCIAL CONTRIBUTION

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

### BASIC TERM EXPENSES FOR 2008–2009

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) ..... | \$13,066        |
| Board (meal plan).....                         | 1,250           |
| Room (double occupancy)* .....                 | 2,462           |
| Student Services and Technology Fee .....      | 581             |
| <b>Total</b> .....                             | <b>\$17,359</b> |

| Semester Credit Hour Blocks | Per Semester Tuition |
|-----------------------------|----------------------|
| 1–2 .....                   | 1,844                |
| 3–4 .....                   | 3,578                |
| 5–6 .....                   | 5,365                |
| 7–11 .....                  | 7,176                |
| 12–18 .....                 | 13,066               |
| 19 .....                    | 13,881               |
| 20 .....                    | 14,708               |
| 21 .....                    | 15,548               |
| 22 .....                    | 16,364               |
| 23 .....                    | 17,191               |
| 24 .....                    | 18,031               |
| 25 .....                    | 18,857               |
| 26 .....                    | 19,698               |

**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: \$3,060 per semester; Tavilla Hall: doubles \$3,159; singles \$3,260. Room charge includes local phone service.

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## BOARD

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All students residing on campus, except those in Bromley Hall, Tavilla Hall, Ferrin apartments or Dexter House, are required to participate in the board program. Participation in the board program is set at \$1,250 per semester. Students needing specialized dietary plans will be assisted by the College food service director.

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

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## STUDENT SERVICES AND TECHNOLOGY FEE\*

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**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 U.S. 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.

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## APPLICATION FEE\*

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

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## DEPOSITS\*

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**New Students.** All students accepted for admission must remit a nonrefundable deposit of \$250 before May 1 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.

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

**Continuing Students.** Continuing students must remit a \$100 nonrefundable tuition deposit before March 26; 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 of housing reservation in writing; before July 1—\$50 refund upon cancellation; July 1 or after—no refund.

## FEES\*

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

### 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: \$490 per semester (1–4 credits);  
 \$600 for 0 credits  
 Applied Music, Secondary Instrument: \$245 half-hour lesson per  
 instrument per semester (1–2 credits); \$300 for 0 credits  
 Music Coaching: \$210 for 12 half-hour sessions; \$415 for 12 full-hour sessions

#### Nonmusic Majors or Minors

Applied Music for credit (1–4) or Private Noncredit Lessons:  
 \$300 half-hour lesson; \$600 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:** \$140 per year per car; \$75 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 \$500;

La Vida \$728 (\$100 nonrefundable deposit for incoming students only); special drop, withdrawal and refund policies apply

**Study Skills Workshop (ND099):** \$80 for Study Skills Workshop

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

**A health and accident insurance fee** for August 20, 2008–August 20, 2009, 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.

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

## REFUNDS FOR WITHDRAWAL

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

### DEADLINES 2008–2009

| Refund | Fall               | Spring      |
|--------|--------------------|-------------|
| 80%    | September 5        | January 23  |
| 70%    | September 12       | January 30  |
| 60%    | September 19       | February 6  |
| 50%    | September 26       | February 13 |
| none   | after September 26 | February 13 |

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

There is no refund for room charges. Board refunds will be granted until September 26 for fall and February 13 for spring. The refund will be based on the amount of unused scrip remaining through the fourth week. A student who provides notification of withdrawal prior to matriculation will receive a refund of 100% of all charges.

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

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

## REFUNDS FOR DROPPED COURSES

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

Withdrawing from courses beyond the full refund deadline does not remove hours from the tuition block. Adding a quad 2 or 4 course may increase the student's tuition. Although a student may be within a block tuition level at a particular point during the semester, billing is based on total credits registered for during the semester, less refunds for courses dropped before the refund deadline.

## PAYMENT SCHEDULE

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For the 2008–2009 school year, payment for the first semester will be due July 18, 2008, and payment for the second semester will be due December 15, 2008. An optional monthly payment plan is available. The payment plan does include an administrative fee of \$50 per semester. We will work with students and families on an individual basis to develop alternative payment plans, but all alternative plans must be approved by Student Financial Services. Payment in full or approval of a payment plan is required to gain financial clearance to register or finalize registration. Any outstanding balances due as of October 15, 2008, or March 16, 2009, may be subject to a late payment fee.

## Financial Aid

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

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

### Two Types of Financial Aid

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

### Determining Financial Need

Families applying for need-based financial aid must submit financial data by completing the Free Application for Federal Student Aid (FAFSA). Families should submit to Student Financial Services copies of student and parent/spouse federal tax returns with W2s and with all schedules and forms. Returning students will also be required to complete the Gordon College Financial Aid Application. Once the FAFSA form is sent to be processed, results are 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, when completing the FAFSA to meet the March 1 deadline. It is not necessary for a student to be accepted for admission before submitting financial aid applications.** While applications received after these deadlines will be reviewed, some funds may be depleted and thus unavailable.

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

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



## SCHOLARSHIPS, GRANTS AND LOANS

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**Federal Pell Grants.** This program is the basic undergraduate federal grant program. When fully funded, the grants range between \$400 and \$4,500 for students who qualify. Award amounts are determined by the Federal Department of Education. Apply by using the FAFSA.

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

**Gordon Grants.** Students with financial need as determined by the Student Financial Services Office may receive grants of \$300 to \$9,600. Apply by using the FAFSA and Gordon scholarship and aid renewal application.

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

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

**Dean's, Challenge and Discipleship Scholarships.** Awards of \$4,000 to 8,000 are made to students upon admission on the basis of their previous academic record. Recipients are recommended by the admissions committee. A cumulative grade point average of 3.25 for Dean's, 3.15 for Challenge and 3.00 for Discipleship Scholarships must be maintained for renewal.

**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: \$3,500 for freshmen, \$4,500 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.

**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, MEFA).** Parents may borrow up to the cost of attendance minus other aid at below-market rates. Repayment begins within 45 days after receipt of the loan and may be extended 10–15 years. Contact the Student Financial Services Office.

## ENDOWED SCHOLARSHIPS

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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 the Financial Aid section of the *Catalog*.

**African Student Scholarship**

George I. **Alden** Scholarship

Bernard **Anderson** Memorial Endowment

**Anonymous** (Foreign Aid) Scholarship

**Arakelyan** Scholarship

Florence Hewey **Archibald** Scholarship

Manuel and Madelyn **Avila** Scholarship

Sarah **Ball** Memorial Award

Francis J. **Bank** Endowed Scholarship

**Barrington** Alumni Scholarship

**Barrington** Scholars Endowment

Ken and Jane **Bath** Endowed Scholarship

Alfred and Irene **Bray** Memorial Scholarship

**Bray-Moores** Memorial Scholarship

**Breton** Scholarship

Gary **Brown** Achievement Award

Malcolm T. **Calder** Memorial Scholarship

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

Marion Jackson **Carter** Memorial Endowed Scholarship

D. Lee **Chestnut** Scholarship

Sastra **Chim-Chan** Memorial Scholarship

**Christian** Scholars Fund

**Clarendon** Street Baptist Church Scholarship

Dr. and Mrs. Frank R. and Robert R. **Clark** Memorial Scholarship

**Class** of 1933 Alumni Scholarship

**Class** of 1991 Scholarship

**Class** of 1992 Scholarship

Bill and Betty **Clay** Scholarship

Ethel B. **Coit** Scholarship

Robert C. **Cooley** Memorial Endowed Scholarship

Rev. and Mrs. William J. **Crawford** Scholarship

Julia and Myrtie **Crooker** Scholarship

**Crossroads** Scholarship

Jessie Stuart **Cunningham** and Alfred B. Cunningham Memorial Scholarship

V. Eugene and Rosalie **DeFreitas** Scholarship

Charles E. **Diehm** Memorial Scholarship

Ethel M. **Dixon** and Harold S. Dixon Scholarship

Rebecca **Donaldson** Scholarship

Harry M. **Durning** Scholarship

**Earle** Memorial Scholarship

**East-West** Scholarship

Mr. and Mrs. George **Ferguson** Memorial Scholarship

**Ferrin** Friends Scholarship  
Howard W. **Ferrin** Scholarship  
Fannie **Field** Scholarship  
Madeline **Fife** Endowed Scholarship  
President James **Forrester** Award  
**Freshman** Physics Award  
Dr. Ralph **Galbraith** Scholarship  
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  
Sonja M. **Gullbrand** Scholarship  
Hardy Houghran **Gordon** and Harold William Gordon Memorial Scholarship  
John Manning **Gordon** Scholarship  
Richard Y. and Wilma M. **Grant** Music Scholarship  
Walter Byron **Greene** Memorial Scholarship  
Dick and Jody **Gross** Servant-Leader Scholarship  
Miriam Frances **Gushee** Memorial Scholarship  
Gordon and Gayle **Hall** Scholarship  
May E. **Hancock** Scholarship  
Helen Gordon **Harrell** Memorial Scholarship  
Edward **Haskell** Scholarship  
Jennie E. **Hilton** Scholarship  
Edna C. **Hintz** Scholarship  
**His** Scholarship  
**Hollinghurst** Family Scholarship  
**Home** Mission Grant  
Samuel C. and Susan B. **Howes** Scholarship  
Norma L. **Huse** Scholarship  
Margaret T. **Jensen** Scholarship  
R. Wallace and Norma Griest **Journey** Scholarship  
Violet Baldauf **Kaczynski** Scholarship  
Violet Baldauf **Kaczynski** Center Scholarship  
Miriam F. **Kenyon** Scholarship  
Gordon Edward **Kirkpatrick** Scholarship  
Daniel and Ronnie Jean **Klim** Scholarship  
Margaret and Isabelle **Laird** and Alfred and Vesta **Briggs** Endowed Scholarship  
**Lancaster** Endowed Scholarship  
Helen Rhodes **Lane** Scholarship  
Stanley M. **Lane** Memorial Scholarship  
Martha B. and T. Leonard **Lewis** Memorial Scholarship  
Eric **Liddell** Sportsmanship Award  
Edward A. and Katherine A. **Lindsay** Endowed Scholarship  
Walter E. **Lockhart** Jr. Memorial Scholarship  
Eulelah W. **Lyon** Endowed Scholarship  
Donald Edward **MacDonald** Memorial Scholarship  
Stewart G. **MacDonald** Memorial Scholarship  
Lois Clark **Marshall** Scholarship  
Mary W. **Maxim** Scholarship

Jane Douglas **McGunigle** Scholarship  
Melissa Bell **Meisenhelder** Scholarship  
**Mephibosheth** Scholarship  
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  
Thelma R. **Royal** Endowed Scholarship  
**Sagendorph/Daniels** Scholarship  
Rita E. **Salls** Scholarship  
Burnett and Dorothy **Sams** Endowed Scholarship  
**Sandberg** Memorial Scholarship  
William E. and Bertha E. **Schrafft** Memorial Endowed Scholarship  
Carl Fred **Schuessler** Memorial Scholarship  
Elizabeth R. **Seal** Scholarship  
Eben **Seccomb** and Hannah B. Seccomb Memorial Scholarship  
**ServiceMaster** Scholarship  
Leonard E. and Florence A. **Smith** Memorial Scholarship  
Grace E. **Somers** Scholarship  
Order of the **Sons** of Temperance of North America Memorial Bursary  
Endowed Scholarship  
June **Spaulding** Endowed Scholarship  
**Stebbing**s Clemence Scholarship  
Alexander D. **Stewart** Scholarship  
George R. **Stotlemeyer** Memorial Scholarship  
**Surdna** Scholarship  
Olive Keene **Sweetnam** Fund  
Steve and Claire **Tavilla** Scholarship  
Lloyd and June **Taylor** Memorial Scholarship  
Susan Mabel **Tefft** Scholarship  
S. B. **Thing** Foundation Scholarship  
Elizabeth Gordon **Thompson** Scholarship  
Marcia L. **Thompson** Endowed Scholarship  
Dr. Frank A. and Edna S. **Tobey** Memorial Scholarship  
Mabel C. **Tousey** Scholarship  
Emily K. **Town** Memorial Scholarship  
Rev. Dirk **van der Voet** Memorial Scholarship  
George P. **Vaughan** Memorial Scholarship

Dr. Stanley A. **Washburn** Scholarship  
Nina L. **Wight** and Lena C. Murdoch Scholarship  
Malcolm C. and Marion K. **Wilson** Endowed Scholarship  
Robert K. and Helen R. **Wilson** Scholarship

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## **GRADUATE GRANT AND SCHOLARSHIP ASSISTANCE**

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Gordon College encourages its best and brightest students to apply for grants and scholarships for postgraduate study. Pamela Thuswaldner, the Gordon College Fulbright Program advisor, guides students through the application process as they submit draft research and/or teaching proposals, collect required forms, prepare for their campus committee interview, and complete their applications. In 2007 Gordon College graduating seniors Taryn Knerr, a double major in German and mathematics, and Daniel Santimore, a double major in ancient languages and biblical studies with a minor in Ancient Near East studies, were both awarded Fulbright Student grants. The Fulbright Student Program is designed to give recent B.S./B.A. graduates, master's and doctoral candidates, young professionals and artists opportunities for personal development and international experience. Participants are chosen for their leadership potential and have the opportunity to observe each other's cultures, exchange ideas and teach or undertake research and graduate study. Fulbright Information Workshops are held each spring. Contact Mrs. Thuswaldner for additional information.

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## **STUDENT EMPLOYMENT OPPORTUNITIES**

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On- and off-campus part-time jobs are available through the Student Employment Office, where job opportunities and employer contacts are posted online. In on-campus hiring, priority is given to students receiving a Federal Work/Study allotment as part of their financial aid package 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.

# STUDENT LIFE

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

## Orientation

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

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

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

## Residence Halls

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

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

## Health Center

Gordon provides wholistic care addressing illness and 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 and student residence hall staff. In addition, there are positions available on the staffs of the yearbook, newspaper and student literary publication. A program of leadership development activities and workshops culminates each year with an annual student leadership development conference in the spring.

### **Intercultural Program**

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

### **Career Services**

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

### **Campus Activities**

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

The Campus Events Council (CEC) at Gordon College is the student-led, student-run group which plans the weekend and midweek activities on and off

campus. CEC's main goal is to enhance the lives of the student body, to create an atmosphere of fun and relaxation during an otherwise stressful period of life—college. CEC helps create memories and engage students in fun by planning diverse events to reach out to all types of students. Events include First and Last Blasts, movie nights, dances, trips to Boston cultural experiences, concerts, a game show, band nights, coffee houses, etc.

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

### **Athletic Program and Intramurals**

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





# ACADEMIC POLICIES

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

## Academic Advisor

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

## Academic Honors

Honors are based on all grades earned at Gordon College.

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

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

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

**Graduation Honors.** Honors listed in the commencement program are computed on Gordon grades earned through the fall semester. Final graduation honors are awarded 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 the admission process, based on academic excellence and promise of achievement and leadership. At least a 3.25 GPA must be maintained.

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

## Adding/Dropping Courses

Courses may be officially added or dropped by processing forms through the Registrar's Office. Notification to the 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 add/drop, withdrawal and refund policies for applied

music, La Vida and Discovery Expeditions. 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 sections. Billing is based on total credits of registration during a semester, less any refund for dropped courses. Withdrawing after the full refund deadline does not remove the credits from the block tuition calculation. Adding a quad course may increase tuition if the total hours, including withdrawals, exceed a tuition block.

### **Academic Good Standing**

To remain in good academic standing, students must maintain a cumulative grade point average at or above the minimum GPA for their hours attempted and successfully complete at least 12 credits per semester as full-time students. Credit taken between semesters may be applied to minimum credits for satisfactory progress if a grade or official transcript has been received by the Registrar’s Office by the start of the next semester. See Satisfactory Academic Progress in this section for NCAA eligibility, 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. Practica, 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. Auditors are also responsible for any course fees.

## **Class Rank**

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

## **Class Standing**

Class standing is determined by the number of credits successfully completed.

Freshman: 0–26

Sophomore: 27–55

Junior: 56–85

Senior: 86 and above

## Classification of Undergraduate Students

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

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

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

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

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

## Consortium Visitor Program

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

## Course Load

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

## Credit and Course Organization

Gordon's four-year, 124-credit baccalaureate degree program is conducted within a semester academic calendar. The academic year is divided into two 15-week semesters (fall and spring), which include a week for final exams. Sixteen credits per semester constitute a normal registration.

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 (seven weeks).

100-199 Introductory courses

200-299 Open to all students with necessary prerequisites

300-399 Open to upper-level students with necessary prerequisites

400-499 Open only to seniors

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

## Deferred Enrollment

Students who 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                    | Mathematics                    |
| Chemistry                  | Middle School Education*       |
| Computer Science           | Physics                        |
| Early Childhood Education* | Recreation and Leisure Studies |
| Elementary Education*      | Secondary Education*           |
| Kinesiology                | Special Education*             |

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

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

- Music Education
- Music Performance

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

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

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

### **Extensions**

All written work for a given semester is normally due no later than the last day of final examinations for that semester. The instructor has the right to grant an extension up to—but not beyond—the due date for grades. No work may be submitted after that time unless the student has arranged in advance for an incomplete grade. A final grade or an incomplete must be reported for every student.

### **Final Examinations**

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

### **Finalization of Registration**

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

### **Grade Changes/Enrollment Discrepancies**

Students are responsible for checking each term's enrollment on the [go.gordon.edu](https://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 the transcript 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     | –            | Withdraw                    |
| I     | –            | Incomplete                  |
| IP    | –            | In Progress                 |

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

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

## Graduation Requirements

To qualify for graduation, a student must:

- Apply for graduation
  - Earn a minimum of 124 semester credit hours
  - Meet the residency requirement of a minimum of 32 credits earned at Gordon; take 32 of the last 40 credits for the degree either at Gordon (or in a Gordon, CCCU or Consortium program by petition). Gordon students may take no more than 8 credits of core courses off campus after matriculation at Gordon.
  - Have a cumulative grade point average of 2.0 or above
  - Fulfill the liberal arts Core Curriculum requirements specified in the catalog unless exception is made due to the student's major requirements
  - 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 or course grades in that major
  - Be endorsed by the major department(s)
  - Complete all coursework in the final semester (no incomplete grades) unless a petition to change degree status is approved in advance
  - Take all required examinations, including comprehensive examinations in departments requiring them
  - Be in good standing regarding behavioral expectations
  - Attend graduation exercises unless excused in advance
- Students are entirely responsible to fulfill all graduation requirements. Advisors are available for advice and consultation. Since curricula may change from year to year, core and major requirements are determined by the catalog in use during the year in which a student enters. A student has the option of declaring a catalog in use during any year of attendance at Gordon and meeting all the requirements of that catalog. Requirements may not, however, be selected from more than one catalog. The College reserves the right to alter some program requirements as necessary to remain in compliance with licensure or guild standards.

## Participation in Commencement

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

- Petition must be received by the Registrar's Office prior to April 1.
  - No more than 4 (four) credits may remain on Commencement day. Unmet requirements may be fulfilled either through Gordon or off-campus courses preapproved by the department and the Registrar's Office. Advance registration at Gordon or approval of off-campus courses must be completed/obtained before the student's name may go on the commencement program.
- Participation in Commencement ceremonies prior to completion of academic requirements is a privilege extended to students by Gordon College and assumes a serious commitment to complete outstanding requirements within the stated deadlines. Failure to complete requirements 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.

### **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 or a desire to submit additional work to earn a higher grade. 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.

## Internships

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

## Majors

Gordon College offers 36 majors with 25 concentrations (see degrees granted). Credit-hour requirements of the core and major generally leave room for elective credit with which to explore the liberal arts and cross-disciplinary courses. Students are encouraged to declare majors during the freshman year but may change majors or add an additional major at any time with the approval of the department and registrar. A student who chooses not to declare a major by the end of the sophomore year must sign a waiver form before being allowed to register for the junior year. Students must complete all of the core requirements and all departmental requirements of each major with a minimum of 18 semester hours of Gordon credit for each major. Students have the option of choosing one catalog in use during any year of attendance at Gordon, but they must meet all the requirements of that one catalog. Requirements may not be selected from more than one catalog. The College reserves the right to alter some program requirements as necessary to remain in compliance with licensure or guild standards. Contact the Registrar's Office. See Academic Program Section: Majors, Minors and Concentrations and Departmental Curriculum for major requirements.

## Minors

Gordon offers 35 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 per term at any other NECCUM (Northeast Consortium of Colleges and Universities in Massachusetts) institution. The course

selected should not be a course available to the student at Gordon unless there is a course conflict. Contact Gordon's Registrar's Office. Gordon students must be withdrawn at least two years before being allowed to take courses at Gordon College as a NECCUM visitor from another institution.

### **Off-Campus Programs**

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

### **Online or Distance Learning Courses**

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

### **Petitions**

Students who find it necessary to request an exception to any academic policy should secure and complete a petition form from the Registrar's Office. After the Academic Programs Subcommittee considers the petition, the student, appropriate faculty and administrative offices will be notified of the decision.

### **Physical Education, La Vida, Discovery or Concepts of Wellness**

To complete the physical education activity requirements, students must take La Vida, Discovery or Concepts of Wellness during their first year, plus two quad activity classes of choice prior to the start of the junior year. Special drop and withdrawal policies apply due to hiring and scheduling requirements of these programs. La Vida and Discovery are designed for students at the beginning of their college experience. Activity classes (not La Vida, Discovery 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 or Concepts of Wellness. Completion of an armed forces basic training experience may fulfill one activity requirement but will not fulfill LaVida, Discovery or Concepts of Wellness. Normally similar courses taken at other institutions may not be used to fulfill LaVida, Discovery or Concepts. 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 Christian spiritual growth, and requires writing assignments of personal goals, daily journal and final paper. The program must be on the academic transcript of a regionally accredited college or university. Upon request, students who enter Gordon at age 25 may be excused from the physical education requirement.

## Placement Examinations

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

(1) Students may submit to the Registrar's Office scores for either the Advanced Placement exam or the SATII Achievement Test in order to validate either one or two semesters of Gordon's foreign language requirement as follows (Gordon's number for the SATII Achievement Test is 3417): A minimum score of 400 in French, German or Spanish will place a student in FR102, GM102 or SP102, respectively. A minimum score of 500 on any SATII language test will fulfill Gordon's one-year foreign language requirement. A minimum score of 4 on any Advanced Placement language exam will fulfill Gordon's one-year foreign language requirement.

(2) Students who have earned high school credit for level three of a language other than French, German, Latin or Spanish, or those proficient in another language, must independently arrange to take either the SAT Achievement Test off campus or a foreign language correspondence test through Brigham Young University (<http://flats.byu.edu/>) and submit their scores to the Registrar's Office. Contact the department chair for more information.

(3) Students without a valid test score on file with the Registrar's Office must take a placement test at Gordon before enrolling in any course in French, German, Latin or Spanish. The placement tests in these four languages are diagnostic tools administered during fall Orientation as well as in early January, and no academic credit is awarded. However, if students have placed out of a particular language course, they will not receive credit for taking the same language course at Gordon or off campus.

(4) Lastly, the on-campus placement test must also be taken by all students wishing to continue their study of language at the intermediate level (201) or above. Please note that this includes those students who already have an SATII or Advanced Placement score on file.

**Writing Placement.** A writing course is required as part of Gordon's Core Curriculum. A score of 4 or higher on the AP Language and Composition Test fulfills the requirement. Scores of 680 or higher on the Writing section of the SAT (or the former SAT II Writing examination) will validate the core writing requirement. A placement exam is offered to qualified first-semester students early in the fall semester, allowing a small percentage of incoming students to validate the requirement based on their ability to articulate rhetorical principles and demonstrate writing skills 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.

## Prerequisites

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

## **Privacy of Records and Directory Information (FERPA)**

Gordon is in compliance with the Family Educational Rights and Privacy Act of 1974; thus, most records pertaining to enrolled students may be reviewed by the student upon request and by appointment. A complete statement of the College's policy and procedures is available from the Center for Student Development. FERPA permits release of "directory information" without authorization unless the student notifies the Registrar's Office, in writing and within the first two weeks of a semester, of a specific request that the College not release such information.

**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 of the individual, or campus scenes including the individual in College publications or on the website. 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, or to contractual agents of the College, such as an attorney, auditor, the National Student Loan Clearinghouse or a collection agent.

## **Readmission**

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

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

- Completed and filed an application for graduation before withdrawing
- Met the residency requirement, having taken at least 32 credits at Gordon; at least 18 major credits fulfilled at Gordon; 32 of the last 40 credits must have been in residence
- No more than 4 credits remained to complete degree

## **Registration**

Registration instructions are distributed by the Registrar's Office and class schedules are available on the website. Students register online 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 submission of 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. All grades remain on the transcript, but only the highest grade earned is used to calculate the grade point average and credit is only awarded once. 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 Academic Progress

Students are placed on academic probation or suspended from Gordon when they are not making satisfactory academic progress. Satisfactory academic progress is defined as successful completion of at least 12 credits per semester as a full-time student while maintaining the cumulative grade point average outlined in the following chart. Credit taken between semesters may be applied to the minimum credits for satisfactory progress if a grade or official transcript has been received by the Registrar's Office by the start of the next semester.

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

\*Includes transfer credits

For this chart only, credits attempted includes semester credit hours transferred into Gordon and all courses attempted at Gordon. The cumulative GPA is calculated only on Gordon grades.

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

**Financial Aid Status.** Students must maintain satisfactory academic progress in order to receive financial aid. This complies with the Department of Education's determination that students may not receive financial aid based on federal funds if their grade point average falls below the minimum required for more than one semester. In addition, no aid will be granted if a student's average falls below the table a second time in another academic year.

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

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

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

**Suspension.** A student on academic probation whose cumulative grade point average remains below the minimum required after the probationary semester will be suspended.

Any student who earns a term GPA of less than 1.00 in a given semester may be suspended without probation regardless of the cumulative grade point average. Incomplete grades are excluded from the calculation when applying this policy.

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

The student has a right to appeal any suspension.

**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 academic dean 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.

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

Students wishing to transfer academic work to Gordon must obtain advance course approval from their department advisor and the Registrar's Office. Off-Campus Course Approval forms are available in the Registrar's Office or on the website. Students must include catalog course description with the Off-Campus Course Approval form and indicate equivalent Gordon course with approval by departmental advisor(s). Courses must be taken at a regionally accredited institution and be comparable to those offered at Gordon. Transfer credit will only be granted if an official transcript is received and work is completed with a grade of C minus or above. Documentation of satisfactory completion (C or above) must be provided for any Pass/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 Student Financial Services. All others contact their residence hall director or the associate dean for residence life in the Center for Student Development for regular withdrawal forms. An exit interview with Student Financial Services is required by the federal government for students who have received Stafford Loans or Pell Grants. Accounts must be paid in full. If full payment cannot be made, payment must be made under a promissory note which will include monthly interest. Students who withdraw during the first four weeks of a semester may receive a tuition refund (see Financial section). Students who plan to reenroll at Gordon within a year of leaving should complete a 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.



Jenks Library



# ACADEMIC PROGRAM

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

The two foundational parts of the formal academic program of the College are the Core Curriculum and the departmental majors. All students are required to complete the Core Curriculum and at least one major course of study. Students may also elect to minor in one or more disciplines. Significant aspects of the academic program include the first-year seminar 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

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### 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, kinesiology, mathematics, middle school education, 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. Students complete core and major requirements of the catalog in effect during the year in which a student enters but have the option to select one other catalog in effect during attendance. See Majors under Academic Policies. A minimum of 18 semester hours must be taken through Gordon for each major. In departments offering a double major with secondary education, modifications of existing majors will be noted. **Note: Some majors have entrance requirements and/or minimum standards to continue in the major. See admissions and departmental information.**

**Double/Triple Majors.** Students wishing to earn two or more majors should consult with the departments involved to determine specific requirements. All core requirements for 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 25 concentrations are listed under the appropriate departments and majors.

### Minors

Students may select one or more of 35 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.

**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. See Interdisciplinary and Off-Campus Curricula. Contact the Registrar's Office. Interdisciplinary minors include: American studies, East Asian studies, environmental studies, health professions, international affairs, international studies, Latin American studies, missions, neuroscience, outdoor education and prelaw.

## GRADUATE DEGREE PROGRAMS

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

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

## ON-CAMPUS RESOURCES

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### Academic Advisor

Students are assigned faculty advisors to help develop their academic programs, plan for graduate study and give personal guidance during college. The relationship between students and faculty is stressed in all aspects of Gordon's program. Faculty advisors can be a valuable resource in helping students 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 the Jenks Library, is open during the academic year to assist students in achieving academic success. The Center provides a Writing Center with trained tutors; weekly small-

group support meetings with a peer tutor for large core courses; individual tutors to help with study skills, math, foreign language, English as a second language and other subject areas as needed; special academic advising; and time management assistance. Study skills workshops are offered periodically during the year and are available to all students. Students are encouraged to develop self-awareness as learners and to investigate new strategies and techniques for effective performance. Assistance is also available from professional staff for issues relating to learning disabilities or other concerns that affect a student's general academic progress. 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. Gordon College is committed to maintain a supportive environment for students with disabilities and to provide equivalent access to its educational programs, activities and services. Students with documented learning disabilities who intend to request services should send current reports clearly specifying appropriate academic accommodations to Ann Seavey, director of the Academic Support Center, and notify instructors at the beginning of a term. Learning disability policy is stated in Appendix C: Statement of Provision for Students with Disabilities.

### **Center for Christian Studies**

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

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

### **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 Asian-themed courses and 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.

## Health Professions Program

Medicine is a demanding but rewarding pursuit, and students bound for medical training need to complete an appropriate program of study to be competitive in applying to medical schools. The Health Professions Program is designed to assist students in meeting established guidelines for medical, veterinary or dental graduate programs, and provides a good background for students aiming for any of a number of diverse fields in medicine including nursing, physician assistant, etc. A two-year sequence of seminars prepares students for the study of medicine through readings, discussion of ethical issues, and visits with physicians, medical students, researchers and other health professionals. See Health Professions Program under Interdisciplinary/Off-Campus Programs or contact Dr. Craig Story, Biology Department, for additional information.

## Jenks Library

Named for James and Evelyn Jenks, generous supporters of Gordon College, Jenks Library is the campus gateway to information resources and services. It houses nearly 200,000 items, including books, 500 journals in hard copy, DVDs, videos, CDs, music scores, rare books and curriculum materials. In addition, the library provides access to over 50 online databases and over 25,000 online journal titles. These resources, combined with a strong service program, make it an essential part of teaching and learning at Gordon College.

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

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

The library is open 99 hours a week, and librarians are available seven days a week to assist students in the use of library resources and in the development of strong analytical and information-seeking skills. Each year the library purchases new materials that support the Gordon College curriculum. In addition to information resources and services, the library provides space for quiet study as well as group-study rooms for collaborative learning.

## 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.

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## COOPERATIVE EDUCATION

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

Part-time and full-time learning/work experiences enable students to fulfill educationally related work responsibilities for pay. Co-op placements vary in length from 3–12 months; a semester and/or summer co-op is typical. It is possible for a student to have more than one co-op placement, either at the same workplace or at different ones.

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

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

At the completion of each co-op experience, students complete self-evaluations, assessing the extent to which learning plans were fulfilled. Employers also complete evaluations of students' progress in the co-op learning/work experience. Co-op experiences are then recorded on students' transcripts, although academic credit is not awarded.

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## INTERNSHIP

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

Students desiring an internship must develop a learning plan in advance with the supervising faculty member; set specific goals; identify the appropriate content, length and expectations for written requirements or appropriate projects; and indicate criteria, deadlines and procedures for evaluation and grading. Two

site visits are required during the work experience. A student may enroll on campus for other coursework while participating in an internship. Contact the Registrar's Office.

## OFF-CAMPUS PROGRAMS

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

### Gordon Programs

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

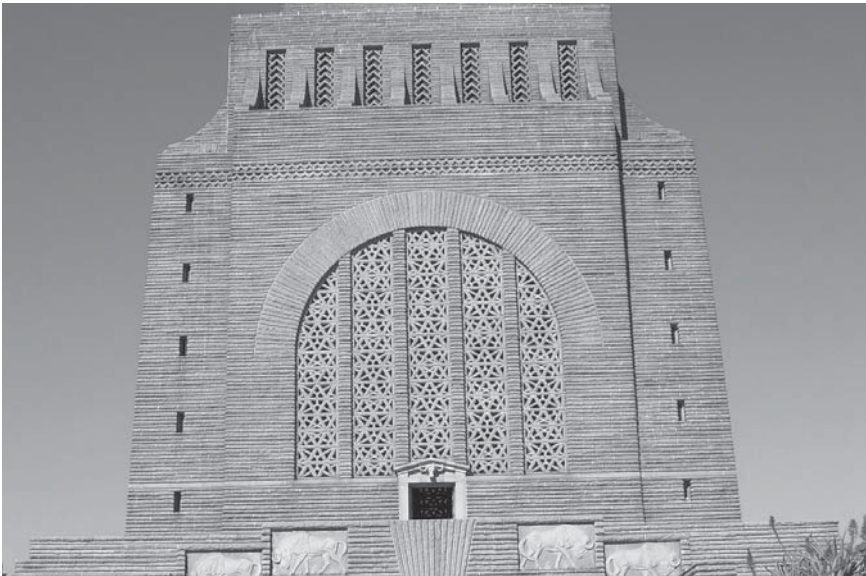
**Gordon in Aix: French Language and Culture Immersion.** This Gordon program in Aix-en-Provence, France, is an academic-year program set up in conjunction with the Institut d'Etudes Françaises pour Etudiants Etrangers of the University of Aix-Marseille III and with a coordinator related to the French 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: Urban Studies with Professional Internship.** Gordon College offers students a unique semester of urban study and internships while living together in the heart of Boston's inner city. With a vision to develop the next generation of urban leaders, the program uses an interdisciplinary approach focusing on the multifaceted dimensions of urban life. Classroom knowledge is supplemented with professional internships which serve the people of the city, and in which students can develop needed job skills and broaden their professional network for future employment. Internships are selected to further the student's personal and academic interests through firsthand experience in a wide array of businesses and organizations in such fields as healthcare, economic development, education, media, social work, judicial, recreation and ministry. Students majoring in education, social work or youth ministry may complete their practicum requirement while participating in the Boston program and attending selected urban studies courses. Introduction to Urban Studies is a required course which fulfills the core social science option. In addition to the internship, course electives include Arts in the City (a core fine arts option) and a special topics course from either communications, business, English literature or political studies. Students may also cross-register at one of the Boston colleges.

**Gordon in Orvieto.** The Gordon College semester in Orvieto, Italy, is an arts-oriented program which includes: introductory Italian language (2 credits), an interdisciplinary course in the cultural history of the Renaissance, and three courses in visual arts, creative writing, literature, history or theatre. Students and faculty are lodged in a convent in Orvieto, an ancient hill town located between Rome and Florence, and regular excursions are arranged to sites of artistic and cultural significance. See off-campus curriculum. Contact the Art Department and the Global Education Office.

**Gordon in South Africa.** The Gordon College semester in Cape Town, South Africa, is a spring-only program oriented toward issues of reconciliation and social justice. South Africa offers a special vantage point for the students to experience, study, reflect and act on the multiple contemporary global realities. Diversity and multiplicity describe South Africa's geography, ecology, wildlife, history, politics, religions, ethnic and racial groupings, language groups, literature, art and music traditions. South Africa's social concerns overlay this rich landscape. From the challenge of multiparty politics in a newly emergent democracy to the AIDS epidemic, from the weight of tradition on gender relations and racial identities to economic inequities, these issues affect every South African citizen. All students take the preparatory course South Africa Seminar and a core course in South African Social Change and Development, but through the program's connection with University of the Western Cape there is a wide variety of course options in art, science, economic and management science, community and health sciences. (Other sciences and lab sciences are not available.) Through their studies and short-term homestays across racial and economic spectra, students will experience an intimate look at the recent struggles of South African democracy. Students may earn a total of 16 credits. Internship possibilities are limited. Contact the Global Education Office.

**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



Voortrekker Monument in Pretoria, South Africa

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. Offered alternate years. Offered 2007–08.

**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 or Honduras), “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.

**Gordon in Lynn.** Gordon in Lynn (GIL) is a dynamic and exciting partnership between the City of Lynn and Gordon College. Through relationships with various community organizations in Lynn, students are able to live, learn and serve in a diverse, urban community. Barton Hall, located in downtown Lynn, is home to an intentional living/learning community. The Lynn internship program is an intensive leadership development opportunity for those students wishing to dig deeper into urban engagement and community development. Students may also be engaged with the community through various course requirements. In addition, core service teams work with community organizations, schools and social service agencies. For more information, contact Valerie Buchanan, program director.

### **Best Semester (Programs of the Council for Christian Colleges & 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](http://www.gordon.edu/geo). See Off-Campus Course Descriptions.



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

**China Studies Program.** This semester program is based at the Overseas Education Office of Xiamen University in Fujian Province, with major excursions to Beijing and Hong Kong. Studies include standard Chinese language and interdisciplinary courses on Chinese history and culture. One-on-one conversational tutorials with Chinese students provide opportunities to meet with Chinese nationals. Fifteen or 16 credits. See off-campus curriculum. Contact the Global Education Office.

**Contemporary Music Center.** An interdisciplinary program based on Martha's Vineyard, Massachusetts, the program is sponsored by the Council for Christian Colleges & Universities. CMC provides a community for young musicians and aspiring music executives to plumb the depths of their creative souls and test the waters of a career in popular music. Designed as an artists' community, the program seeks to develop artists and music executives with a Christ-centered vision for music content, production and delivery. The mission of the CMC is to prepare students academically and creatively for potential careers in the music industry. In addition to the required core courses, each student will choose either the Artist Track or the Executive Track. See course descriptions under Off-Campus Programs. 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 & 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 Concentration, Environmental Concentration, and Advanced Language and Literature. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

**Los Angeles Film Studies Center.** Located in one of the primary film and television production centers in Los Angeles, the Los Angeles Film Studies Center (LAFSC) is designed to integrate a Christian worldview with an introductory exploration of the work and workings of mainstream Hollywood entertainment. The program is sponsored by the Council for Christian Colleges & Universities. Contact the Global Education Office.

**Middle East Studies Program.** Cairo, Egypt, is the site of this semester program of the Council for Christian Colleges & Universities. It provides students with the opportunity to study Middle Eastern cultures, history, religions, politics and

language from within this diverse and strategic region. Students participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as volunteers with various organizations in Cairo. Trips to Israel, Palestine, Jordan, Syria and Turkey are included. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

**Russian Studies Program.** In this semester program of the Council for Christian Colleges & Universities, students study the Russian language and attend seminar courses on Russian culture, literature, history and current political and economic issues. Participants live for six weeks in a University of Nizhni dormitory and six weeks with a Russian family, with visits to Moscow and St. Petersburg. The program includes participation in a service project. Sixteen credits. See off-campus curriculum. Contact the Global Education Office.

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

**Uganda Studies Program.** The Uganda Studies Program offers an invaluable opportunity for studies in and about East Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity. There are two tracks offered: Uganda Studies or Intercultural Ministry and Missions.

Students electing the Uganda Studies emphasis live and study with the Uganda Christian University (UCU) Honours College, a group of 35 students committed to high academic standards and self-guided learning. Core courses focus on religion, culture, literature and history of Africa. Electives give students the opportunity to explore areas of interest, studying with and learning from students from around East Africa. 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.

Students in the Intercultural Ministry and Missions emphasis spend their days at campus studying, worshipping and eating with Ugandan peers, but most of their time will be spent with the Ugandan family within which they are integrated for the entire semester. Developing plans to creatively engage the community in which they live, students learn firsthand relational ministry in a foreign culture. Travel for students in this track is specifically designed to explore issues of cross-cultural ministry.

## Other Approved Programs

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

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

**AuSable Institute of Environmental Studies.** With the basic mission of promoting responsible Christian stewardship of God's creation, AuSable Institute 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.

**Budapest Semester in Mathematics.** This program provides an opportunity for qualified students majoring in mathematics or computer science to study in Budapest, Hungary, for one semester. Students can take up to 16 credits of electives for the mathematics major. In addition, they may take courses in Hungarian, the culture of Hungary, or topics such as the history of science, philosophy or film analysis. Contact departmental faculty and the Global Education Office.

**CIEE.** Approved for Spanish majors for their semester's language study abroad, the Council on International Educational Exchange (CIEE) program offers study opportunities at universities throughout Central and South America and Spain. Students choose to live in dorms or in homestays, and courses vary. Contact departmental faculty and the Global Education Office.

**Consortium Visitor Program.** Undergraduates enrolled at one of the member institutions of the Christian College Consortium with a minimum 2.0 GPA are eligible to be considered for enrollment on another Consortium campus. Enrollment is limited to one term on the campus visited, but additional studies as a special student deferred from Gordon may be 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.

**Creation Care Studies Program.** This program connects Christian faith with the urgent global, environmental issues of the coming decades. Programs are offered during the fall and spring semesters in Central America (Belize) and in the South Pacific (New Zealand and Samoa). Natural wonders, vibrant cross-cultural

exchange and outstanding faculty combine to make CCSP the semester of a lifetime. Students in Belize study for four months in Nabitunich, a collection of cottages on a large farm near the Mayan ruin of Xunantunich. In the South Pacific, community living enriches the learning of this program. The three-week Samoa segment includes village homestays. Contact the Global Education Office.

**University of Edinburgh.** Currently approved for philosophy majors (biblical studies majors pending), selected students may spend one semester in Edinburgh through the university's Visiting Students Programme. Courses available to students in philosophy and religion will vary with each semester. Students have a variety of on-campus and off-campus housing options with the program. Contact the Global Education Office.

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

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

**LCC International University, Lithuania.** This exchange program sends students from Gordon to LCC in the spring semester and students from LCC to Gordon in the fall. Students from Gordon will join with 30 other North American students to immerse themselves in the culture of the Baltic states. Most courses are in business, English and theology, but LCC offers a wide variety of psychology and sociology courses as well. There are also courses that could meet core requirements or other requirements for students' majors. Contact the Global Education Office.

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

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

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

### **Other International and Domestic Opportunities**

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

## **HONORS PROGRAMS**

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### **Academic Honor Societies**

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

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

**Phi Alpha Chi.** Phi Alpha Chi was founded at Gordon in 1928 as a scholastic honor society. The Greek letters stand for Philoi Aletheias Christou—Lovers of the Truth of Christ. On the foundation of its evangelical commitment,

Phi Alpha Chi is dedicated to the encouragement and recognition of scholarly research, clear thinking and creativity by Christians in every discipline. Persons eligible for membership must be graduating seniors who have pursued studies at Gordon for at least four semesters and who have a cumulative grade point average of 3.75 or higher. Christian character, creative ability, curriculum and promise of distinctive achievement as a Christian are considered as supplementary criteria. Total inductees may not exceed 10 percent of the graduating class in any year.

**Phi Sigma Iota.** The Zeta Chapter of Phi Sigma Iota, the national honor society in foreign languages, was established at Gordon in 1978. It recognizes outstanding achievement in upper-level courses in any foreign language and linguistics. Membership is by invitation only.

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

### **Departmental Honors Programs**

Ten 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, biology, business administration, chemistry, combined languages, computer science, economics, English, finance, French, German, history, international affairs, kinesiology, mathematics, physics, political studies, sociology, Spanish and youth ministries.

### **The Elijah Project**

The Elijah Project is a 12-month (January–December) intensive exploration of the theoretical and practical outworking of the concept of vocation. A cohort of 12–14 students is chosen to participate in two 4-credit seminars exploring theological, biblical, philosophical and historic perspectives on personal calling, work, current problems and opportunities, and decision making. (See ND310 and ND312 for course descriptions.) Between the spring and fall terms, students are placed in a summer internship designed to help them explore a field of study or question of interest. During the second semester (fall term) students commit to a shared living experience in Dexter House; house fellowship, cultural events and field trips contribute to the development of self-knowledge and community. Prerequisites: GPA of at least 2.75, approval of academic advisor and successful application to the program. For more information contact Laura Carmer, program assistant, or Dr. Gregory Carmer, director.

### **Jerusalem and Athens Forum**

The Jerusalem and Athens Forum is a one-year great books honors program in the history of Christian thought and literature. Students must have a 3.0 GPA or higher and sophomore status to begin the program. 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 Sarah Carlson-Lier, program coordinator, or Dr. Thomas Albert Howard, director.

### **Pike Honors Program**

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

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 devise a preliminary program, meet with the Pike chair, and then 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.

# 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.)

COR100 Christianity, Character and Culture I (fall, 2 credits)

COR102 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 COR200 Christianity, Character and Culture for Transfers (which may not be dropped), a one-semester seminar to be taken their first or second semester at Gordon. 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.

BIB101 Old Testament History, Literature and Theology (4 credits)

BIB103 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. Diagnostic exams may also be taken or required on campus for placement in appropriate level courses.

**4. Writing** (4 credits\*)

*Purpose:* To analyze and apply appropriate rhetorical principles and strategies in a variety of writing situations with a particular focus on research and documentation.

ENG110 Writing and Rhetoric (4 credits)

*A score of 4 or higher on the AP Language and Composition Test or a score of 680 or higher on the SAT Writing Test fulfills this requirement. A diagnostic placement exam is available for qualified first-semester students. However, many graduate schools require at least one semester of writing.*

**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):*

PED015 Discovery Expeditions (0 credit)

PED016 La Vida (0 credit)

PED017 Concepts of Wellness (0 credit; by petition only)

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

PED018–099 Physical Education Activity Classes (0 credit)

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**DISTRIBUTION REQUIREMENTS BY ACADEMIC DIVISIONS**

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(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:*

PHI111 The Great Ideas: Antiquity (2 credits)

PHI112 The Great Ideas: Modernity (2 credits)

PHI115 Philosophy and the Human Person (4 credits)

**Literature:** *Choose 2–4 credits from the following:*

- ENG180 Nobel Literature: Short Fiction (2 credits)
- ENG181 Nobel Literature: Poetry and Drama (2 credits)
- ENG182 Western Literature: Homer to Shakespeare (2 credits)
- ENG183 Western Literature: Modern American and European (2 credits)
- ENG184 Women’s Literature: British/American (2 credits)
- ENG185 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:*

- FNA112 Arts in Concert (4 credits)
- ART150 Art History: Cave Art to Medieval (4 credits)
- ART151 Art History: Renaissance to Modern (4 credits)
- ART410 Modern Art Seminar
- BUS215 Arts in the City (4 credits)
- MUS241 Survey of Musical Masterworks (4 credits)
- MUS245 World Music I (2 credits)
- MUS246 World Music II (2 credits)
- MUS247 American Music (2 credits)
- MUS337 Music in Worship (4 credits)
- MUS338 Hymnology (4 credits)
- ORV214 Cultural History of the Renaissance (4 credits)
- THT234 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:*

- HIS111 Western Civilization in World Context (4 credits)
- HIS112 Modern Civilizations (4 credits)

**Other Social Sciences:** *Choose 4 credits from the following:*

- BUS201 Introduction to Urban Studies (4 credits)
- ECB201 Principles of Microeconomics (4 credits)
- POL104 American National Politics (4 credits)
- POL105 Perspectives on Political Order (2 credits)
- POL106 International Relations (4 credits)
- PSY201 Psychological Perspectives on Reality (2 credits)
- SOC101 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 coursework which requires a laboratory and coursework **from at least two of the categories**. Courses which require a laboratory are identified by # and “Lab.”

**Physical Science**

- NSM216 Introduction to Geology (4 credits)
- # NSM218 Newton to Einstein (4 credits) Lab
- # CHE111 Principles of Chemistry I (4 credits) Lab
- # CHE201 Forensic Science: Chemistry and Investigations (4 credits) Lab
- # PHY119 General Physics I (4 credits) Lab
- # PHY121 Introductory Physics I (4 credits) Lab
- PHY220 Outlook on Energy (2 credits)
- PHY224 Astronomy (4 credits)

**Life Science and Environmental Science**

- # BIO291 Sustainable Tropical Agriculture (4 credits) Lab
- KIN112 Introduction to Human Movement Studies (4 credits)
- # NSM220 Human Biology, Health and Disease (4 credits) Lab
- NSM222 Environmental Science (4 credits)

**Mathematics and Computer Science**

- MAT134 Survey of Calculus (4 credits)
- MAT141 Calculus I (4 credits)
- MAT201 Mathematical Inquiry I (2 credits)
- MAT 202 Mathematical Inquiry II (2 credits)
- # CPS110 Algorithms to Machines: A Survey of Computer Science (4 credits) Lab
- # CPS111 Introduction to Computer Science (4 credits) Lab



Orvieto, Italy

# ACADEMIC DIVISIONS

## Division of the Humanities

Theodore A. Hildebrandt, Moderator

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

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

### Departments

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

## Division of Fine Arts

Nathan A. Baxter, Moderator

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

### Departments

Art  
Communication Arts  
Graduate Music  
Music  
Theatre Arts

## Division of Education

Stella M. Pierce, Moderator

**MISSION:** The Division of Education seeks to engage and involve students in critical thinking regarding societal values and educational systems from a distinct Christian worldview; research-based theory and instructional practices; and professional protocol in schools or recreational services.

**Departments**

Education  
Graduate Education  
Recreation and Leisure Studies

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

Jonathan R. Senning, Moderator

**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  
Kinesiology  
Mathematics and Computer Science  
Physics

## **Division of the Social and Behavioral Sciences**

Daniel C. Johnson, Moderator

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

**Departments**

Economics and Business  
History  
Political Studies  
Psychology  
Sociology and Social Work

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

# DEPARTMENTAL CURRICULUM

## DEPARTMENT OF ART

**Chair James Zingarelli, Tanja Butler, Bruce Herman. Part-Time: Margaret Black, G. Lloyd Carr, Timothy Ferguson Sauder, Jean Sbarra, C. Sue Trent.**

**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 taught the theoretical and practical dimensions of visual language as they learn methods, materials and concepts of art making. Students are also given opportunities to create art that serves the community. 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, photography and art history. Elective courses have included photography, filmmaking, animation, and computer and Web design. Upper-level courses address traditional as well as experimental approaches.

### **Portfolio Requirement for Admission to the Major**

In order for prospective students to apply for the art major at Gordon, they must first submit a portfolio and be approved by a faculty review board. The Department of Art accepts portfolio submissions twice a year; deadlines for submission are no later than December 1 for early 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 visual arts, creative writing or theatre. Students and faculty study and live in Orvieto, an ancient city located between Rome and Florence. Regular field studies are arranged to sites of artistic and cultural significance. Contact departmental faculty and the Global Education Office.

### **The Return Design Collaborative**

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

### **Requirements for the Major in Art**

Students majoring in art are required to complete the following courses (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:

ART102 Drawing I

*One of the following:*

ART110 Design I: Principles of Design

ART270 Design II: Process and Application

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

ART150 Art History: Cave Art to Medieval

ART151 Art History: Renaissance to Modern

PHI214 Aesthetics

ART410 Modern Art Seminar

ART402 Art and Vocation

ART400 Thesis Exhibit, studio elective or internship (4 credits)

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

ART202 Life Drawing

ART210 Introduction to Painting

ART310 Figure Painting

*One of the following (4 credits):*

ART430 Painting: Modes of Figurative Representation

ART440 Painting: The Figure in Context

ART367 Illustration

ART371 Selected Topics: Advanced Painting

*One of the following (4 credits):*

ART215 Introduction to Printmaking or AR315 Intaglio Printmaking

ART220 Photography I or AR320 Photography II

ART225 Clay Sculpture or AR325 Stone Sculpture: Carving

ART270 Design II: Process and Application

ART345 Liturgy and Image: Art for Worship

ART371 Selected Topics or AR381 Independent Study: Painting

ART401 Experimental Drawing: Abstraction

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

ART202 Life Drawing

ART270 Design II: Process and Application or AR110 Principles of Design

ART370 Design III: Studio Practicum

*One of the following (4 credits):*

ART470 Design IV: Applied Graphics

ART371 Selected Topics: Design Study/Typography

ART381 Independent Study in Design

*One of the following (4 credits):*

ART215 Introduction to Printmaking or AR315 Intaglio Printmaking

ART220 Photography I or AR320 Photography II

ART225 Clay Sculptures or AR325 Stone Sculptures: Carving

ART210 Introduction to Painting or AR310 Figure Painting

ART345 Liturgy and Image: Art for Worship

ART367 Illustration

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

ART202 Life Drawing

ART215 Introduction to Printmaking

ART315 Intaglio Printmaking

*One of the following (4 credits):*

ART302 Drawing in Context

ART401 Experimental Drawing: Abstraction

ART367 Illustration

ART371 Selected Topics: Advanced Drawing and Printmaking

*One of the following (4 credits):*

ART210 Introduction to Painting or ART310 Figure Painting

ART220 Photography I or ART320 Photography II

ART225 Clay Sculpture or ART325 Stone Sculpture: Carving

ART345 Liturgy and Image: Art for Worship

ART371 Selected Topics or

ART381 Independent Study: Drawing/Printmaking

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

ART202 Life Drawing

ART225 Clay Sculpture

ART325 Stone Sculpture: Carving

*One of the following (4 credits):*

ART435 Figurative Sculpture

ART445 Advanced Sculpture: Wood and Marble

ART371 Selected Topics: Sculpture

*One of the following (4 credits):*

ART210 Introduction to Painting or ART310 Figure Painting

ART215 Introduction to Printmaking or ART315 Intaglio Printmaking

ART220 Photography I or AR320 Photography II

ART270 Design II: Process and Application

ART345 Liturgy and Image: Art for Worship

ART367 Illustration

ART371 Selected Topics or ART381 Independent Study: Sculpture

ART401 Experimental Drawing: Abstraction

### **Requirements for the Double Major in Art and Education**

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

**Foundations** (12 credits):

ART102 Drawing I

ART110 Design I: Principles of Design

ART270 Design II: Process and Application

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

ART150 Art History: Cave Art to Medieval

ART151 Art History: Renaissance to Modern

ART410 Modern Art Seminar

**Studio** (16 credits):

ART202 Life Drawing

ART210 Introduction to Painting

ART215 Introduction to Printmaking

ART225 Clay Sculpture



**New Media** (4 credits):

- ART371 Selected Topics in New Media: Photography, Film, Animation or
- ART400 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:*

- ART102 Drawing I
- ART110 Design I: Principles of Design
- ART202 Life Drawing
- ART350 Anatomy for the Artist

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

- ART210 Introduction to Painting or ART310 Figure Painting
- ART215 Introduction to Printmaking or ART315 Intaglio Printmaking
- ART220 Photography I or ART320 Photography II
- ART225 Clay Sculpture or ART325 Stone Sculpture: Carving

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

- ART150 Art History: Cave Art to Medieval
- ART151 Art History: Renaissance to Modern
- ART410 Modern Art Seminar
- PHI214 Aesthetics
- Art theory elective

**COURSE DESCRIPTIONS**

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

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

- \* **ORV214 Cultural History of the Renaissance (4)**
- ORV310 Painting Studio at Orvieto (4)**
- ORV325 Stone Carving in Italy (4)**
- ORV370, 371, 372 Special Topics: Studio Art (4)**
- ORV382, 384, 386 Special Topics in Art History and Theory (4)**

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

**ART110 Design I: Principles of Design (4)**—Foundational study of basic principles of design. Students encouraged to reassess how they see, react to, discuss and employ these principles. Composition, balance, emphasis, color and form 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.

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

\* Fulfills Core Curriculum requirement

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

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

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

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

**ART220 Photography I (4)**—Introduces fundamentals of cameras, lighting, composition, basics of processing and printing black and white film, and use of photography as medium of communication and artistic expression. Prerequisite: major or permission of instructor. Lab fee.

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

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

**ART302 Drawing in Context (4)**—Upper-level drawing course incorporating skills and knowledge gained in Drawing I and Drawing II, extending visual vocabulary of student with experimentation, more sophisticated theoretical concerns and exposure to contemporary art. Prerequisite: major, ART202 or permission of instructor. (Offered periodically.) Model fee.

**ART310 Figure Painting (4)**—Follows Painting I. Continues development of oil techniques. Emphasizes figure studies and advanced painting methods. Lab fee. Prerequisite: major, ART210 or permission of instructor. Model fee.

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

**ART320 Photography II (4)**—Continues ART220. Emphasizes development of personal photography portfolio; explores landscape, portrait and experimental/digital techniques. Prerequisite: major or permission of instructor. Lab fee.

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

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

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

**ART365 Animation (4)**—Introduces animated film utilizing Adobe AfterEffects software. Develops a critical context for understanding history and theory of animation and gives practical introduction to several animation techniques. (Offered periodically.) Lab fee.

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

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

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

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

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

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

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

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

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

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

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

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

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

\* Fulfills Core Curriculum requirement

**ART470 Design IV: Applied Graphics/Location-Specific Design (4)**—Students use computer to aid in advance research, comping and creating of options for projects produced by hand rather than by mechanical process. Focus on producing multiple options, role and effects of location and spatial relationships on individual design projects, and link between computer-aided design and hand-built work. Computer-based class using Adobe Illustrator, Photoshop and/or InDesign. Prerequisite: ART270, major or permission of instructor. Lab fee. (Alternate years.)



Michael Hevesy

## DEPARTMENT OF BIBLICAL AND THEOLOGICAL STUDIES, AND YOUTH MINISTRIES

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**Chair Roger Green, Mark Cannister, Theodore Hildebrandt, Steven Hunt, Sharon Ketcham, David Mathewson, Elaine Phillips, Robert Whittet, Marvin Wilson. Part-Time: Paul 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 (BIB101 and BIB103). The nine required courses beyond the core are:

- BIB209 Romans and Galatians
- BIB220 Introduction to Biblical Studies
- BIB335 Biblical Hermeneutics
- BIB491 Senior Seminar *or* BBL304 Seminar: Greek Exegesis *or* BBL312 Hebrew II

*One of the following theology courses:*

- BIB301 Christian Doctrine
- BIB303 Old Testament Theology
- BIB305 Development of Christian Thought
- BIB306 Christianity from the Reformation to the 21<sup>st</sup> Century
- BIB310 Issues in New Testament Interpretation
- BIB322 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:

- BIB203 Life and Teachings of Jesus
- BIB205 Corinthian Correspondence
- BIB209 Romans and Galatians
- BIB211 Pentateuch
- BIB227 Prophetic Literature
- BIB303 Old Testament Theology
- BIB310 Issues in New Testament Interpretation
- BIB311 History of Israel
- BIB315 Later Pauline Letters
- BIB317 Johannine Literature
- BIB325 Wisdom Literature
- BIB381 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. Coursework in linguistics is strongly recommended, as is additional work in independent study courses and reading courses in the language.

### 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:

- BBL311 Hebrew I (biblical Hebrew is offered at Gordon; modern Hebrew taken at another institution will also meet this requirement)
- BBL312 Hebrew II
- BIB211 Pentateuch
- BIB234 Modern Jewish Culture
- BIB491 Senior Seminar: *One of the following:*  
  - Early Jewish Biblical Interpretation
  - Post-Biblical History of the Jewish People
  - Writings of Abraham Joshua Heschel

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

Study in Israel

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

An approved course in Jewish studies taken at another institution

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

A Gordon College senior may take up to two courses at Gordon-Conwell Theological Seminary as a special student. Students must get advanced permission from the registrars of both institutions prior to enrolling, in addition to completing the special student application at Gordon-Conwell. Students who are interested in taking courses at Gordon-Conwell under these conditions should meet first with Gordon College's chair of the Department of Biblical 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 B.A. or B.S. degree but who wish to do some intensive work in biblical and theological studies, either for their own personal growth or to fulfill the requirements of certain missions organizations, etc., and (2) students who have not completed college but want a year of work in this field.

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

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

- BIB101 Old Testament History, Literature and Theology
- BIB103 New Testament History, Literature and Theology
- BIB220 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 BIB101, BIB103, 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 YMN311 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)

- YMN101 History and Philosophy of Youth Ministry
- YMN241 Family and Adolescent Counseling
- YMN253 Leadership Theories and Practice
- YMN260 Christian Formation in Cultural Contexts
- YMN310 Expository Communication
- YMN311 Evangelism and Discipleship
- YMN315 Educational Theories and Methods for Bible Teaching
- YMN425, 426 Practicum I, II
- YMN491 Senior Seminar

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

- BIB101 Old Testament History, Literature and Theology (core)
- BIB103 New Testament History, Literature and Theology (core)
- BIB203 Life and Teaching of Jesus
- BIB220 Introduction to Biblical Studies

*One of the following:*

- BIB301 Christian Doctrine
- BIB303 Old Testament Theology
- BIB305 Development of Christian Thought
- BIB306 Christianity from the Reformation to the Present
- BIB310 Issues in New Testament Interpretation
- BIB322 American Christianity

### Core Curriculum Specifications (4 credits)

- PSY201 Psychological Perspectives
- SOC101 Sociological Perspectives

### Concentration in Urban Youth Ministry

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

- YMN380 Theology and Models of Urban Youth Ministry
- BUS201 Introduction to Urban Studies
- BUS381 Independent Study on Urban Ministry
- YMN425 Practicum I (in an urban context)
- YMN426 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 (YMN471, 472 Research I, II) in conjunction with YMN491 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: BIB209, 335, 491, 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**

- MIS215 Biblical and Historical Foundations for World Missions
- MIS216 Contemporary Developments in World Missions

#### **Understanding the Christian Faith**

YMN311 Evangelism and Discipleship

*Plus one of the following:*

- BIB203 Life and Teachings of Jesus
- BIB227 Prophetic Literature
- BIB301 Christian Doctrine

#### **Understanding Other Cultures**

- MIS225 Preparation for Missions
- MIS312 Survey of World Religions
- MIS425 Missions Practicum

### **Agricultural Missions**

An opportunity is offered during winter break for students interested in missions to take part in MIS291/BIO291 Sustainable Tropical Agriculture (4 credits). This biology missions course offers a unique opportunity for practical experience in agricultural missions. Taught at ECHO (Educational Concerns for Hunger Organization) in Fort Myers, Florida, and in Haiti, 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. Yuanming Zheng, biology, and Global Education Office.

## **COURSE DESCRIPTIONS**

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The Old Testament core requirement (BIB101) and the New Testament core requirement (BIB103) are generally taken during the first year. Both courses are prerequisite to all offerings in this department.

### **OLD TESTAMENT**

- \* **BIB101 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.

**BIB211 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. Offered 2008–09.)

**BIB227 Prophetic Literature (4)**—Studies history and exegesis of selected writings from prophets of ancient Israel. Views New Testament revelation in relation to and applied to modern thought and contemporary literature. (Alternate years. Offered 2008–09.)

**BIB325 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 2008–09.)

**BIB337 Historical Geography of the Lands of the Bible (4)**—Studies geographical features of lands of the Bible stressing factors that affected settlement patterns, communication and power struggles. Relevant biblical, historical and archaeological materials correlated with geographical features, major sites and routes in antiquity. (Alternate years. Not offered 2008–09.)

### **NEW TESTAMENT**

- \* **BIB103 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.

**BIB203 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.

**BIB205 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. (Alternate years. Not offered 2008–09.)

\* Fulfills Core Curriculum requirement

**BIB209 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.

**BIB315 Later Pauline Letters (4)**—Studies prison and pastoral letters with attention to ecclesiological and Christological developments they represent. (Alternate years. Offered 2008–09.)

**BIB317 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. Offered 2008–09.)

## **THEOLOGY**

**BIB301 Christian Doctrine (4)**—Examines great doctrines of Christian faith. Emphasizes biblical bases of doctrines and application to life of the Church and Christian. (Alternate years. Offered 2008–09.)

**BIB303 Old Testament Theology (4)**—Jewish roots of the Christian faith as developed throughout Old Testament Scriptures. Emphasizes humanity, covenant, kingdom of God, Messianic teaching, sin, salvation, worship and Old Testament authority. (Alternate years. Offered 2008–09.)

**BIB305 Development of Christian Thought (4)**—Studies historical development of selected doctrines from end of New Testament to Protestant Reformation. Reformation studied through life and teachings of Martin Luther. (Alternate years. Not offered 2008–09.)

**BIB306 Christianity from the Reformation to the Present (4)**—Traces historical development of Christian theology since Reformation; begins with study of John Calvin; concludes with 20<sup>th</sup>-century theological issues. No prerequisite. (Alternate years. Offered 2008–09.)

**BIB310 Issues in New Testament Interpretation (4)**—Examines hermeneutical, theological and ethical issues vital to study of New Testament: women in ministry, translation and gender issues, understanding Jesus, new perspectives on Paul, postmodern approaches to New Testament and use of Old Testament in New Testament. (Alternate years. Not offered 2008–09.)

**BIB322 American Christianity (4)**—Studies development of Christianity in America from 17<sup>th</sup> century to today; people (e.g., Edwards, Rauschenbusch) and movements (e.g., Revivalism, Social Gospel Movement, Fundamentalism) which gave it form. Field trips to Boston. (Alternate years. Not offered 2008–09.)

## **DEPARTMENTAL COURSES**

**BIB220 Introduction to Biblical Studies (4)**—Introduces academic study of the Bible and related topics; addresses historical and geographical backgrounds, literary and socio-anthropological approaches to text, selected theological issues and research methods.

**BIB232 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. Not offered 2008–09.)

**BIB234 Modern Jewish Culture (4)**—Studies emergence of contemporary Judaism in comparison with biblical Judaism. Traditions in life of a Jew from birth to death. History of Christian-Jewish relations. Numerous field trips and discussions with rabbis. Not open to freshmen.

**BIB335 Biblical Hermeneutics (4)**—Studies selected critical problems relating to origin, transmission and interpretation of biblical books. Prerequisites: BIB101, 103, 220. Nonmajors require permission of instructor.

**BIB425 Jewish Studies Concentration Internship (2)**—Provides students opportunity to serve within Jewish community, gaining firsthand experience on community projects and learning about Jews and Judaism with purpose of further fostering positive relationships between Jewish and Christian communities. Prerequisites: advance approval by supervising faculty member and registrar, and minimum cumulative GPA of 2.50.

**BIB491 Senior Seminar (4)**—Reading and research in selected areas of Old Testament, New Testament or theology. Topics 2008–09: “American Fundamentalism and Evangelicalism”; “Making Sense of the Book of Revelation”; “The Life, Ministry and Theology of John Wesley.” Prerequisite: permission of instructor.

## **BIBLICAL LANGUAGES AND EXEGESIS**

- \* **BBL201 Greek I (4)**—Introduces fundamentals of Greek of New Testament era. Emphasizes grammar and reading skills.
- \* **BBL202 Greek II (4)**—Continues Greek I; extensive reading in Johannine literature of Greek New Testament. Prerequisite: BBL201 (with a C or better) or equivalent.
- BBL303 Greek III (4)**—Requires translation of New Testament Greek materials; emphasizes vocabulary building and mastery of grammar. Prerequisite: BBL202 or equivalent.
- BBL304 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: BBL303 or equivalent.
- \* **BBL311 Hebrew I (4)**—Introduces fundamentals of biblical Hebrew; emphasizes grammar, vocabulary and syntax. (Alternate years. Offered 2008–09.)
- \* **BBL312 Hebrew II (4)**—Continues Hebrew I; readings and exegesis of selected prose and poetic portions of Hebrew Bible. Exegesis paper required if taking course for senior seminar credit. Prerequisite: BBL311. (Alternate years. Offered 2008–09.)

\* Fulfills Core Curriculum requirement

## MISSIONS

**MIS215 Biblical and Historical Foundations for World Missions (4)**—Comprehensive introduction to world Christian movement as involved in mission. Course provides systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Analysis of dynamics of growth of Christian movement from Apostolic era to present day.

**MIS216 Contemporary Developments in World Missions (4)**—Analysis of recent developments and debates in mission circles. Addresses issues pertaining to traditional missionary service and tentmaking through teaching, government service, international business and healthcare. Special attention given to major leaders in evangelization of new peoples and nations and to diverse structures of mission outreach. Topics include contextualization, demographic shifts, cross-cultural family life, healthcare overseas, the relationship between justice and evangelization, and liberation theology.

**MIS225 Preparing for Missions (2)**—Designed to be taken spring prior to students embarking on summer missions trips. Prepares students for cross-cultural summer missions experiences focusing on cultural analysis and sensitivity, and cross-cultural living.

**MIS312 Survey of World Religions (4)**—Surveys major non-Christian religions of the world. Focuses on history, belief structure and relationship to culture; key issues in presenting gospel message to adherents of each religion.

**MIS425 Missions Practicum (0–8)**—Provides students with eight-week cross-cultural experience overseas. Practicum emphasizes completion of particular missions project under direction of field missionary or missions agency. Must be prearranged and approved by instructor. Prerequisites: MIS215, 216, 225 and 312.

## YOUTH MINISTRIES

**YMN101 History and Philosophy of Youth Ministry (4)**—Examines purpose of youth ministry, youth in modern American culture, needs of youth and their parents, history and future of youth ministry profession and elements of programming.

**YMN241 Family and Adolescent Counseling (4)**—Examines needs and problems of normal and troubled adolescent experience. Attention given to developing strategy of ministry through counseling.

**YMN253 Leadership Theories and Practice (4)**—Surveys variety of philosophies, styles, issues and current challenges for developing leadership in youth ministry. Students challenged to grow as leaders and develop personal philosophy of Christian leadership.

**YMN260 Christian Formation in Cultural Contexts (4)**—Examines dynamics of Christian formation in adolescence within sociocultural environments of ancient and contemporary worlds. Emphasizes interrelated and distinct stages of faith formation, theological interplay between Christ and culture, and ways culture influences our understanding of God, ourselves and the Church.

**YMN275 Philosophy and Practice of Leadership for Short-Term Missions (2)**—Provides overview of leadership principles, philosophy and practice related to short-term missions. Explores biblical theologies of missions, anthropological implications, and various legal and ethical issues related to short-term missions.

**YMN277 Future of Youth Ministries (2)**—Focuses on broadest possible understanding of youth ministries across cultures and traditions. Students engage in analysis and critique of variety of emerging movements in youth ministries. Course fee and participation at one of national youth ministry conventions required. (Offered fall of odd-numbered years.)

**YMN310 Expository Communication (2)**—Explores communication strategy and elements of homiletical theory in effective presentation of gospel message to youth. Opportunities to design and deliver youth talks.

**YMN311 Evangelism and Discipleship (4)**—Analyzes spiritual decision-making process, communication theory and strategy for contemporary culture, and art of persuasion; spiritual formation and nurture. Incorporates individual experiences in personal evangelism and small-group discipleship.

**YMN315 Educational Theories and Methods (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.

**YMN318 Gender Issues in Biblical Perspective (4)**—Emphasizes critical study of Scripture that moves beyond experiential arguments concerning gender issues in the Church through providing historic overview, examining relevant Scripture passages alongside interpretations from various perspectives, outlining possibilities for feminist theology, and exploring contemporary gender issues in the Church.

**YMN360 Christian Apologetics (4)**—Introduction to Christian apologetics through critical analysis of theology pertaining to articulation of Christian faith. Challenges students to broaden understanding of what they believe to be true and why they believe it to be so, in order to develop a personal statement of faith and verbally explain and defend their faith in an atmosphere of doubt.

**YMN371 Selected Topics (2–4)**—Upper-level seminar course focuses on select topics relevant to field of youth ministry. Repeatable.

**YMN380 Theology and Models of Urban Youth Ministry (4)**—Orientation for inner-city ministry stressing strengths and resources of inner-city people and communities while dealing with dynamics of poverty, oppression, racism, gangs, drugs and crime. Discusses prevention and treatment responses of church and state. Students gain understanding of cross-cultural communication, community research, analysis of research, community development, change of suburban attitudes and development of youth programs. Offered in Boston through Center for Urban Ministerial Education. (Alternate years.)

**YMN390 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 Center for Urban Ministerial Education. (Alternate years.)

**YMN425, 426 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 supervision of on-site youth minister. Placements made in summer following junior year or during senior year. SUMIT students attend on-campus meetings throughout academic year or are visited by instructor on site in summer. Repeatable for elective credit if completed in a dissimilar context. Pre- and/or concurrent requisites: YMN101, 241, 253, 260, 310, 311 and 315 or by permission of the instructor.

**YMN471, 472 Research I, II (2, 4)**—Individual research for senior honors thesis. Prerequisites: senior standing and permission of supervising faculty member.

**YMN491 Senior Seminar (4)**—Reading and research in 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**

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**Chair Yuanming Zheng, Charles Blend, Dorothy Boorse, Gregory Keller, Craig Story, Yaliang Zhao. Adjunct: Grace Ju.**

**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 the Thomas Jefferson University College of Health Professions in Philadelphia. See Other Approved Programs in Academic Program section.



### **Environmental Science**

Gordon College participates in the program of AuSable Institute of Environmental Studies in three locations: 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 minors) and may earn certification from AuSable as an environmental analyst. AuSable courses taken during the summer are available at half the normal Gordon tuition. See course descriptions below and in Off-Campus Curriculum.

### **Special Studies in Marine Biology**

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

### **International Seminar: Sustainable Tropical Agriculture**

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

### **Requirements for the Major in Biology**

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. At least one upper-level plant course (e.g., botany, ecology or approved AuSable course) must be taken regardless of concentration.

- BIO150 Biology I: Cells and Genetics
- BIO151 Biology II: Animal Biology
- BIO250 Biology III: Plants, Ecology and Evolution
- BIO260 Introduction to Research in Biology
- BIO316 Modern Genetics
- BIO491 Senior Seminar

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

CHE111, 112 Principles of Chemistry I, II

CHE211, 212 Organic Chemistry I, II

MAT134 Survey of Calculus

MAT220 Biostatistics

PHY121, 122 Introductory Physics I, II or PHY119, 120 General Physics I, II (non-calculus)

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

**Professional Concentration** (18 credits of biology electives required.)

### **Health Professions Concentration**

Students interested in entering a career in the medical, veterinary, dental or other health professions fields should complete the requirements for the Health Professions Program. See requirements for the concentration or minor listed in the Interdisciplinary and Off-Campus Curriculum section of the catalog. Contact Dr. Craig Story, Biology Department, for additional information.

### **Biotechnology Concentration**

The following courses are required:

BIO341 Biochemistry

BIO425 Internship

ECB245 Principles of Management

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

### **Environmental Concentration**

BIO/NSM222 Environmental Science, BIO310 Ecology, CHE312 Analytical Chemistry II and two summer field courses at AuSable Institute of Environmental Studies. BIO440 Advanced Techniques in Ecology and BIO291 Sustainable Tropical Biology are recommended.

### **Marine Biology Concentration**

The following courses are required:

BIO230 Introduction to Marine Science

BIO331 Marine Biology Institute

Biology electives (10 credits) approved by the department

BIO310 Ecology and BIO421 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 (BIO471, 472). In consultation with a faculty advisor, the candidate will select a thesis committee

of three faculty members: the advisor as the chair of the committee and two other faculty members, one of which must be from a department outside the student's major. The role of the committee includes: first, to approve the research proposal from the candidate; second, to help shape and monitor the progress of the candidate's research; and third, to read and approve the candidate's final thesis. Each candidate is responsible for calling periodic meetings with his/her thesis committee to report progress and receive feedback. The minimum GPA for an honors candidate is 3.50 in the major and 3.00 overall.

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

### **Requirements for the Minor in Biology**

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

### **Requirements for the Minor in Neuroscience**

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

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

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

## **COURSE DESCRIPTIONS**

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- \* **NSM216 Introduction to Geology (4)**—Core nonlab physical science option. See divisional descriptions.
- \* **NSM220 Human Biology, Health and Disease (4)**—Core life science lab option. See divisional course descriptions.
- \* **NSM222 Environmental Science (4)**—Core life science nonlab option. See divisional course descriptions.

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

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

\* Fulfills Core Curriculum requirement

**BIO/HLP200, 201 Health Professions Seminars I, II (0, 0)**—Examines clinical experiences and related case studies in medical ethics. Consists of required sessions with and presentations from healthcare providers and researchers. Required of all premedical program participants during sophomore year; recommended for those interested in health-related careers. Course fee.

**BIO213, 214 Human Anatomy and Physiology I, II (4, 4)**—Examines structure and function of human body. Emphasizes organ systems: skeletal, muscular, nervous, endocrine, respiratory, circulatory, digestive, urinary and reproductive. Weekly laboratory. Lab fee.

**BIO222/NSM222 Environmental Science (4)**—In-depth study of environment and our interaction with it. Major topics include decline of ecosystems, global atmospheric change, loss of biodiversity and human population explosion. Core life science nonlab option.

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

**BIO230 Introduction to Marine Science (4)**—Explores marine systems. Includes in-depth study of geological, chemical, physical and biological oceanography. Emphasizes field experience. Prerequisite: BIO150. (Not offered 2008–09.) Lab fee.

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

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

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

**BIO/HLP300, 301 Health Professions Seminars III, IV (0, 2)**—Provides interaction between students interested in medicine and allied health and practicing physicians, residents in training, medical students, researchers and paramedical professionals; prepares premed students for study of medicine. Required of premedical program participants, junior year. Prerequisites: BIO/HLP200, 201. Course fee.

**BIO302 Crops and Society (4)**—Studies major food crops in world agriculture: adaptation, production, utilization, morphology and reproduction. Focus on social, economic, political, cultural and environmental issues pertaining to past and modern agricultural practices.

**BIO308 Botany (4)**—Surveys plant diversity of vascular and nonvascular plants. Studies vascular plants of New England in natural habitats through field trips and in laboratory. Includes some collecting and pressing of specimens. Visits to botanical garden, herbarium and greenhouses. Weekly laboratory. Prerequisite: BIO250. Lab fee.

**BIO309 Plant Anatomy and Physiology (4)**—Examines anatomy, structure and function of plant bodies. Research methods emphasized in weekly laboratory. Prerequisites: BIO150, 250. (Alternate years. Not offered 2008–09.) Lab fee.

**BIO310 Ecology (4)**—Focuses on general principles of ecology including theory, classification of biota and field techniques. Central independent project with hypothesis test and poster presentation. Prerequisites: BIO250, 251. (Alternate years. Offered 2008–09.) Lab fee.

**BIO312 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: BIO150, 151. (Alternate years. Offered 2008–09.) Lab fee.

**BIO314 Microbiology (4)**—Surveys growth, metabolism, molecular genetics, immunology and ecology of bacteria and viruses. Weekly laboratory. Prerequisites: BIO150, 151. (Alternate years. Offered 2008–09.) Lab fee.

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

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

**BIO323 Developmental Biology (4)**—Experimental analytical approach to problems in gamete production, fertilization, growth, differentiation and morphogenesis. Discussion of factors that control gene expression is emphasized. Experimental labs cover embryology, tissue culture and protein analysis. Prerequisites: BIO150, 151. (Alternate years. Offered 2008–09.) Lab fee.

**BIO331 Marine Biology Institute (4)**—Introduces marine organisms through lecture, laboratory and extensive field experiences. Emphasizes ecology, morphology and taxonomy. Prerequisites: BIO151, 230 or approval of instructor. (Offered in even-numbered years: offered summer 2008.) Lab fee.

**BIO333 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: BIO150, 151. (Alternate years. Offered spring of even years.) Lab fee.

**BIO340 Field Ornithology (2)**—Studies ecology, behavior and identification of birds; identification of spring bird fauna by sight and sound. Includes field study of major habitats. Lab fee.

**BIO341/CH341 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: CHE211, 212; BIO150. Lab fee.

**BIO371 Selected Topics (2 or 4)**—Explores topic not regularly offered. Students may enroll more than once if topic changes. Prerequisites set by instructor.

**BIO415 Parasitology (4)**—Exploration of the diverse parasite fauna of lower and higher vertebrates (including man) and invertebrates. Emphasis on taxonomy, morphology, evolution, ecology and life history of parasitic protozoans, helminths and arthropods. Labs involve dissection, collection and identification of variety of hosts. Prerequisites: BIO150, 151. (Alternate years. Offered 2008–09.) Lab fee.

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

**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: BIO150, 151, 250. (Alternate years. Offered 2008–09.)

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

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

## **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 campus in India. 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](http://www.ausable.org).

## DEPARTMENT OF CHEMISTRY

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**Chair Irvin Levy, Emily Jarvis, Dwight Tshudy.**

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

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

### Requirements for the Major in Chemistry

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

### Professional Concentration

Requirements for the professional concentration include:

- CHE111, 112 Principles of Chemistry I, II
- CHE211, 212 Organic Chemistry I, II
- \*CHE311,\*312 Analytical Chemistry I, II
- \*CHE315,\*316 Physical Chemistry I, II
- CHE391, 392 Junior Seminar I, II
- CHE411 Inorganic Chemistry
- CHE491, 492 Senior Seminar I, II
- MAT141, 142 Calculus I, II
- \*MAT223 Calculus III
- PHY121,122 Introductory Physics I, II

*Eight credits from the following:*

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

### Health Professions Concentration

Students interested in entering a career in the medical, veterinary, dental or other health professions fields should complete the requirements for the Health Professions Program plus the additional courses marked with asterisks in the professional concentration. See requirements for the concentration or minor listed in the Interdisciplinary and Off-Campus Curriculum section of the catalog. Contact Dr. Craig Story, Biology Department, for additional information.

## Honors in Chemistry

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

### Physical Sciences Honors Track

PHY214 Mathematical Methods in Physics I

8 credits of physical science, mathematics or computer science electives

### Life Sciences Honors Track

BIO321 Molecular Cell Biology and Microscopy

CHE341 Biochemistry

4-credit life science elective

### Individually Designed Honors Track

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

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

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

## COURSE DESCRIPTIONS

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- \* **NSM216 Introduction to Geology (4)**—Core physical science nonlab option. See divisional course descriptions.
- \* **NSM218 Newton to Einstein (4)**—Core physical science lab option. See divisional course descriptions.
- \* **CHE111 Principles of Chemistry I (4)**—Presents fundamental principles and concepts of chemistry: stoichiometry; atomic structure; thermochemistry; elementary quantum theory; chemical periodicity; chemical bonding; molecular structure and geometry; properties of gases, liquids, solids and solutions; kinetic theory; and phase equilibria. Laboratory emphasizes quantitative measurement and develops investigative techniques and ability to interpret results. Previous high school or introductory college chemistry course strongly recommended. Core physical science lab option. Lab fee.

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



\* **CH201 Forensic Science: Chemistry and Investigations (4)**—Explores nature of forensic investigations and how chemical, physical and biological techniques and instrumental tools are used in helping solve crime or provide clues to a mystery. Selected topics include trace analysis, toxicology, pharmacology, molecular genetics, fingerprinting and legal implications. Uses forensic science as framework for studying basic concepts of general and analytical chemistry. Core physical science lab option. Lab fee.

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

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

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

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

**CHE315 Physical Chemistry I (4)**—Examines thermodynamics and kinetics. Thermodynamics topics: gas equations of state and kinetic theory of gases; laws of thermodynamics; entropy; free energy; chemical equilibrium; and phase equilibrium of one- and two-component systems. Kinetics topics: empirical chemical kinetics and reaction rate theory. Laboratory involves experiments in calorimetry and empirical kinetics. Prerequisites: CHE112 and PHY122. Lab fee. (Alternate years. Offered 2008–09.)

**CHE316 Physical Chemistry II (4)**—Considers quantum chemistry and spectroscopy. Topics include postulates of quantum mechanics, particle in a box, harmonic oscillator and vibrational spectra, rigid rotor and rotational spectra, vibration-rotation spectra, hydrogen atom, many-electron atoms, and atomic spectra. Laboratory demonstrates application of spectroscopic theory to actual molecular spectra. Prerequisites: CHE112 and PHY122. Lab fee. (Alternate years. Offered 2008–09.)

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

**CHE371, 372 Selected Topics in Chemistry I, II (2, 2)**—Examines topics of instructor's choice not covered elsewhere in curriculum. 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. Students may enroll more than once if topic is different.

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

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

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

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

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

## **DEPARTMENT OF COMMUNICATION ARTS**

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**Chair Catherine Cobbey, Nathan Baxter, Jo Kadlecek.**

**MISSION:** The communication arts program engages students with culture-shaping messages and media from the perspectives of a Christian worldview. Developing both theoretical foundations for understanding and evaluating and skills for communicating artfully, we take seriously the relationship between culture and communication. Worldview, values and ethics are central concerns throughout the major. 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, 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 Christian engagement with the communication arts and media.

COM200 Christian Perspectives on Communication Arts

*One of the following courses:*

COM210 Perspectives on Communication in Culture

COM242 Interpersonal Communication

COM248 Intercultural Communication

COM310 Contemporary Communication Theories

COM420 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.

COM110 Principles of Design: Communication

COM211 Writing for Media

COM240 Public Speaking

### Application (16 credits)

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

#### Writing

*One of the following:*

COM222 Journalism I: News Writing

COM212/ENG212 Introduction to Creative Writing

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

*One of the following:*

COM425 Internship

COM440/ENG440 The Literary Journal

#### Media Studies

COM252 Introduction to Mass Communication

COM254 Introduction to Digital Video Production

COM356 Responding to Visual Media

*One of the following courses:*

COM358 Film and TV Genres

COM344 Art of Persuasion

COM371 Selected Topics in Media

#### Film Studies

Students may complete a track in film studies by attending the Los Angeles Film Studies Center. This competitive 16-credit semester-long experience, sponsored by the Council for Christian Colleges & Universities, includes an internship and courses in production, screenwriting and the study of the film industry. Acceptance into the program is by application, and enrollment cannot be guaranteed.

**Support**

Students are encouraged to supplement their program by taking courses in the social sciences such as POL246 International Diplomacy, ECB377 Principles of Marketing, ECB345 Organizational Behavior and Management, PSY243 Social Psychology or PSY360 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, Gordon in Boston or the San Francisco-based Urban Studies Program, may be tailored to be especially applicable to the field of communications.

**Requirements for the Minor in Communication Arts**

A minor in communication arts may be constructed in consultation with departmental chair. All minors are required to take a minimum of 18 credit hours in the department. COM200 Christian Perspectives on Communication Arts is required of all communication minors. The remaining credits will be taken in one concentration area or as an approved combination.

**COURSE DESCRIPTIONS**

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**COM110 Principles of Design: Communication (4)**—Studies foundational art elements and visual dynamics of communication design. Composition, balance, emphasis, color and form studied through sequence of design exercises, assigned design projects and related readings. Includes work both of pure design and of graphic arts. Prerequisite: major or permission of instructor. Course fee.

**COM200 Christian Perspectives on Communication Arts (2)**—Introduces biblically and theologically informed approaches to communication arts. Principles and examples of artistry of symbolic action studied and practiced. Develops fundamental communication competencies involved in constructively critical cultural agency.

**COM210 Perspectives on Communication in Culture (4)**—Tracks status of rhetorical theory and practice in cultural formations of Western tradition from classical times to present. Explores how symbolic actions mediate cultural traditions and practices, disclosing sensibilities of justice, excellence, knowledge and prudence. (Alternate years. Offered 2008–09.)

**COM211 Writing for the Media (4)**—Develops advanced writing skills in context of genres found in contemporary communication media such as news stories, editorials, scriptwriting and advertising. Prerequisite: major or permission of instructor.

**COM212/ENG212 Introduction to Creative Writing (4)**—See ENG212 course description under English.

**COM213/POL213 Political Communication: Votes, Groups, Media (4)**—See POL213 course description under Political Studies.

**COM218/ENG218 Creative Writing: Nonfiction (4)**—See ENG218 course description under English.

**COM222 Journalism I: News Writing (4)**—Studies all facets of reporting news. Experience in techniques of interviewing, information gathering and writing news stories. Prerequisite: COM or ENG major or permission of instructor.

**COM240 Public Speaking (4)**—Introduces fundamental skills and perspectives of presentational speaking. Building on classical standards, develops greater skill and poise in making presentations. Cultivates discernment of timing and appropriateness in speech that serves listeners in their circumstances, helping them respond freely, lovingly and truthfully. Prerequisite: major or permission of instructor.

**COM242 Interpersonal Communication (4)**—Examines how communication functions in relationships of mutual influence. Based on understanding verbal and nonverbal skills, explores models for listening and responding, managing conflict, and developing and adjusting various kinds of relationships. (Alternate years. Not offered 2008–09.)

**COM248 Intercultural Communication (4)**—Studies communication dynamics of intercultural engagement. Based on fundamental perspectives related to communication and culture, explores how communication practices disclose and articulate cultural diversity. Emphasizes awareness of cultural values and pursues incarnational model for reducing cultural misunderstandings and enhancing appreciative interaction.

**COM252 Introduction to Mass Communication (4)**—Examines how media of mass communication both reflect and influence our culture. Considers how knowledge of environment and models for social interaction are affected by mediated communication, and how financial and organizational structures of media influence content and approach.

**COM254 Introduction to Digital Video Production (4)**—Introduces basic equipment, pre- through postproduction procedures and techniques, and aesthetic and narrative perspectives in digital video production. Students complete individual and group productions. Prerequisite: major or permission of instructor. Lab fee.

**COM310 Contemporary Communication Theories (4)**—Surveys influential perspectives on communication developed during past 100 years. Examines social-scientific, humanistic and performative schools of thought on how symbolic action can be understood and adjusted. Prerequisite: COM200.

**COM314/ENG314 Creative Writing: Fiction (4)**—See course listing under English.

**COM315/ENG315 Creative Writing: Playwriting (4)**—See course listing under English.

**COM316/ENG316 Creative Writing: Poetry (4)**—See course listing under English.

**COM317/ENG317 Screenplay Writing (4)**—Examines principles of screenplay writing with constant practice. Coursework includes extensive analysis of student work and established models. Prerequisite: COM212/ENG212 or COM211/ENG211 or permission of instructor. (Alternate years. Offered 2008–09.)

**COM324 Journalism II: Feature Writing (4)**—Examines principles and practice in writing features and articles; rewriting process; how to interview, get stories, and get published. Prerequisite: COM222.

**COM325 Advanced Writing for Public Relations and Advertising (4)**—Studies and practices many forms of promotional and public relations writing including press releases, public service announcements, magazine queries, securing television and radio interviews, coverage memos, media alerts, features, trade press releases, newsletters, backgrounders and public relations presentations. Prerequisite: COM211. (Alternate years. Not offered 2008–09.)

**COM344 Art of Persuasion (4)**—Examines elements, domains, implications and challenges of persuasion. Engages variety of theories for understanding and evaluating persuasion, grappling with issues of effectiveness, ethics and eloquence in interplay of creativity and critique. Cultivates greater insight into conditions of being persuaded and greater discernment in responding to and offering persuasion. Prerequisite: major or permission of instructor.

**COM346 Responding to Civic Discourse (4)**—Develops skills of creative response to symbolic action employing traditional and contemporary critical methods. Focusing on developing timely responses to rhetorical acts, gives special attention to rhetoric offered in arenas of civic conflict. (Alternate years. Offered 2008–09.)

**COM356 Responding to Visual Media (4)**—Studies criteria by which people evaluate the visual media of film and television. Students learn and practice established and innovative critical approaches, articulating meaning and value of wide range of visual texts.

**COM358 Film and TV Genres (4)**—Studies film and television genres, including history and theory of creating and understanding visual media by type. Examines definitions, meanings, cultural roles and blending of genres. Creative and analytic projects required. (Alternate years. Not offered 2008–09.)

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

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

**COM419/ENG419 Advanced Studies in Creative Writing (4)**—See ENG419 course description under English.

**COM420 Media, Ethics and Culture (4)**—Synthesizes and extends concepts and skills developed throughout communication arts major. Capstone course focuses on appraising and responding to powerful and pervasive influence of media in contemporary culture. Students develop both critical and creative thesis projects. Prerequisites: senior standing and major.

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

**COM440/ENG440 The Literary Journal (4)**—See ENG440 course description under English.

## **DEPARTMENT OF ECONOMICS AND BUSINESS**

**Chair Stephen Smith, Casey Cooper, Nancy Feng, Niles Logue, John Mason, Bruce Webb, Theodore Wood. Part-Time: Meirwyn Walters.**

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

### **Majors within the Department and Common Requirements**

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

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

#### **Foundations**

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

*One of the following courses:*

- MAT111 Mathematics for Business and Economics
- MAT134 Survey of Calculus
- MAT141 Calculus I

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

### **Requirements for the Major in Accounting**

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

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

ECB217, 218 Principles of Accounting I, II  
 ECB320 Business Law  
 ECB347 Financial Management  
 ECB352, 353 Intermediate Accounting I, II  
 ECB492 Senior Seminar: Management, Policy and Ethics

*One of the following courses:*

ECB245 Principles of Management  
 ECB377 Principles of Marketing

*Three of the following courses:*

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

Double majors in accounting and business administration will not be allowed to use the following accounting courses as electives for their business administration major: ECB335, 352, 353, 362, 364, 443. Students must continuously maintain a 2.0 GPA within the major.

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

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

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

ECB217, 218 Principles of Accounting I, II  
 ECB245 Principles of Management  
 ECB347 Financial Management  
 ECB377 Principles of Marketing  
 ECB492 Senior Seminar: Management, Policy and Ethics

An additional 8 credits of coursework within the major at or above the 300 level

Double majors in accounting and business administration will not be allowed to use the following courses as electives for their business administration major: ECB335, 352, 353, 362, 364, 443. Students must continuously maintain a 2.0 GPA within the major.



### International Business Concentration

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

ECB217, 218 Principles of Accounting I, II

ECB245 Principles of Management

ECB347 Financial Management

ECB366 International Economics

*One of the following:*

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

ECB305 Economic Development

ECB377 Principles of Marketing

ECB440 International Business

ECB492 Senior Seminar: Management, Policy and Ethics

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

### Requirements for the Major in Economics

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

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

ECB324 Intermediate Macroeconomics

ECB341 Christian Teaching on the Economy

ECB491 Senior Seminar: Economic Policy

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

ECB304 Poverty in the United States

ECB305 Economic Development

ECB307 Environmental Economics

ECB313 Econometrics

ECB330 Financial Markets and Institutions

ECB366 International Economics

ECB369 International Capitalisms

ECB372 Investment Analysis

ECB416 International Political Economy

ECB425 Internship

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

### Requirements for the Major in Finance

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

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

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

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

- ECB245 Principles of Management
- ECB305 Economic Development
- ECB313 Econometrics
- ECB324 Intermediate Macroeconomics
- ECB335 Not-for-Profit Accounting
- ECB362 Cost Accounting
- ECB364 Federal Income Taxes
- ECB369 International Capitalisms
- ECB374 Small Business Management
- ECB377 Principles of Marketing
- ECB440 International Business

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

### Major in International Affairs

The Economics and Business Department jointly sponsors an international affairs major with the Political Studies Department. See Interdisciplinary and Off-Campus Curriculum for detail.

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

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

orally in front of department faculty toward the end of spring term. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall.

An honors thesis should be considered by students intending to complete advanced degrees in any of the economics or business fields. See department faculty for details.

### **International Seminar: Economic Development in Modern China**

The Economics and Business Department and the East-West Institute offer an intensive combination of study and travel to China which focuses on one of the world's largest economies. Students prepare through meetings and assigned reading during the spring semester, then travel to key sites of historical interest and economic development. Not offered spring/summer 2008. Earns 2 semester hours of credit through either the Economics and Business Department or History Department. Contact Global Education Office to apply.

### **Requirements for the Minor in Accounting**

ECB201 Principles of Microeconomics  
 ECB217, 218 Principles of Accounting I, II  
 ECB352, 353 Intermediate Accounting I, II  
 Four credits of electives from the following:  
 ECB335 Not-for-Profit Accounting  
 ECB362 Cost Accounting  
 ECB364 Federal Income Taxation  
 ECB443 Auditing

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

ECB201 Principles of Microeconomics  
 ECB217 Principles of Accounting I  
 ECB245 Principles of Management  
 Additional 12 credits in business, worked out with advisor

### **Requirements for the Minor in Economics**

ECB201 Principles of Microeconomics  
 ECB202 Principles of Macroeconomics  
 ECB311 Intermediate Microeconomics  
 Additional 12 credits in economics, worked out with advisor

### **Minor in East Asian Studies**

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. See Interdisciplinary and Off-Campus Curriculum.

## **COURSE DESCRIPTIONS**

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- \* **ECB201 Principles of Microeconomics (4)**—Introduces the discipline; scarcity and comparative economic systems; pricing system within market economy; output and input markets; efficiency and equity of resource allocation in context of Christian teaching.

\* Fulfills Core Curriculum requirement

**ECB202 Principles of Macroeconomics (4)**—Introduces economics of inflation, recession, unemployment, economic growth. Includes role of Federal Reserve, consequences of budget deficits, effects of international trade on U.S. economy, assessment of current policy. Prerequisite: ECB201.

**ECB211 Statistics in Business and Economics (4)**—Explores basic tools of descriptive and inferential statistics; applies probability theory, estimation, hypothesis testing and regression techniques to business and economic analysis.

**ECB217, 218 Principles of Accounting I, II (4, 4)**—Considers underlying theory and analytical aspects of accounting as control device and management tool; construction and interpretation of basic financial statements. ECB217 is prerequisite for ECB218.

**ECB245 Principles of Management (4)**—Studies fundamental concepts of planning, organizing, leading and controlling in context of individual and organizational behavior; productive and efficient management of human and material resources; role of faith in informing business practices and decision making.

**ECB291 International Seminar: Economic Development in Modern China (2)**—Summer study and travel program focusing on modern China, its economy and development. See departmental information.

**ECB304 Poverty in the United States (2)**—Interdisciplinary examination of: amount, causes and nature of poverty in the U.S.; assistance programs (private and public); biblical teaching regarding poverty assistance. Prerequisite: ECB201.

**ECB305 Economic Development (4)**—Analyzes developing economies; surveys and critiques various development strategies; agricultural, industrial and trade policies and their effect on economic growth and human welfare. Prerequisite: ECB202.

**ECB307 Environmental Economics (2)**—Studies environmental issues and policy; employs basic principles of economics. Topics include market failure, cost-benefit analysis, and assessment of alternative policies. Prerequisite: ECB201 or permission of instructor. (Alternate years.)

**ECB311 Intermediate Microeconomics (4)**—Analyzes individual decision units within the economy (principally households and business firms); product and factor market analysis. Prerequisites: ECB201, MAT111 or equivalent.

**ECB313 Econometrics (4)**—Explores development, testing and application of multiple regression models in economic and business analysis and forecasting. Prerequisite: ECB211. (Alternate years. Not offered 2007–08.)

**ECB320 Business Law (4)**—Examines legal environment and role of courts, administrative agencies and regulatory authorities in shaping business policies and activities; law of contracts regarding individual's relationships within business community. Prerequisite: junior standing or permission of instructor.

**ECB324 Intermediate Macroeconomics (4)**—Develops macroeconomic models to analyze problems of inflation and unemployment; surveys and evaluates alternative policy proposals. Current issues stressed. Prerequisites: ECB202, 211 and MAT111 or equivalent.

**ECB330 Financial Markets and Institutions (4)**—Examines function of financial institutions and markets in economy including roles commercial banks and other financial intermediaries and markets for financial assets play in raising funds and determining security prices. Prerequisite: ECB202.

**ECB335 Not-for-Profit Accounting (2)**—Focuses on recording and reporting financial information in not-for-profit sector. Emphasizes nongovernmental entities such as colleges and universities, healthcare organizations, church and parachurch organizations. Financial statements of various forms of organizations analyzed and implications for mission and organizational management examined. Prerequisite: ECB218.

**ECB341 Christian Teaching on the Economy (2)**—Studies broad range of historic and contemporary Christian teaching on variety of economic issues. Explores biblical and theological basis for diverse Christian views (e.g., Reformed, Roman Catholic, Anabaptist, evangelical) and relevance of Christian teaching for contemporary policy debates. Prerequisite: ECB202.

**ECB346 Human Resource Management (4)**—Introduces human resource planning, job analysis and design, recruiting and staffing, training and development, performance appraisal, compensation, organization development, quality of work life, and government regulation in HRM field; develops awareness of personal interests, strengths and limitations, and Christian values relevant to HRM. Prerequisite: ECB245 or permission of instructor.

**ECB347 Financial Management (4)**—Develops facility with analytical tools and understanding of business principles necessary to make optimal decisions in management of firm and to provide access to required financial resources. Topics include use of metrics, working capital management, optimal capital structure and capital budgeting. Prerequisites: ECB202, 211, 218.

**ECB352, 353 Intermediate Accounting I, II (4, 4)**—Examines generally accepted accounting principles and underlying theory related to preparation of financial statements; current balance sheet valuation and income determination issues. Prerequisites: ECB218 for ECB352; ECB352 for ECB353.

**ECB362 Cost Accounting (4)**—Examines accounting problems related to determination of cost of goods and services in manufacturing or service organization; cost behavior, job order and process cost systems, budgeting and standard costing. Prerequisites: ECB201, 218.

**ECB364 Federal Income Taxation (4)**—Surveys basic provisions of federal income tax law as it affects both individuals and businesses; stresses federal tax policy and tax planning. Prerequisite: ECB218.

**ECB366 International Economics (4)**—Studies causes and consequences of trade between nations; trade restrictions; policy implications in developed and developing countries. Examines structure of international monetary system; balance of payments, foreign exchange markets and international capital flows. Prerequisite: ECB201, 202.

**ECB369 International Capitalisms: Asia, U.S. and Europe (2)**—Though internationally oriented, institutions and practices of capitalism differ across advanced industrial nations. How do these differences matter? What policies best promote prosperity in already-rich nations, given their interdependence? Considers nature of economic growth, international repercussions, competitiveness; highlights recent Japanese/U.S. experience. Prerequisite: ECB202. (Alternate years.)

**ECB371 Selected Topics (2 or 4)**—Explores theoretical or applied topic not regularly taught. May enroll more than once if topic changes. Prerequisites set by instructor.

**ECB372 Investment Analysis (4)**—Introduction to investment in financial assets including fixed income securities, common stock and derivative securities, with emphasis on development of investment objectives, security valuation and portfolio management. Prerequisite: ECB347 or permission of instructor.

**ECB374 Small Business Management (4)**—Considers financial and marketing aspects of small business; startup issues including financing, budgeting, marketing, advertising, pricing and staffing. Students prepare a business plan. Prerequisites: ECB218, 377 or permission of instructor.

**ECB377 Principles of Marketing (4)**—Studies modern marketing principles and practices, focusing on basic components of marketing such as consumer behavior, marketing research, product, distribution, promotion and pricing. Examines strategic marketing planning, international marketing, service and nonprofit marketing. Prerequisite: ECB201.

**ECB381 Independent Study (2 or 4)**—See Independent Study under Interdisciplinary/Off-Campus courses.

**ECB416/POL416 International Political Economy (4)**—Examines political aspects of international economic relations; global economy, development of international economic organizations and role of key national and transnational actors (e.g., United States and U.S.-based multinational corporations). Alternative theoretical approaches presented. Prerequisites: junior standing, POL106 and ECB202.

**ECB425 Internship (2)**—Combines on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. Two credits maximum toward major. Prerequisite: minimum cumulative GPA of 2.50.

**ECB440 International Business (4)**—Explores business from comprehensive global view. Examines marketing, management and financial factors managers consider upon entering international markets. Surveys human and cultural problems, organizational structures and issues of social responsibility and ethics surrounding multinational corporations. Prerequisites: ECB218, 245, and 377; or permission of instructor. (Alternate years.)

**ECB443 Auditing (4)**—Examines role of auditing function in society including study of generally accepted auditing standards; the attest function and ethical standards of the profession. Prerequisite: ECB353 or permission of instructor.

**ECB467 Advanced Corporate Finance (4)**—Advanced investigation of strategic issues in corporate finance including merger/acquisition analysis and firm valuation; bankruptcy and reorganization of firm; optimal capital structure; capital budgeting models incorporating uncertainty; risk management credit policy and bond refunding analysis; and integrative extension of international financial management. Prerequisites: ECB330, 347, 366.

**ECB471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis. Prerequisites: senior standing and permission of the department.

**ECB491 Senior Seminar: Economic Policy (4)**—Explores strengths and limitations of discipline of economics and its assumptions of rational, self-interested behavior. Requires preparation and presentation of research on a current policy issue. Prerequisite: senior standing.

**ECB492 Senior Seminar: Management, Policy and Ethics (4)**—Case studies and discussion are used as integrative tools for analyzing strategic issues and ethical considerations in business. Prerequisite: senior standing as an accounting, business or finance major.

## **DEPARTMENT OF EDUCATION**

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**Chair Stella Pierce, Janet Arndt, Priscilla Nelson, Malcolm Patterson, Donna Robinson, Susan Wood.**

**MISSION:** The Department of Education strives to prepare teachers who are knowledgeable in their content areas, well-informed about research-based curriculum and instructional practices, and grounded in the foundation of their Christian faith. Teachers are equipped to effectively meet the needs of diverse student populations in public and private schools in the United States and abroad.

In agreement with the U.S. Department of Education Title II guidelines, Gordon College Education Department reports the following results of the Massachusetts Test for Educator Licensure (MTEL):

|                                  |                   |
|----------------------------------|-------------------|
| Communication and Literacy Test  | 100% passing rate |
| Foundations of Reading           | 100% passing rate |
| Academic Content Areas:          |                   |
| Elementary (General Curriculum)  | 100% passing rate |
| Early Childhood                  | Unavailable*      |
| Moderate Disabilities            | Unavailable*      |
| Academic Content Areas Aggregate | 98% passing rate  |

### Requirements for a Liberal Arts Second Major

All education majors must complete a second liberal arts major allowed by the Massachusetts Department of Education's licensure requirements. Appropriate second majors are listed under each education major's requirements.

### Requirements for the Major in Early Childhood Education

The student seeking the licensure of Early Childhood: Teacher of Students with and without Disabilities (PreK–2) is required to maintain a 2.70 cumulative GPA, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an appropriate liberal arts major (art, biology, chemistry, English, history, mathematics, physics, psychology, Spanish, French or German). The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisor.

The following courses are required for an early childhood education major:

- EDU112 Introduction to Early Childhood with and without Disabilities
- EDU212 Instructional Technology
- EDU221 Foundations of Early Childhood Education
- EDU225 Human Development and Learning
- EDU228 Classroom Discipline and Management
- EDU231 Children's Literature
- EDU238 The Exceptional Child
- EDU270 Math Methods
- EDU302 Disabilities and the Young Child
- EDU345 Introduction to Teaching Reading
- EDU346 Language Arts for Children Ages 3–8
- EDU348 Assessment for the Classroom Teacher
- EDU440 Education Methods Block
- EDU479 Early Childhood Practicum I (6 credits)—Grade 1 or 2
- EDU480 Early Childhood Practicum II (6 credits)—PreK or K
- MAT105 Concepts of Basic Mathematics

### Requirements for the Major in Elementary Education

The student seeking the licensure of Elementary Education (1–6) is required to maintain a 2.70 cumulative GPA, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an appropriate liberal arts major

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

† The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Education licensure standards.



(art, biology, chemistry, English, history, mathematics, physics, psychology, Spanish, French or German). The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisor.

The following courses are required for an elementary education major:

- EDU113 Introduction to Elementary Education
- EDU212 Instructional Technology
- EDU225 Human Development and Learning
- EDU228 Classroom Discipline and Management
- EDU231 Children's Literature
- EDU238 The Exceptional Child
- EDU270 Math Methods
- EDU345 Introduction to Teaching Reading
- EDU347 Teaching Reading and Other Language Arts
- EDU348 Assessment for the Classroom Teacher
- EDU440 Education Methods Block
- EDU481 Elementary School Practicum (12–16 credits; 8 credits for dual licensure)
- MAT105 Concepts of Basic Mathematics

### **Requirements for the Major in Elementary Art Education (PreK–8)**

The student seeking the licensure of Elementary/Art Education (PreK–8) is required to maintain a 2.70 cumulative GPA, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete a major in art. The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See education and art advisors.

The following courses are required for an elementary/art education major:

- EDU113 Introduction to Elementary Education
- EDU212 Instructional Technology
- EDU225 Human Development and Learning
- EDU228 Classroom Discipline and Management
- EDU231 Children's Literature
- EDU238 The Exceptional Child
- EDU270 Math Methods
- EDU304 Creative Arts
- EDU345 Introduction to Teaching Reading
- EDU347 Teaching Reading and Other Language Arts
- EDU348 Assessment for the Classroom Teacher
- EDU440 Education Methods Block
- EDU485 Elementary School Art Practicum (12–16 credits)
- MAT105 Concepts of Basic Mathematics

### **Requirements for the Elementary Education and Teacher of English as a Second Language (ESL) Licensure Program (PreK–6)**

The student seeking an additional licensure of English as a Second Language (ESL, PreK–6) must also complete a major in elementary education *and* a major in English or foreign language which includes LIN322 General Linguistics. The student is required to maintain a 2.70 cumulative GPA and choose core humanities, social

and natural science options which meet licensure requirements as defined by the Department of Education. In addition to demonstrating a command of the English language (oral and written) at a level of proficiency set by the Massachusetts Department of Education, the student must demonstrate intermediate level proficiency in a language other than English as determined by the Gordon College Department of Foreign Language. The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to completing the elementary education major requirements, the following courses are required for licensure as an elementary teacher of English as a Second Language (ESL) PreK–6:

- EDU245 Multicultural Education
- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching
- EDU303 Teaching English as a Second Language Using Sheltered English
- EDU400 Teaching English as a Second Language Practicum, PreK–6  
(8 credits)

### **Requirements for the Major in Elementary Education and Special Education (PreK–8)**

The student seeking licensure as a Teacher of Students with Moderate Disabilities (PreK–8) must also complete a major in elementary education. The student is required to maintain a 2.70 cumulative GPA, choose core humanities, social science and natural science options which meet licensure requirements as defined by the Department of Education, and complete an appropriate liberal arts major (biology, chemistry, English, history, mathematics, physics, Spanish, French or German). The student must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisor.

In addition to elementary education major course requirements, the following courses are required for the elementary and special education PreK–8 licensure program:

- EDU342 Special Education Assessment and Intervention
- EDU407 Special Education Seminar
- EDU428 Language and Learning Disabilities
- EDU481 Elementary Education Practicum (8 credits)
- EDU482 Special Education Practicum (PreK–8) (8 credits)

### **Requirements for the Major in Middle School Education**

The student seeking licensure as a Teacher of Middle School (5–8) is required to maintain a minimum 2.70 cumulative GPA, choose core options which meet licensure requirements as defined by the Department of Education and complete an appropriate liberal arts major (biology, chemistry, English, history, mathematics, physics, Spanish, French or German). The student must apply for acceptance into the program during the sophomore year and must meet licensure requirements for the Commonwealth of Massachusetts at the time of program completion.\* See departmental and liberal arts major advisors.

\* The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Education licensure standards.

The following courses are required for a middle school education major:

- EDU115 Introduction to Middle School Education
- EDU212 Instructional Technology
- EDU226 Adolescent Development and Learning
- EDU228 Classroom Discipline and Management
- EDU238 The Exceptional Child
- EDU310 Middle School: Philosophy and Organization
- EDU352 Teaching Reading in the Content Area
- EDU420 Middle School: Methods and Curriculum
- EDU483 Middle School Practicum (12–16 credits)

### **Requirements for the Major in Secondary Education**

A student preparing to teach at the high school level (8–12) is required to maintain a cumulative GPA of 2.70, complete the Core Curriculum of the College as defined for the Division of Education and to complete an appropriate liberal arts major (biology, chemistry, English, history, mathematics, physics, Spanish, French or German). Students must apply for acceptance into the program during the sophomore year. Applicants must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisor and liberal arts major advisor.

The following courses are required for the major in secondary education:

- EDU116 Introduction to Secondary Education
- EDU212 Instructional Technology
- EDU218 The Exceptional Child
- EDU226 Adolescent Development and Learning
- EDU228 Classroom Discipline and Management
- EDU352 Teaching Reading in the Content Areas
- EDU421 Secondary Education Methods, Organization and Curriculum
- EDU484 Secondary School Practicum (12–16 credits; 8 credits if seeking dual licensure)

### **Requirements for the Secondary Education and English as a Second Language (ESL) Licensure Program (5–12)**

Student seeking an additional licensure in English as a Second Language (ESL, 5–12) must also complete a secondary education major and an English or foreign language major, which includes LIN322 General Linguistics. The student is required to maintain a 2.70 cumulative GPA and complete the Core Curriculum of the College. In addition to demonstrating a command of the English language, oral and written, at a level of proficiency set by the Massachusetts Department of Education, 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.\* See departmental advisors.

In addition to the secondary education major requirements, the following courses are required for ESL licensure:

- EDU245 Multicultural Education
- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching

- EDU303 Teaching English as a Second Language Using Sheltered English
- EDU345 Introduction to Teaching Reading
- EDU347 Teaching Reading and Other Language Arts
- EDU400 Teaching English as a Second Language Practicum (level 5–12)  
(8 credits)

### **Requirements for the Secondary Education and Special Education Licensure Program (5–12)**

Students seeking licensure as a Teacher of Students with Moderate Disabilities (5–12) must also complete 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 and maintain a cumulative GPA of 2.70. The student must meet licensure requirements of the Commonwealth of Massachusetts at the time of program completion.\* See departmental advisors.

In addition to the secondary education major requirements and an appropriate liberal arts major, students must complete the following courses for secondary special education licensure:

- EDU342 Special Education Assessment and Intervention
- EDU345 Introduction to Teaching Reading
- EDU347 Teaching Reading and Other Language Arts
- EDU348 Assessment and the Classroom Teacher
- EDU407 Special Education Seminar
- EDU428 Language and Learning Disabilities
- EDU441 Methods of Secondary Special Education
- EDU482 Special Education Practicum, 5–12 (8 credits)

### **COURSE DESCRIPTIONS**

**EDU112–116 Introduction to Education** courses explore the teaching profession, provide opportunities to observe and reflect upon classroom interactions at appropriate grade levels and content areas. Field experience required.

**EDU112 Introduction to Early Childhood Education (2)**—Early childhood majors.

**EDU113 Introduction to Elementary Education (2)**—Elementary education majors.

**EDU114 Introduction to Special Education (2)**—Special education majors.

**EDU115 Introduction to Middle School Education (2)**—Middle school majors.

**EDU116 Introduction to Secondary Education (2)**—Secondary education majors.

**EDU212 Instructional Technology (2)**—Examines instruction and provides experience in application of technology to enhance classroom communication. Lab fee.

\* The College reserves the right to alter program requirements as necessary to remain in compliance with Massachusetts Department of Education licensure standards.

**EDU221 Foundations of Early Childhood Education (2)**—Explores early childhood education; historical development, influential leaders, contemporary issues, career opportunities. Field experience required. Prerequisite: EDU 112.

**EDU225 Human Development and Learning (4)**—Studies aspects of development from birth through early adolescence; emphasizes learning process. Examines theory and research. Field experience required. Prerequisite: EDU112–114.

**EDU226 Adolescent Development and Learning (4)**—Considers theories of adolescent development, learning theories and social context within which today's adolescents grow and learn. Prerequisites: EDU114–116.

**EDU228 Classroom Discipline and Management (2)**—Considers behavioral theory and practical means of working with learners with and without disabilities in classroom settings. Prerequisites: EDU225 or 226.

**EDU231 Children's Literature (2)**—Studies contemporary children's literature; selecting, introducing and using quality literature that includes diverse backgrounds and learning styles with preschool and elementary children.

**EDU232/ENG232 Adolescent Literature (4)**—See ENG232 course description.

**EDU238 The Exceptional Child (2)**—Explores historical, legal and educational issues related to children and adolescents with low- and high-incidence disabilities. Field experience required. Prerequisite: EDU112–116, 225, 226 or PSY244.

**EDU245 Multicultural Education (2)**—Examines ever-increasing diversity of United States and resulting differences of students enrolled in elementary and secondary schools; highlights importance of developing reflective practitioners with competence to teach all learners. Introduces concepts, issues and perspectives related to multicultural education and challenges personal awareness and attitudes toward diversity, instructional practices, curricula and resources which impact schools. Field experience required.

**EDU270 Math Methods (3)**—Analyzes and applies theory for teaching math PreK–8. Field experience required. Materials fee. Prerequisite: MAT105.

**EDU300 Theories of Language Acquisition (2)**—Introduces current theories of language acquisition; models of language instruction and literacy development. Recommended prerequisite: one course in linguistics. Course is a prerequisite for EDU400 and EDU401. (Alternate years.)

**EDU301 Methods of Second Language Teaching (2)**—Examines teaching strategies for developing language skills; assessment techniques at elementary and secondary levels; historical, philosophical and legal bases for ESL and bilingual education. Prerequisite: EDU300. (Alternate years.)

**EDU302 Disabilities and the Young Child (2)**—Explores implications of handicapping conditions and young children in preschool and school settings; identification, service delivery models and teaching/learning strategies. Field experience required. Prerequisite: early childhood major and program acceptance. Materials fee.

**EDU303 Teaching English as a Second Language Using Sheltered English (2)**—Introduces students to skills and knowledge needed to shelter content instruction for English language learners. Identifies and experiments with variety of research-based and effective strategies and approaches so second language learners will understand English content.

**EDU304 Creative Arts (2)**—Integrates music, art and drama into preschool and elementary school course content. Materials fee. (Alternate years.)

**EDU310 Middle School: Philosophy and Organization (2)**—Explores philosophical, historical, sociological issues in middle school curriculum and structure; multidisciplinary structures, school organization and schedules. Prerequisites: junior or declared middle school major status; approval for teacher education program. (Alternate years. Offered 2008–09.)

**EDU342 Special Education Assessment and Intervention (2)**—Focuses on evaluation process for students with disabilities as well as identifying and developing appropriate interventions to meet these students' needs. Field experience required. Prerequisite: special education major and program acceptance. (Alternate years. Not offered 2008–09.)

**EDU345 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.

**EDU346 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 required. Prerequisites: program approval for early childhood education and EDU345. Materials fee.

**EDU347 Teaching Reading and Other Language Arts (3)**—Explores teaching theories, methods, strategies and materials in reading, writing, listening and speaking for elementary learners with and without disabilities. Field experience required. Prerequisites: program approval for teacher education and EDU345. Materials fee.

**EDU348 Assessment for the Classroom Teacher (2)**—Further develops preservice teacher's conceptual and technical skills in reading assessment required of classroom teachers under Massachusetts Department of Education's accountability program. Guided by five components of reading defined by National Reading Panel, preservice teachers look at assessment of student performance as it aligns to instruction and curriculum. Examines role that validity, reliability, test bias and item construction play in ensuring a quality and meaningful assessment instrument, and review assessment instruments for appropriate application, administration, data interpretation and instructional implication. Field experience required. Materials fee.

**EDU352 Teaching Reading in the Content Areas (4)**—Explores teaching theories, methods, strategies and assessment materials for teaching literacy and independent learning skills to middle school and secondary students with and without learning disabilities. Field experience required. Prerequisites: EDU226 and approval for teacher education program. Materials fee.

**EDU371 Selected Topics (2)**—Examines selected topics appropriate for educators. Repeatable with different topic. Prerequisite: permission of instructor.

**EDU407 Special Education Seminar (2)**—Analyzes issues in special education; classroom management and individualization techniques. Prerequisites: senior standing and full approval for special education program. Field experience required. Materials fee. (Alternate years. Not offered 2008–09.)

**EDU420 Middle School: Methods and Curriculum (4)**—Analysis of curricular issues of middle school: methods and strategies of teaching in content areas, teaming, and interdisciplinary planning. Field experience required. Prerequisites: senior standing and full approval for middle school major. Materials fee.

**EDU421 Secondary Education: Methods, Organization and Curriculum (4)**—Analysis of current curricular issues; examination of research and practice in methods of teaching in content areas and instructional sessions for students with and without disabilities. Field experience required. Prerequisite: senior standing and full approval for secondary education program. Materials fee.

**EDU427 Internship (2–6)**—Supervised teaching experience in appropriate setting. Must be prearranged and approved by instructor. Prerequisite: permission of the Department of Education.

**EDU428 Language and Learning Disabilities (2)**—Historical/theoretical analysis of developmental language and learning disabilities; identification determination; research-based interventions and strategies to help students with LDs in grades PreK–8 access general curriculum and achieve full potential. Field experience required. Prerequisites: senior standing and full approval for special education program. Materials fee. (Alternate years. Not offered 2008–09.)

**EDU440 Education Methods Block (4)**—Methods, curriculum and evaluation of social studies, health, science and physical education for early childhood, special education and elementary education majors. Field experience required. Prerequisites: senior standing and full approval for teacher education program. Materials fee.

**EDU441 Methods of Secondary Special Education (2)**—Explores unique curriculum, evaluation techniques and teaching methods for adolescent learner with disabilities. Includes transitional and vocational issues. Field experience required. Prerequisites: full approval for special education program and senior standing.

## **PRACTICA**

Teacher candidates are placed in an appropriate school setting for a 12-credit (16-week) student teaching experience supervised by College faculty and cooperating practitioner(s). A portion of that time may be waived for students seeking two licenses to allow for the second practicum. Teacher candidates should consult with their education advisors regarding any variation in the length of their full-time practica and must apply for their practica during the year prior to their student teaching. Prerequisites: full approval in the appropriate teacher education program, successful completion of major coursework, passing of all relevant Massachusetts Tests for Educator Licensure (MTEL), and recommendations of prepracticum supervisors. Teacher candidates must be registered and finalized prior to starting their teaching assignment.

**EDU400 Teaching English as a Second Language Practicum (8–16)**—Level PreK–6 or 5–12.

**EDU479, 480 Early Childhood Practicum I, II (6, 6)**—Students are placed in grade 1 or 2 for Practicum I and in PreK or kindergarten for Practicum II. At least one practicum must include children with disabilities.

**EDU481 Elementary School Practicum (12–16; 8 if seeking dual licensure)**

**EDU482 Special Education Practicum (12–16; 8 if seeking dual licensure)**—PreK–8 or 5–12.

**EDU483 Middle School Practicum (12–16; 8 if seeking dual licensure)**

**EDU484 Secondary School Practicum (12–16; 8 if seeking dual licensure)**

**EDU485 Elementary School Art Practicum (12–16)**

## **DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Chair Andrea Frankwitz, Graeme Bird, Paul Borgman, Ann Ferguson, Janis Flint-Ferguson, John Skillen (Orvieto), Mark Stevick. Part-Time: Lori Ambacher, Anne Blackwill, Matthew Bolinder, Jonathan Busch, Cory Grewell, Agnes Howard, Stephen Leonard, Lynn Marcotte, Stella Price, Robert Talbot.**

**MISSION:** The Department of English instructs students in literary analysis, critical theory and writing, chiefly exploring literature written in English but also translations of significant texts. In both literature and critical theory, an informed analysis is drawn from a close reading of the text and the published critical responses to that literature. The department teaches technical and compositional skills through courses in writing fiction and nonfiction prose, poetry and theatre-film scripts. Students reflect on the ways a literary text informs their Christian experience, whether directly or indirectly, thus enhancing their appreciation of literary work.



### **Requirements for the Major in English (40 credits)**

Students are required to take 10 courses in the study of literature, composition and theory including:

- ENG202 Introduction to the Study of Language and Literature  
(required for all 300- and 400-level courses)
- One additional 200-level course
- Two 300-level courses
- One 400-level course taken after 8 credits of 300-level courses

The remainder of the courses may be taken according to interest and category so that the student takes:

- Four courses in British and American literature with at least one from each
- Two courses in comparative literature (but only one of EN260 or EN360)
- Three courses in rhetoric, theory and/or composition

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

### **Creative Writing Concentration**

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. A creative writing concentration comprises five courses (two courses beyond the normal requirements for the English major).

- ENG212 Introduction to Creative Writing
- Two of the following:*
  - ENG218 Creative Writing: Nonfiction
  - ENG314 Creative Writing: Fiction
  - ENG315 Creative Writing: Playwriting
  - ENG316 Creative Writing: Poetry
  - ENG317 Creative Writing: Screenplay
  - ENG419 Advanced Studies in Creative Writing
  - ENG440 The Literary Journal
  - ENG486 Poetics or ENG420 Literary Criticism

### **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. See department chair.

### **English Minor**

With departmental advice nonmajors may design a 20-credit English minor emphasizing either writing or literary study with courses selected from 200-level courses or above. ENG202 is required for either minor. The writing minor is not available to communication arts majors on the writing track.

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

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

Courses required for Massachusetts licensure:

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

## COURSE DESCRIPTIONS

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### ENGLISH CORE CURRICULUM

- \* **ENG110 Writing and Rhetoric (4)**—Introduces rhetorical theory with emphasis on process of writing from topic selection to revisions; practices and employs variety of writing styles.
- \* **ENG180 Nobel Literature: Short Fiction (2)**—Studies selected works of fiction by winners of Nobel Prize for Literature.
- \* **ENG181 Nobel Literature: Poetry and Drama (2)**—Studies selected literary works by winners of Nobel Prize for Literature.
- \* **ENG182 Western Literature: Homer to Shakespeare (2)**—Studies selected literary works in European cultural tradition from ancient Greece through the Renaissance.
- \* **ENG183 Western Literature: Modern American and European (2)**—Studies selected literary works from modern period of European cultural tradition; includes writers from England, United States, Europe.
- \* **ENG184 Women's Literature: British/American (2)**—Studies selected 19<sup>th</sup>- and 20<sup>th</sup>-century works by women authors of Great Britain or North America; focuses on gender issues and women's styles.
- \* **ENG185 Women's Literature: International (2)**—Studies selected modern non-British literary works by women and addresses women's experiences within culture.

### ENGLISH MAJOR CURRICULUM

**Prerequisite:** ENG202 or permission of instructor is a prerequisite for all 300- and 400-level literature classes.

**ENG202 Introduction to the Study of Language and Literature (4)**—Requires careful reading of diverse texts with special attention to critical approaches to literature. *Prerequisite for 300- and 400-level courses.*

- \* Fulfills Core Curriculum requirement

**ENG204 Grammar and Style (4)**—Studies and analyzes grammar systems and syntax of English language. Includes role of grammar in construction of written style and pedagogical implications in schools.

**ENG212/COM212 Introduction to Creative Writing (4)**—Introduces process and techniques of creative writing. Includes variety of writing styles, examples and strategies in genres of fiction, poetry and playwrighting. Prerequisite: permission of instructor.

**ENG214 Survey of British Literature I (4)**—Traces development of British literature from Beowulf era through 18<sup>th</sup> century with focus on stylistic movement from one period of literature into next.

**ENG215 Survey of British Literature II (4)**—Traces development of British literature from Romantic age to contemporary times with focus on stylistic movement from one period of literature into next.

**ENG218/COM218 Creative Writing: Nonfiction (4)**—Examines theory and practice of creative nonfiction including travel writing, memoir and other forms of nonfiction. Extensive analysis of student work and established models. Prerequisite: ENG/COM212.

**ENG232/EDU232 Adolescent Literature (4)**—Studies emerging field of adolescent literature, its history, its canon and its relationship to classic literature. Focuses on literary and educational aspects of works.

**ENG244 Survey of American Literature (4)**—Examines breadth of American literature from Colonial times until present with particular focus on beginnings of American literature.

**ENG260 The Bible as Literature (4)**—Introduces unique literary techniques of an oral age informing the shape and meaning of biblical genres (poetry, poetic drama, embedded parable, moral tale, long narrative and epistle).

**ENG262 Classical Literature (4)**—Surveys literature of ancient Greece and Rome. Focuses on epic, drama and poetry. Explores mythological and philosophical contexts.

**ENG284 African Literature (4)**—Studies the works of native African authors from sub-Saharan. Includes emphasis on African geography, folkways and customs.

**ENG312 Advanced Composition and Rhetoric (4)**—Focuses on advanced rhetorical and stylistic principles of composition. Culminates in completion of portfolio of polished, nonfiction prose pieces. Prerequisite: permission of instructor. Junior/senior standing recommended.

**ENG314/COM314 Creative Writing: Fiction (4)**—Emphasizes craft of writing fiction. Explores narrative development and creation of character. Prerequisites: ENG212 and permission of instructor.

**ENG315/COM315 Creative Writing: Playwriting (4)**—Studies various periods and genres of British/American and world drama. Prerequisites: ENG212 and permission of instructor.

**ENG316/COM316 Creative Writing: Poetry (4)**—Focuses on process of creating poetry from inspiration to printed page. Prerequisites: ENG212 and permission of instructor.

**ENG317/COM317 Screenplay Writing (4)**—See course listing under Communication Arts. (Alternate years. Offered 2008–09.)

**ENG321 Russian Literature (4)**—Examines key figures of 19<sup>th</sup> and 20<sup>th</sup> centuries from Pushkin to Yevtushenko. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG322 Irish Literature (4)**—Explores writers from both the Republic and the North, from Yeats to Heaney and Friel. Prerequisite: ENG202. (Alternate years. Offered 2008–09.)

**ENG330 Milton and the 17<sup>th</sup> Century (4)**—Studies major literary figures and texts of metaphysical and cavalier poets. Culminates in reading Milton's *Paradise Lost*, set in context of severe religious, political and social crises that divided England. Prerequisite: ENG202. (Alternate years. Offered 2008–09.)

**ENG333 Neoclassicism (4)**—Focuses on English literature written between restoration of Charles II and rise of Romantic individualism. Includes Dryden, Pope, Swift, Boswell, Johnson, Fielding, Sheridan and others. Prerequisite: ENG202. (Alternate years. Offered 2008–09.)

**ENG334 The British Romantic Period (4)**—Focuses on period of English literature which begins with Blake and Burns and continues through Wordsworth, Coleridge, Byron, Shelley and Keats. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG336 20<sup>th</sup>-Century British Literature (4)**—Studies major poets, novelists and dramatists. Explores literary movements they represent. Different genres chosen each year. Prerequisite: ENG202.

**ENG338 Victorian Literature (4)**—Studies poetry and prose of 19<sup>th</sup>-century Britain. Focuses on major novelists and their social, political and cultural influence. Prerequisite: ENG202.

**ENG345 American Romanticism (4)**—Covers American literature from 1836 to 1899: sentimentalism, transcendentalism, realism, abolitionism, women's writing, slave narratives, speech writing, and American novel as chief by-products of period. Prerequisite: ENG202.

**ENG346 American Literature: 1890–1945 (4)**—Critical analyses of fiction and poetry of modern period, late 1800s to 1945 (Dickinson, Eliot, Faulkner). Culminates in major critical essay. Prerequisite: ENG202.

**ENG347 Introduction to African-American Literature (4)**—Introduces African-American literature spanning significant periods in literary history: slavery, reconstruction, Harlem Renaissance, Black Arts Movement and contemporary America. (May be petitioned for Comparative strand.) Prerequisite: ENG202.

**ENG348 American Literature: 1945 to Present (4)**—Critical analyses of fiction and poetry of the contemporary period, 1945 to present (Munro, Sexton, Koethke, Barthleme). Major research paper. Prerequisite: ENG202.

**ENG360 Biblical Narrative (4)**—Literary analysis of Gospels (Luke—Acts considered as one); some Genesis. Explores meaning (“theology”) embedded within narrative texts considered as coherent wholes exhibiting integrated parts. Prerequisite: ENG202.

**ENG371 Selected Topics (2 or 4)**—Explores topics not regularly taught but of interest to majors. May enroll more than once if topic changes. Prerequisite: ENG202.

**ENG372 Shakespeare (4)**—Studies 12 major plays of Shakespeare, with emphasis on language, Elizabethan and Jacobean stage, and production, both historical and contemporary. Prerequisite: ENG202.

**ENG380 Tutoring: One-to-One (2)**—Examines theory and practice in learning and reading/writing processes. Concurrent supervised tutoring experience. Prerequisite: permission of instructor.

**ENG404 History of the English Language (4)**—Introduces linguistics and evolution of English from its Indo-European roots. Focuses on phonetic, grammatical and semantic changes in English and analyzes texts in Old, Middle and Modern English. Prerequisite: ENG202.

**ENG419/COM419 Advanced Studies in Creative Writing (4)**—Provides personal direction and group critique of substantial individual writing project in any genre. Proposals for projects are submitted in the fall, two weeks prior to registration, for spring courses. Students assist in teaching ENG/COM212 Introduction to Creative Writing. Prerequisites: appropriate 300-level course(s), senior standing and permission of instructor.

**ENG420 Literary Criticism (4)**—Examines theories and applies literary criticism through works of poetry, fiction and drama. Prerequisites: ENG202 and completion of at least four literature courses—at least one at the 300 level.

**ENG425 Internship (2–8)**—Supervised learning experience combining on-the-job work experience and related academic study in appropriate professional setting for elective credit only. Must be prearranged with supervisor and approved in advance by the Registrar’s Office. Prerequisites: junior or senior class standing, previous coursework in field of interest and minimum cumulative GPA of 2.50.

**ENG430 The Great American Novel (4)**—Studies four or five major American novels in depth. Research, major paper and presentation required. Prerequisite: ENG202. (Alternate years. Not offered 2008–09).

**ENG434 Major Figure in American Literature (4)**—Studies significant works of one major figure in American literature with in-depth historical and critical treatment. Research, major paper and presentation required. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG440/COM440 The Literary Journal (4)**—Focuses on production of literary magazine. Students produce magazine, receiving hands-on training from initial manuscript selection to production of print copy, and become familiar with latest technology to generate page layouts and camera-ready copy. Discussion and selected readings center on traditions and theories regarding history and production of literary magazine. Prerequisites: senior standing and permission of instructor.

**ENG470 Chaucer and the Medieval Tradition (4)**—Studies *Canterbury Tales* and other medieval literary works using Middle English texts. Set in artistic, theological and philosophical contexts of Christian Middle Ages in Europe. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG472 Genres in British Literature (4)**—Studies significant texts within one genre in British literary studies: fiction, poetry or drama. Research, major paper and presentation required. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG474 Major Figure in British Literature (4)**—Studies significant work of one major figure in British literature with in-depth historical and critical treatment. Research, major paper and presentation required. Prerequisite: ENG202. (Alternate years. Offered 2008–09.)

**ENG484 Figures in World Literature (4)**—Studies literature of two or three authors whose works have been translated into English. Research focuses on cultural, political and historical aspects of their work. Research, major paper and presentation required. Prerequisite: ENG202. (Alternate years. Not offered 2008–09.)

**ENG486 Poetics (4)**—Examines literary theories of composition and appreciation of poetry from ancient to contemporary times. Focuses on meter, poetic syntax and diction as well as metonymy, ekphrasis and intertextuality. Prerequisite: ENG202.

## DEPARTMENT OF FOREIGN LANGUAGES AND LINGUISTICS

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**Chair Gregor Thuswaldner, Jennifer Beatson, Damon DiMauro, Leasa Lutes, Pilar Pérez Serrano, Emmanuelle Vanborre. Part-Time: Barbara Collins, Ian Drummond, Paul Sidmore, Pamela Thuswaldner.**

MISSION: Recognizing that at the heart of global education is the active knowledge of foreign languages and cultures, the Department of Foreign Languages and Linguistics assists Gordon students in becoming globally educated and locally involved in ethnic communities while providing a wide array of foreign language, culture, literature and linguistics classes from a distinctly Christian perspective. The department serves Gordon students in the core by facilitating their acquisition

of basic communicative skills in the case of modern languages, their receptive and analytic skills in the case of ancient languages and their new understanding of other cultures, be they modern or ancient.

### **Alpha Mu Gamma**

Alpha Mu Gamma (AMG) is a national foreign language honor society whose Kappa Epsilon chapter was established at Gordon College in 1983 to acknowledge achievement in the field of foreign languages, encourage academic excellence in the field of linguistics and cultural studies, promote cultural awareness inherent in foreign language learning, and foster sympathetic understanding of other peoples and international friendship. Invitation to membership in the Gordon chapter is contingent upon the support of a faculty member in the department and is extended to students who meet qualifications. For more information contact the department.

### **Honors in French, German, Spanish 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. General requirements for the program include a substantial research project culminating in a written honors thesis which is also orally presented and defended in front of department faculty. In addition, honors students may take additional classes beyond their major requirements in disciplines such as sociology, comparative literature, history or philosophy.

### **Requirements for the Combined Language Major**

The combined language major consists of 44 credits (or equivalent): 20 credits in advanced-level courses (300 or above) in language I, 20 credits in advanced-level courses in language II, and four credits in linguistics. Students studying Chinese (Mandarin) as language II, may, in consultation with the major advisor, apply 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. Students are required to study for one or two semesters overseas at an approved language program. The junior year is recommended for study abroad.

### **Requirements for the Major in French**

The French major consists of 36 credits in intermediate or upper-level courses and one 4-credit linguistics course. At least 8 credits of French at the 300/400 level must be successfully completed on the Gordon campus. Majors are required to spend either one or two semesters at an approved program in France or a Francophone country. The junior year is recommended for study abroad.

### **Requirements for the Concentration in Francophone Studies**

French majors may elect to complete a concentration in Francophone studies within their program. Requirements for this concentration are:

FRE491,492 Seminar in Quebec Studies I, II

FRE493,494 Seminar in African Studies I, II

FRE245 History of Africa

One additional 4-credit course selected by the student with department approval

### **Requirements for the Major in German**

The German major consists of 36 credits in intermediate- or upper-level courses and 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: BIB305, HIS221, HIS335, MUS322–324 and PHI333. Students are required to study for one or two semesters at the University of Heidelberg. The junior year is recommended for study abroad.

### **Requirements for the Major in Spanish**

A minimum of 36 credits in intermediate or advanced courses and 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. Students are required to study for one or two semesters at a departmentally approved site through the Center for International Educational Exchange programs (see [www.ciee.org](http://www.ciee.org) for further details). The junior year is recommended for study abroad.

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

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

Courses that are strongly recommended:

- EDU300 Theories of Language Acquisition
- EDU301 Methods of Second Language Teaching
- EDU303 Teaching English as a Second Language Using Sheltered English

### **Requirements for Foreign Language Minors**

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. Contact the department chair for more information.

### **Minor in Chinese (Mandarin)**

The minor consists of 8 credits in intermediate courses at Gordon and 8 credits in intermediate- and upper-level courses through the Beijing Asian Program at Beijing University or through another approved program in China. Contact the department chair for more information.



### Minor in Classics

An interdepartmental minor is available which combines Latin language with a selection of courses in history, philosophy and classical literature. Students pursuing the minor will take two full years of Latin language plus two additional courses from one or more of the above fields for a total of 24 credits. Contact the department chair for more information.

### Minor in East Asian Studies

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. See Interdisciplinary and Off-Campus Curriculum.

### Minor in Latin American Studies

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of Latin American countries. See Interdisciplinary and Off-Campus Curriculum.

## COURSE DESCRIPTIONS

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Students who have earned credit for level three of a foreign language in high school must submit a placement test score before enrolling in any course in that language at Gordon College. (See Admissions: Foreign Language Placement and Academic Policies: Placement Examinations for further details.)

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

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

### CHINESE (MANDARIN)

#### Lower Level (First Year)

\* **MAN101,\*102 Beginning Chinese (Mandarin) I, II (4, 4)**— Introduction to Mandarin language and Chinese cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. Conducted primarily in Mandarin.

**MAN201, 202 Intermediate Chinese (Mandarin) I, II (4, 4)**— Continued study and practice in Mandarin language and Chinese cultures through listening, speaking, reading and writing with particular emphasis on grammar. Conducted primarily in Mandarin. Prerequisite: MAN102 or equivalent.

### FRENCH

#### Lower Level (First Year)

\* **FRE101, 102 Beginning French I, II (4, 4)**— Introduction to French language and Francophone cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. FRE101 conducted primarily in French; FRE102 conducted in French. See prerequisites above.

\* Fulfills Core Curriculum requirement

### Intermediate Level (Second Year)

**FRE201 Intermediate French I (4)**—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. Conducted in French. Prerequisite: FRE102 or equivalent.

**FRE202 Intermediate French II (4)**—Continued practice in French language and study of Francophone cultures through listening, speaking, reading and writing. Prerequisite: FRE201 or permission of instructor.

### Upper Level

**FRE311 Advanced French Syntax (4)**—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in oral and written formats. Conducted in French. Prerequisite: FRE202 or equivalent. (Every third year. Not offered 2008–09.)

**FRE313 Advanced French Writing (4)**—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in French. Prerequisite: FRE202 or equivalent. (Every third year. Not offered 2008–09.)

**FRE371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Every third year. Not offered 2008–09.)

**FRE376 French Literature I (4)**—Study of early masterpieces of French literature in historical and cultural settings. Conducted in French. Prerequisites: FRE311, FRE313 or equivalent. (Every third year. Not offered 2008–09.)

**FRE378 French Literature II (4)**—Study of modern French literature in historical and cultural settings. Conducted in French. Prerequisites: FRE311, FRE313 or equivalent. (Every third year. Offered 2008–09.)

**FRE425 Internship in French Conversation and Culture (4)**—Supervised experience in French-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. Prerequisites: FRE202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

### Francophone Studies Courses

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

**FRE491, 492 Seminar in Quebec Studies I, II (2, 2)**—In-depth study of chosen area of politics, literature and culture in Francophone Canada. Conducted in French. Repeatable for credit if topic is different. Prerequisites: FRE311, FRE313 or equivalent. (Every third year. Offered 2008–09.)

**FRE493, 494 Seminar in African Studies I, II (2, 2)**—In-depth study of chosen areas of politics, literature and culture in Francophone Africa. Conducted in French. Repeatable for credit if topic is different. Prerequisites: FRE311, FRE313 or equivalent. (Every third year. Not offered 2008–09.)

## GERMAN

### Lower Level (First Year)

- \* **GER101, 102 Beginning German I, II (4, 4)**—Introduction to German language and German cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. GER101 conducted primarily in German; GER102 conducted in German. See prerequisites at start of course descriptions.

### Intermediate Level (Second Year)

**GER201 Intermediate German I (4)**—Continued study and practice in German language and German cultures through listening, speaking, reading and writing. Conducted in German. Prerequisite: GER102 or equivalent.

**GER202 Intermediate German II (4)**—Continued study and practice in German language and Germanic cultures through listening, speaking, reading and writing. Prerequisite: GER201 or permission of instructor.

### Upper Level

**GER311 Advanced German Syntax (4)**—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in both oral and written format. Conducted in German. Prerequisite: GER202 or equivalent. (Alternate years. Not offered 2008–09.)

**GER312 Advanced German Conversation (4)**—Development of facility in spoken German by means of simulations, role play, debates, oral reports and discussion of current events; supported by frequent use of multimedia technology. Conducted in German. Prerequisite: GER202 or equivalent. (Alternate years. Not offered 2008–09.)

**GER313 Advanced German Writing (4)**—Focus on idiomatic expression and style needed for various kinds of writing. Conducted in German. Prerequisite: GER202 or equivalent. (Alternate years. Not offered 2008–09.)

**GER360 German History, Culture, and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of German-speaking countries. Conducted in German. Prerequisite: GER202 or equivalent. (Alternate years. Offered 2008–09.)

**GER371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Alternate years. Not offered 2008–09.)

\* Fulfills Core Curriculum requirement

**GER376 Survey of German Literature I (4)**—Study of significant works of German literature in historical and cultural settings. Conducted in German. Prerequisite: 4 credits from GER311–360 or permission of instructor. (Alternate years. Not offered 2008–09.)

**GER378 Survey of German Literature II (4)**—Study of significant works of modern German literature in historical and cultural setting. Conducted in German. Prerequisite: 4 credits from GER311–360 or permission of instructor. (Alternate years. Not offered 2008–09.)

**GER425 Internship in German Conversation and Culture (4)**—Supervised experience in German-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. Prerequisites: GER202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

**GER491, 492 Seminar in German Topics I, II (2, 2)**—In-depth study of chosen area of literature or culture of German-speaking countries. Regular discussion and occasional presentations by students. Conducted in German. Repeatable for credit if topic differs. Prerequisites: GER311, 313 or 360, or permission of instructor. (Alternate years. Offered 2008–09.)

## GREEK AND HEBREW

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

## ITALIAN

- \* **ITL101, \*102 Beginning Italian I, II (4, 4)**—Introduction to Italian language and culture with practice in the four skills associated with language learning: listening, speaking, reading and writing. ITL101 conducted primarily in Italian; ITL102 conducted in Italian. See foreign language prerequisites.

## LATIN

### Lower Level (First Year)

- \* **LAT101, \*102 Beginning Latin I, II (4, 4)**—Introduction to classical Latin language and aspects of Roman culture and history. Covers fundamentals of grammar, morphology and syntax, along with readings from Latin prose literature (e.g., Caesar, Sallust, Cicero and Livy). Emphasis on developing facility in reading Latin texts including reading aloud.

### Intermediate Level (Second Year)

**LAT201, 202 Intermediate Latin I, II (4, 4)**—Continued study and practice of Latin grammar, morphology and syntax, along with readings from Latin literature. Emphasis on reading Latin texts including reading aloud. Prerequisite: LAT102 or equivalent.

\* Fulfills Core Curriculum requirement

## SPANISH

### Lower Level (First Year)

- \* **SPN101, \*102 Introductory Spanish I, II (4, 4)**—Introduction to Spanish language and Hispanic cultures with practice in four skills associated with language learning: listening, speaking, reading and writing. Prerequisite: permission of instructor.

### Intermediate Level (Second Year)

**SPN201 Intermediate Spanish I (4)**—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. Conducted in Spanish. Prerequisite: SPN112 or equivalent.

**SPN202 Intermediate Spanish II (4)**—Continued study and practice in Spanish language and Hispanic cultures through listening, speaking, reading and writing. Prerequisite: SPN201 or permission of instructor.

### Upper Level

**SPN311 Advanced Spanish Syntax (4)**—Development of understanding of more complex points of syntax and idiomatic expressions through explanation, practice and application in both oral and written format. Conducted in Spanish. Prerequisite: SPN202 or equivalent. (Alternate years. Offered 2008–09.)

**SPN313 Advanced Spanish Writing (4)**—Focus on idiomatic expressions and style needed for various kinds of writing. Conducted in Spanish. Prerequisite: SPN202 or equivalent.

**SPN315 Advanced Spanish Conversation (4)**—Development of facility in spoken Spanish through simulation of situations, oral reports and discussion of contemporary topics. Conducted in Spanish. Prerequisite: SPN313 or equivalent or permission of instructor. (Alternate years. Not offered 2008–09.)

**SPN371 Selected Topics (2 or 4)**—Explores pertinent literary, linguistic or cultural topic not specifically covered elsewhere in curriculum. May enroll more than once if topic changes. Prerequisites set by instructor. (Alternate years. Not offered 2008–09.)

**SPN425 Internship in Spanish Conversation and Culture (4)**—Supervised experience in Spanish-speaking environment; individualized syllabus for each student combining on-the-job work experience with related academic study. Prerequisites: SPN202 or equivalent, permission of instructor, minimum 2.50 cumulative GPA and approval by Registrar's Office.

### Spanish Peninsular Courses

**SPN360 Spanish History, Culture and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of Spain. Conducted in Spanish. Prerequisites: SPN311, 313 or equivalent. (Alternate years. Not offered 2008–09.)

**SPN370 Survey of Spanish Peninsular Literature (4)**—Study of representative literature of Spain in historical and cultural settings. Conducted in Spanish. Prerequisites: SPN311, 313 or equivalent. (Alternate years. Offered 2008–09.)

**SPN491, 492 Seminar in Spanish Topics I, II (2, 2)**—In-depth study of chosen area of literature or culture of Spain. Students make several presentations. Conducted in Spanish. Repeatable for credit if topic differs. Prerequisite: SPN313 or equivalent. (Alternate Years. Not offered 2008–09.)

### Latin American Courses

**SPN250/HIS250 History of Latin America (4)**—See HIS250 course description offered by History Department; however, foreign language or Spanish major credit given when requirements (readings and papers) are completed in Spanish.

**SPN362 Latin American History, Culture and Civilization (4)**—Survey of geography, history, fine arts, religious makeup, economics and demographics of Latin America. Conducted in Spanish. Prerequisite: SPN311, 313 or equivalent. (Alternate years. Offered 2008–09.)

**SPN372 Survey of Latin American Literature (4)**—Study of representative literature of Latin America in historical and cultural settings. Conducted in Spanish. Prerequisites: SPN311, 313 or equivalent. (Alternate years. Not offered 2008–09.)

**SPN493, 494 Seminar in Latin American Topic I, II (2, 2)**—In-depth study of chosen area of literature or culture of Latin America. Students make several presentations. Conducted in Spanish. Repeatable for credit if topic differs. Prerequisites: SPN311, 313 or equivalent. (Alternate years. Offered 2008–09.)

### LINGUISTICS

**LIN322 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

**LNG425 Internship**—Similar to FRE425, GER425 and SPN425 but in another language. Must be prearranged and approved by department chair and Registrar's Office. Prerequisites: permission of department chair and minimum 2.50 cumulative GPA.

### DEPARTMENT OF HISTORY

**Chair Jennifer Hevelone-Harper, Stephen Alter, David Goss, Thomas Howard, Dong Wang, David Wick. Part-Time: Ian Drummond, Agnes Howard, Liesl Smith, David Sparks.**

**MISSION:** The Department of History introduces students to essential knowledge of humankind's past, assisting them to gain insights into the dynamics of historical continuity and change as well as to develop those critical and interpretive skills which are vital to the discerning study of human experience. The department's

aim is to graduate broadly educated students for responsible Christian citizenship and insightful cultural involvement. It also seeks to prepare students with preprofessional education in such fields as business, law, government service, teaching, the Christian ministry, archival and museum work, and to qualify them for graduate studies in the social sciences.

### **Requirements for the Major in History**

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

HIS492 Colloquium in Historiography

*Six to eight credits from the following advanced seminars:*

HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean

HIS490 Advanced Seminar: Asian History

HIS491 Advanced Seminar: American History

HIS493 Advanced Seminar: Modern History

HIS494 Advanced Seminar: Medieval and Early Modern History

HIS495 or 496 Advanced Seminar: Ancient History I or II

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

#### **History of the Ancient and Classical World**

HIS213 History of Egypt and the Ancient Near East in the Bronze Age

HIS214 History of Ancient Greece

HIS216 History of Ancient Rome

HIS291 History of Ancient and Modern Greek Culture and Christianity in the Aegean

HIS315 Ancient Belief and the Earliest Christian Church

#### **History of Medieval and Early Modern Europe**

HIS219 Medieval Europe

HIS221 Renaissance and Reformation Europe

HIS223 The Formation of Modern Europe 1555–1789

HIS331 History of England, Ireland, Scotland and Wales

#### **History of Modern Europe**

HIS230 Revolutionary Europe 1789–1914

HIS238 A Century of Ideology and Bloodshed: Europe 1914–Present

HIS240 Christianity and the Modern World: A Historical View

HIS332 Modern Britain

HIS334 Modern Russia and the Soviet Union

HIS335 Modern Germany

#### **United States History**

HIS231 Introduction to African-American History

HIS232 America 1492–1846

HIS234 America 1846–1945

HIS237 Postwar America: The U.S. 1945–Present

HIS324 History of American Foreign Relations

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

- HIS224 Premodern China
- HIS225 Premodern Japan
- HIS241 Modern China
- HIS242 Modern Japan
- HIS245 History of Africa
- HIS250 History of Latin America
- HIS341 Eastern Europe, Byzantium and the Caucasus
- HIS344 Islam and the Middle East
- HIS351 Christianity in China
- HIS371 Selected Topic (if appropriate topic)

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 and enroll in HIS471, 472 Research I, II in the junior or senior year. For honors the thesis developed in the research courses must be of high quality and defended orally to department faculty and fellow students towards the end of the senior year. The minimum GPA for honors candidates is 3.5 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; next offering summer 2009.) Contact Professor Wick, History Department, and the Global Education Office to apply.

### **International Seminar: Economic Development in Modern China**

The Economics and Business Department and the East-West Institute offer an intensive combination of study and travel to China, focusing on one of the world's largest economies. Students prepare through meetings and assigned reading during the spring semester, then travel to key sites of historical interest and economic development. Offered spring/summer 2008. Earns two semester hours of credit through either the Economics and Business Department or History Department. Contact Global Education Office to apply.

### **Requirements for the Double Major with Education**

Students seeking licensure as a teacher of history or social studies at the middle school or secondary education level should consult the department chairs for



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

### **Requirements for the Minor in History**

Minors are required to complete 20 credits of historical offerings beyond the core requirements, including 4 credits from the following: HIS291, 490, 491, 493, 494, 495, 496.

### **Classics Minor**

Majors in history are urged to consider the interdisciplinary minor in classical studies. Requires two full years of Latin language plus two additional courses from selection of ancient history, classical literature and philosophy courses. In Latin IV students study original texts relating to their fields of specialty. For more information and requirements see Interdisciplinary and Off-Campus Curriculum.

### **Minor in East Asian Studies**

An interdepartmental minor is available which combines study of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. For more information and requirements, see the minor listing in the Interdisciplinary and Off-Campus Curriculum section at the back of the catalog. Contact Dr. Dong Wang, East-West Institute.

### **Minor in Public History and Museum Studies**

Professional training for careers in museum education, museum administration, collections management, artifact conservation, archival and curatorial positions, as well as the growing field of history-related mass media and technology. Entry level positions in above fields may be attained by students with a bachelor's degree. Major in history not required. For specific requirements see Interdisciplinary and Off-Campus Curriculum.

## **COURSE DESCRIPTIONS**

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### **HISTORY**

- \* **HIS111 Western Civilization in World Context (4)**—Surveys historical events from ancient world through 16<sup>th</sup> century; ideas, values, institutions, great events and personalities that contributed to development of Western civilization; relationship between Christianity and emergence of Western tradition.
- \* **HIS112 Modern World Civilizations (4)**—Studies and compares history of major civilizations in Africa, America, Asia and Europe from 1500 to present.

**HIS115 American History Survey (2)**—Introduces main political, constitutional, social and economic developments in American history from time of discovery to present. Prerequisite: education major.

\* Fulfills Core Curriculum requirement

**HIS213 History of Egypt and the Ancient Near East in the Bronze Age (4)**—Explores growth and interaction of first “international world” in Ancient West: Fertile Crescent, Mesopotamia, Egypt, Hittite Asia Minor, Minoan Crete, Mycenaean Greece. Examines fall of these cultures after 1200 B.C.; interconnections between biblical and Bronze Age history. Various readings from original sources.

**HIS214 History of Ancient Greece (4)**—Explores Greek history from Minoan and Mycenaean cultures through Archaic, Classical and Hellenistic ages. Examines place of Greek culture in world of Rome; Greek political and social experiments, art, cultural life, athletics, warfare. Various readings from original sources. (Alternate years. Offered 2008–09.)

**HIS216 History of Ancient Rome (4)**—Surveys Roman political and cultural history from earliest Latin settlements through Etruscan and Republican periods to Roman Empire. Emphasizes origins of modern Western culture; multicultural, unified Mediterranean setting in which Christian Church emerged. Various readings from original sources.

**HIS219 Medieval Europe (4)**—Surveys European history fourth–14<sup>th</sup> centuries; transition from Mediterranean to European civilization, growth of the Church, revival of towns, Crusades, empire and feudal monarchies, scholasticism, Romanesque and Gothic art and architecture.



Jim McAllister

Salem's Pioneer Village, where students intern in public history and museum studies.

**HIS221 Renaissance and Reformation Europe (4)**—Studies 14<sup>th</sup>–16<sup>th</sup> centuries; changes in medieval institutions and ideas, rebirth of culture in Italy, role of art in society, Reformation movements within the Church and overseas expansion of Europe.

**HIS223 The Formation of Modern Europe 1555–1789 (4)**—Studies origins of modern Europe including Scientific Revolution, absolutism, constitutionalism, religious wars and Enlightenment. (Alternate years.)

**HIS224 Premodern China (4)**—Offers introduction to Chinese history and culture from antiquity to early 18<sup>th</sup> century. Topics include dynastic history, Confucianism, Daoism, Buddhism, Tang and Song poetry, Yuan plays, Ming and Qing novels, painting, architecture and culinary techniques. (Alternate years.)

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

**HIS230 Revolutionary Europe 1789–1914 (4)**—Studies 19<sup>th</sup> century, which opened with flurry of revolutionary optimism that humankind's problems could be solved through such ideologies as liberalism, nationalism, socialism and Darwinism. But imperialism and materialism led to ultimate disillusionment of World War I. (Alternate years.)

**HIS231 Introduction to 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 17<sup>th</sup> century until present. (Alternate years.)

**HIS232 America 1492–1846 (4)**—Explores American history including Age of Exploration, European colonization of North America, birth of American slavery, Native American relations, religious developments, American Revolution, new national government, market and industrial revolutions, reform and revivalism, development of political parties and movement to abolish slavery.

**HIS234 America 1846–1945 (4)**—Studies American history including War with Mexico, crisis over slavery, Civil War and Reconstruction, growth of industry, labor strife, Spanish-American War, progressive reform, World War I, 1920s, Great Depression, and New Deal and World War II.

**HIS237 Postwar America: The U.S. 1945–Present (2)**—Explores American history since World War II including Cold War, Korean War, postwar culture, major Supreme Court decisions, civil rights movement, Vietnam War, 1960s counterculture, Watergate and economic difficulties of 1970s, Reagan revolution and problems of post-Cold War superpower status.

**HIS238 A Century of Ideology and Bloodshed: Europe 1914–Present (4)**—Studies 20<sup>th</sup>-century Europe, focusing on World War I, rise of Fascism and Communism, World War II, Holocaust, Cold War, intellectual and cultural trends, European unity, decolonization and collapse of Communist Bloc and U.S.S.R.

**HIS240 Christianity and the Modern World: A Historical View (4)**—Examines changes and continuities in Christian belief, theology and practice since the Enlightenment, Age of Democratic Revolution and Industrial Revolution. Particular emphasis placed on modern Western civilization, but emergence of “global Christianity” and general impact of modernity on religious traditions also considered. (Alternate years.)

**HIS241 Modern China (4)**—Explores transformation of China from dynastic system to modern state, roughly from late 17<sup>th</sup> century to present. Focuses on political, economic, cultural and diplomatic developments of China in effort to increase understanding of dynamic changes taking place today.

**HIS242 Modern Japan (4)**—Offers a comprehensive introduction to history of Japan from early modern period to present. Considers major topics in Japan’s political, social and economic development, and seeks to provide students with historical background necessary for analyzing contemporary Japan.

**HIS245/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.

**HIS247 America and the Middle East (2)**—Explores American involvement with events in modern Middle East, focusing on period since rebirth of Israel in 1948. Significant attention given to Arab-Israeli conflict, Iran hostage crisis, beginnings of anti-American terrorism and 9/11 Commission Report. (Alternate years. Offered 2008–09.)

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

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

**HIS315 Ancient Belief and the Earliest Christian Church (4)**—Explores history of religious faiths, intellectual life and cultural transitions of Israel, Greece and Rome before and after the coming of Christianity. Surveys growth of Christian Church through breakup of Roman world. Emphasizes readings from original sources. (Alternate years. Not offered 2008–09.)

**HIS321 American Thought and Society (4)**—Surveys great texts by American thinkers from Puritans to postmodernists. Writers include John Winthrop, Benjamin Franklin, R. W. Emerson, H. D. Thoreau, Mark Twain, William James, John Dewey and Richard Rorty. Themes include individual in relation to society and problem of cultural relativism. (Alternate years. Not offered 2008–09.)

**HIS331 History of England, Ireland, Scotland and Wales (4)**—Surveys region from end of Roman period to Reformation. Themes include Christianization, medieval kingdoms, constitutional developments, Reformation and church history, cultural achievements and gender roles.

**HIS332 Modern Britain (4)**—Examines British history, 1800–present, focusing on industrialization, Victorian society and culture, development of parliamentary government, two world wars and modern welfare state. Special emphasis on rise and fall of British Empire. (Alternate years.)

**HIS334 Modern Russia and the Soviet Union (4)**—Explores development of modern Russian politics, society and culture. Introduces students to tsarist Russia. Particular emphasis placed on 1917 Bolshevik Revolution, Stalin years, Cold War, and dissolution of Soviet Union. (Alternate years.)

**HIS335 Modern Germany (4)**—Introduces students to history of modern Germany, 1871 to present. Topics include national unification, World War I, Weimar and Nazi periods, Holocaust, World War II, postwar division, and reunification. (Alternate years.)

**HIS341 Eastern Europe, Byzantium and the Caucasus (4)**—Explores cultures and societies in Eastern Europe and Western Asia, including Balkans, Georgia, Armenia and Byzantine Empire from founding of Constantinople to emergence of Muscovy (fourth–15<sup>th</sup> centuries). Examines ethnic and religious identities, structure of political authority, literary and artistic expression, and life in rural and urban communities. (Alternate years.)

**HIS344 Islam and the Middle East (2)**—Studies historical context for rise of Islam in Arabian Peninsula and its early expansion. Course begins with Middle East in late antiquity and continues through eighth century, exploring preIslamic Arabia, Syriac Christianity, Prophet Muhammad, Qur'an and conquests of Byzantium and Persia. (Alternate years.)

**HIS351 Christianity in China (4)**—Explores history of Christianity in China. Emphases given to following themes: general Christian activities in China; role of Western missionaries; Christian interaction with Chinese politics, culture and society; and indigenization and diverse manifestations of Chinese Christianity. (Alternate years.)

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

**HIS375 The Darwinian Revolution (2)**—Examines advent and impact of Charles Darwin's evolution theory. Surveys life and earth sciences, religion and views on human origins before, during and after upheaval brought about by Darwin's *On the Origin of Species* (1859). Includes recent debates on intelligent design and teaching of evolution. (Alternate years. Not offered 2008–09.)

**HIS390 Public History and Museum Studies (4)**—Explores professional applications of historical methodology to archives, museums, document conservation, government and corporate record management. Includes lectures by professionals in field, on-site observations and possible internships.

**HIS391 Museum Management (4)**—Introduces operations of a museum and challenges faced by contemporary museum administrators. Students study local museum operations, identify issues and challenges and evaluate museum's response based on texts and readings from current field of public history. Prerequisite: HIS390.

**HIS425 Internship (2 or 4)**—Supervised internship in a library, archival or museum location combining on-the-job work experience with related academic study. Ordinarily involves 8–10 hours per week at off-campus field assignment. Must be prearranged and approved by instructor and Registrar's Office. Prerequisite: minimum cumulative GPA of 2.50.

**HIS471, 472 Research I, II (4, 4)**—Research into topic of mutual faculty and student interest. For honors program, students present thesis, methodology, annotated research bibliography and plan for project in middle of fall term. Oral presentation and defense of thesis as well as final written paper required in spring term. Prerequisite: permission of instructor.

**HIS490 Advanced Seminar: Asian History (2 or 4)**—Research in modern Asian history. Topics concentrated from 16<sup>th</sup> century to present and focus on political, social, intellectual and cultural themes. Topics vary; check with instructor. Repeatable with different topic.

**HIS491 Advanced Seminar: American History (4)**—Reading and research in American history using both historiographic and primary sources. Offered fall term. Topics vary. Check with department. Repeatable with different topic.

**HIS492 Colloquium in Historiography (4)**—Explores the way humans have approached writing and understanding of history from Greco-Roman historians to contemporary schools of historical inquiry. Focus on worldviews of historians and ways worldview shapes perception of past and how the past is used to influence the present. Open to advanced students and junior and senior history majors.

**HIS493 Advanced Seminar: Modern History (2 or 4)**—Readings and research in special topics in modern European and Western history. Topics vary; check with instructor. Repeatable with different topic.

**HIS494 Advanced Seminar: Medieval and Early Modern History (2 or 4)**—Reading and research on special topics of medieval and early modern history. Topics vary; check with instructor. Topics include: "Augustine's World," "Desert Spirituality," "Medieval Celts," "Art and Spirituality in Late Antiquity and the Middle Ages," and "Jews in the Medieval World." Repeatable with different topic.

**HIS495, 496 Advanced Seminar: Ancient History (2 or 4)**—Reading and research on special topics in ancient history. Two of these two-credit courses meet requirement for senior research and writing project. Repeatable with different topic. Topics alternate. Topics 2008–09: "Science, Technology and Medicine in the Ancient World"; "Military History of the Ancient World."

## GEOGRAPHY

**GEG210 Principle of Geography (2)**—Stresses location of nations and cities, rivers and seas; history and current political situation of each major area of world; basic geographical terminology. Topics include language, population, migration, energy and environment. (Alternate years. Not offered 2008–09.)

## DEPARTMENT OF KINESIOLOGY

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**Chair Peter Iltis, Sean Clark, Michael Givens. Part-Time: Peter Harmeling, Thomas Faulds.**

**MISSION:** The intent of the Department of Kinesiology is to develop a community of learners in which students and faculty are actively engaged in discovering essential knowledge of human movements, expanding the body of knowledge in the discipline, and developing an appreciation for the complexities, wonders and mysteries of the human movement experience. The curriculum emphasizes mechanical, neurological and physiological bases of human movement and is coupled with experiences to enhance critical-thinking skills essential to scientific inquiry. The department places emphasis on collaborative research with students in both disciplinary and cross-disciplinary settings. Graduates of our program are well-equipped for a variety of postbaccalaureate experiences including kinesiology, medicine, physician assistant, physical therapy and nursing.

### Requirements for the Major in Kinesiology

#### Support Requirements (24 credits)

- MAT134 Survey of Calculus or MAT141 Calculus I
- CHE111 Principles of Chemistry I
- PHY119 General Physics or PHY121 Introductory Physics
- BIO213 Human Anatomy and Physiology I
- BIO214 Human Anatomy and Physiology II
- MAT220 Biostatistics (or option approved by department)

#### Kinesiology Core (38 credits)

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

In addition to the support and core kinesiology courses listed above, students with specific postbaccalaureate aspirations may choose one of the following concentrations to supplement the major in kinesiology. The preallied health concentration is open to any major. Exceptional kinesiology majors may also consider the honors program described below.

### Health Professions Concentration

Majors considering medical school or a physician's assistant program are encouraged to add this concentration. Requirements include 34 credits from the following courses:

BIO150 Biology I: Cells and Genetics  
 BIO151 Biology II: Animal Biology  
 BIO341/CHE341 Biochemistry  
 CHE112 Principles of Chemistry II  
 CHE211 Organic Chemistry I  
 CHE212 Organic Chemistry II  
 HLP200, 201, 300, 301 Health Professions Seminar  
 PHY122 Introductory Physics II (assumes PHY121 already taken)  
 Biology elective (*one of following*):  
     BIO312 Animal Physiology  
     BIO314 Microbiology  
     BIO316 Modern Genetics  
     BIO323 Developmental Biology  
     BIO333 Immunology  
     BIO415 Parasitology and Public Health

### **Preallied Health Concentrations**

These concentrations are open to any major, but kinesiology majors considering occupational therapy, physical therapy or an accelerated postbaccalaureate nursing program are especially encouraged to add this concentration. Courses marked with \* are satisfied by the kinesiology major. Note: Prerequisites for different allied health graduate programs vary by institution. Close consultation with academic advisor is highly recommended. Clinical volunteer or internship experiences are also strongly recommended as part of this concentration.

#### **Preoccupational Therapy** (12 additional credits)

BIO213\*, 214\* Human Anatomy and Physiology I, II  
 MAT220\* Biostatistics (or approved alternate)  
 PSY201 Psychological Perspectives on Reality  
 PSY202 Exploring Psychology  
 PSY244, 246 Developmental Psychology, Clinical Psychology:  
     Psychopathology

#### **Prephysical Therapy** (24 additional credits)

BIO150 Biology I: Cells and Genetics  
 BIO213\*, 214\* Human Anatomy and Physiology I, II  
 CHE111\*, 112 Principles of Chemistry I, II  
 KIN212\* Musculoskeletal Anatomy or KIN320\* Mechanical Analysis of  
     Human Movement  
 KIN222\* Foundations of Exercise Physiology  
 MAT220\* Biostatistics (or approved alternate)  
 PHY119\*, 120 General Physics I, II or  
     PHY121\*, 122 Introductory Physics I, II  
 PSY201, 202 Psychological Perspectives on Reality, Exploring  
     Psychology  
 PSY244, 246 Developmental Psychology, Clinical Psychology:  
     Psychopathology  
 Optional: KIN350\* Disorders of Voluntary Movement

#### **Preursing** (20 additional credits)

BIO150 Biology I: Cells and Genetics  
 BIO151 Biology II: Animal Biology  
 BIO213\*, 214\* Human Anatomy and Physiology I, II



BIO225 Nutrition  
 BIO314 Microbiology  
 CHE111\*, 112 General Chemistry I, II  
 MAT220\* Biostatistics (or approved alternate)

### Honors in Kinesiology

In exceptional cases majors may earn departmental honors in kinesiology by conducting research and writing an honors thesis during their senior year. In collaboration with a faculty advisor, candidates will enroll in KN492 (2 credits) in their junior or senior year to develop a thesis proposal and conduct pilot work on a selected topic. The proposal will be defended by the end of the fall semester of the student's senior year. The defense will be presented before the Department of Kinesiology faculty and must include evidence of readiness to conduct a full study based on initial pilot work. Upon successful defense, candidates will enroll in an additional 4 credits of KIN492 and will conduct formal research and write a thesis. For honors, thesis must be of high quality and must be orally defended before department faculty toward the end of spring semester. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall. See department faculty for details.

### Requirements for the Minor in Kinesiology

Students wishing to earn a kinesiology minor must complete the following courses (minimum of 20 credits):

BIO213 Human Anatomy and Physiology I  
 BIO214 Human Anatomy and Physiology II  
*Eight credits from the following:*  
 KIN222 Foundations of Exercise Physiology  
 KIN310 Motor Control and Learning  
 KIN320 Mechanical Analysis of Human Movement  
 Selected kinesiology elective (4 credits)

### Requirements for the Minor in Neuroscience

This interdisciplinary minor (24 credits) draws from biology, psychology, chemistry and kinesiology. See Psychology Department for full information on the minor.

## COURSE DESCRIPTIONS

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\* **KIN112 Introduction to Human Movement Studies (4)**—Provides scientific perspective to study of human movement with emphasis on mechanical, neurological and physiological bases of human movements in activities of daily living and exercise. Addresses vocation as Christian calling and defines areas of professional practice in kinesiology.

**KIN212 Musculoskeletal Anatomy (2)**—Examines human musculoskeletal structure and function; muscle origin, insertion and action at joints. Introduces principles of lever action and mechanics of motion from applied, clinical perspective. Prerequisite: BIO213.

\* Fulfills Core Curriculum requirement

**KIN222 Foundations of Exercise Physiology (4)**—Examines human systems of energy delivery and utilization; emphasizes methods by which these systems may be altered through physical training and dietary manipulation. Prerequisite: BIO213. Weekly laboratory. Lab fee.

**KIN310 Motor Control and Learning (4)**—Examines perceptual, memory and motor functions in acquisition, retention and control of motor skills. Explores central and peripheral nervous system mechanisms involved in control of movement. Prerequisites: BIO213 and statistics. Weekly lab. Lab fee.

**KIN320 Mechanical Analysis of Human Movement (4)**—Principles of classical mechanics used to describe, analyze and assess human motion. Discovery of applications of biomechanical concepts in an array of movement contexts; e.g., daily activities, rehabilitation, occupational tasks and sport performance. Prerequisites: BIO213, PHY119 or PHY121 or by permission. Weekly lab. Lab fee.

**KIN322 Clinical Exercise Physiology (4)**—Comprehensive review of physiological principles and clinical applications associated with a selected range of organic diseases and disability. Includes cardiovascular, pulmonary and metabolic diseases, and the prophylactic and rehabilitative role of exercise. Also includes study of electrocardiography and its role in diagnostic testing for cardiovascular disease. Prerequisite: KIN222 or permission of instructor. Statistics highly recommended.

**KIN350 Disorders of Voluntary Movement (4)**—Examines role of neurological structures in regulation and coordination of normal and disordered human movement. Emphasis on clinical manifestations, assessment and treatment of movement dysfunction associated with various neurological disorders. Prerequisite: KIN310 or permission of instructor.

**KIN370 Advanced Readings in Kinesiology (2)**—Emphasizes review of current kinesiology literature, with emphasis on gaining facility in reading, understanding and presenting oral and written summaries of scientific papers on selected topics. Topics are varied but focus on exercise physiology content. Prerequisite: KIN222.

**KIN371 Selected Topics (2–4)**—Theoretical and applied topics in kinesiology not regularly taught. Repeatable if topic changes. Prerequisite: permission of instructor.

**KIN420 Advanced Biomechanics (4)**—Examines application of advanced kinematic and kinetic analyses in assessment of human motion. Concepts of data processing, three-dimensional analysis, mechanical modeling and energy and power analysis applied in sport and rehabilitation contexts. Special emphasis on analysis of locomotion. Prerequisite: KIN320.

**KIN425 Internship (2 or 4)**—Internship experiences in field appropriate to student's concentration. Learning plan must be completed with departmental faculty supervisor and approved in advance by department chair and registrar. Minimum cumulative GPA of 2.50.

**KIN450 Neurophysiological Basis for Movement (4)**—Study of central and peripheral neural structures involved in the control and coordination of human action. Neurological diseases affecting movement are considered. Prerequisite: KIN310 or permission of instructor.

**KIN491 Senior Seminar (2)**—Capstone experience for majors which examines issues of faith-learning integration in kinesiology. Prerequisite: senior standing.

**KIN492 Research (2–4)**—Full-semester research project directed by departmental faculty. Prerequisite: approval of supervising faculty.

## **DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

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**Chair Jonathan Senning, Russell Bjork, Stephen Brinton, Karl-Dieter Crisman, Irvin Levy, Richard Stout, Michael 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:

- MAT141, 142 Calculus I, II
- MAT223 Calculus III
- MAT225 Differential Equations
- MAT231 Transition to Higher Mathematics
- MAT232 Linear Algebra
- MAT241 Topics in the History of Mathematics
- CPS111 Introduction to Computer Science
- PHY121, 122 Introductory Physics I, II

All mathematics majors must also complete four additional courses in mathematics at the 300 level or above. MAT214/PHY214 may be substituted for MAT241.

### **Honors in Mathematics**

Seniors who research and write an honors thesis will be eligible to graduate with honors in mathematics. Under the direction of a faculty advisor, candidates will complete a 2- to 4-credit independent study in an area not covered by existing courses, and culminating in an honors thesis of high quality which will be

defended orally to departmental faculty 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.

### **Budapest Semester in Mathematics**

This off-campus program provides an opportunity for well-qualified students majoring in mathematics or computer science to study in Budapest, Hungary. Students can take up to 16 credits of electives for the mathematics major. In addition, they may take courses in Hungarian, the culture of Hungary, or topics such as the history of science, philosophy or film analysis. Contact departmental faculty and the Global Education Office.

### **Requirements for the Minor in Mathematics**

To minor in mathematics a student must complete a minimum of 20 credits of mathematics courses chosen from the list of courses suitable for the major and selected in consultation with the department chair.

### **Requirements for the Double Major with Education**

Students seeking licensure as a teacher must complete all requirements for the mathematics major with the exception of PHY122. In addition, MAT241, 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:

- CPS111 Introduction to Computer Science
- CPS112 Introduction to Programming
- CPS211 Object-Oriented Software Development
- CPS212 Computational Structures and Algorithms
- CPS220 Models of Computation
- CPS311, 312 Computer Systems I, II
- CPS323 Programming Languages

Eight credits of computer science electives chosen from 300-level courses (not more than 4 credits taken in courses cross-listed between computer science and another discipline):

CPS403 Computers and Society

CPS491, 492 Senior Seminar: Software Engineering I, II

*One of the following* (students contemplating a second major in chemistry, mathematics or physics should choose MA141):

MAT134 Survey of Calculus

MAT141 Calculus I

MAT229 Discrete Mathematics for Computer Science (students also majoring in mathematics may substitute MAT231 for MAT229)

*One of the following:*

MAT232 Linear Algebra

MAT318 Probability

MAT338 Number Theory

*One of the following two-course sequences:*

PHY121, 122 Introductory Physics I, II

CHE111, 112 Principles of Chemistry I, II

BIO150, 151 Biology I, II

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 or research project 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:

CPS111 Introduction to Computer Science

CPS112 Introduction to Programming

CPS211 Object-Oriented Software Development

CPS403 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

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### MATHEMATICS

**MAT105 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.

**MAT111 Mathematics for Business and Economics (4)**—Studies mathematical topics applicable for students in business and economics including linear and exponential equations, matrices, mathematics of finance, and calculus focusing on optimization.

- \* **MAT134 Survey of Calculus (4)**—Introduces differentiation and integration of algebraic and transcendental functions in unified manner. Emphasizes conceptual understanding and problem solving rather than theory. For students with high school algebra and working knowledge of functions. Core nonlab option.
- \* **MAT141 Calculus I (4)**—Introduces theory of limits, continuity, differentiation and integration. Methods for differentiating algebraic and transcendental functions; some applications of derivatives. Core nonlab option. Prerequisite: strong precalculus background.

**MAT142 Calculus II (4)**—Methods and applications of integration. Topics in infinite sequences and series. Prerequisite: MAT141 or approval of instructor.

- \* **MAT201 Mathematical Inquiry I: Applications of Mathematics (2)**—Explores nature of mathematical thought and relevance to today's world. Topics may include graph theory, probability and statistics, and topology. For students with high school algebra. Core nonlab option.
- \* **MAT202 Mathematical Inquiry II: Great Ideas of Mathematics (2)**—Explores 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.

**MAT214/PHY214 Mathematical Methods in Physics I (2)**—See PHY214 course description.

**MAT220 Biostatistics (4)**—Statistical data analysis with applications in biology, medicine and health/fitness. Descriptive statistics, probability, tests of means and proportion, regression, analysis of variance and nonparametric statistics. Discussion of experimental design and data collection.

**MAT223 Calculus III (2)**—Introduction to functions of several variables, partial derivatives, vectors, applications of partial derivatives, including optimization of functions of several variables, and multiple integrals. Prerequisite: prior or concurrent registration in MAT142, or approval of instructor.

\* Fulfills Core Curriculum requirement

**MAT225 Differential Equations (4)**—Differential equations, first order equations, theory of higher order linear differential equations, Laplace transforms, solutions of systems of differential equations using operator and matrix methods. Some analysis of nonlinear problems. Prerequisite: MAT142.

**MAT229 Discrete Mathematics for Computer Science (2)**—Introduces sets, functions, propositional and predicate calculus, basic combinatorics and probability.

**MAT231 Transition to Higher Mathematics (2)**—Introduction to topics and techniques used in higher mathematics, including proof techniques, basic set theory, properties of functions, relations and equivalence relations.

**MAT232 Linear Algebra (4)**—Introduces matrix methods; algebra of matrices, determinants, finding solutions of systems of linear equations and eigenvalue problems; vector spaces and linear transformations; classification of matrices. Prerequisite: strong precalculus background.

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

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

**MAT313/PHY313 Mathematical Methods in Physics II (4)**—See PHY313 course description.

**MAT318 Probability (4)**—Calculus-based probability and its role in statistics. Descriptive statistics, discrete and continuous random variables, sampling distribution theory, estimation of mean and variance. Prerequisite: MAT223. (Alternate years. Not offered 2008–09.)

**MAT319 Statistics (4)**—Theory of statistics with some exposure to practice. Estimation, hypothesis testing, linear regression, multivariate distributions, nonparametric methods, Bayesian estimation. Prerequisite: MAT318. (Alternate years. Not offered 2008–09.)

**MAT325 Operations Research (4)**—Mathematical modeling and optimization with applications to business and public services; linear and nonlinear programming, network analysis, and dynamic programming. Extensive use of computer software. Prerequisites: MAT142, 232. (Alternate years. Offered 2008–09.)

**MAT332 Geometry (4)**—Axiomatic study of foundations of Euclidean and non-Euclidean geometries; highlights historical development and philosophical implications. Prerequisite: MAT231 or permission of instructor. (Alternate years. Not offered 2008–09.)

**MAT335 Algebraic Structures (4)**—Group theory, symmetry and permutation groups, mappings, factor groups, rings and field extensions. Prerequisite: MAT231 or permission of instructor. (Alternate years. Offered 2008–09.)

**MAT338 Number Theory (4)**—Main topics in theory of whole numbers with relations to other areas of mathematics; prime factorization, congruences as groups, RSA encryption, quadratic residues and/or prime counting formulas. Prerequisite: MAT231 or permission of instructor. (Alternate years. Offered 2008–09.)

**MAT342/CPS342 Numerical Analysis (4)**—Introduces numerical methods for the solution of single variable equations, linear systems and differential equations. Covers polynomial interpolation, cubic splines and numerical differentiation and integration. (Alternate years. Offered 2008–09.)

**MAT353 Real Analysis (4)**—Studies continuity, convergence of sequences and series, differentiability and integrability. Introduces appropriate topological concepts. Prerequisites: MAT142, 231. (Alternate years. Not offered 2008–09.)

## COMPUTER SCIENCE

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

\* **CPS111 Introduction to Computer Science (4)**—Introduces great ideas and recurring themes of computer science and broad survey of major topics in 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 Java. Intended both as introduction to further study in computer science and as terminal course for students desiring broad introduction to field. Core lab option. Lab fee.

**CPS112 Introduction to Programming (4)**—Introduces 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: CPS111. Lab fee.

\* Fulfills Core Curriculum requirement



**CPS211 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: CPS112. Lab fee.

**CPS212 Computational Structures and Algorithms (4)**—Introduces analysis of algorithms; implementation of data structures; advanced methods for organizing data in primary and secondary storage; problem-solving strategies; recursion; parallel algorithms; continued development of algorithm analysis skills. Weekly laboratories introduce C++ including use of templates and Standard Template Library. Prerequisite: CPS211. Lab fee.

**CPS220 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: halting problem, NP-complete problems. Prerequisites: CPS112 and MAT229.

**CPS311, 312 Computer Systems I, II (4, 4)**—Computer systems as hierarchy of real and virtual machines from gate level to system software; gates, combinatorial and sequential networks; CPU organization at register-transfer level; machine and assembly language programming; RISC and CISC architecture; hardwired and microprogrammed control; bus structures and organization of memory and IO subsystems; 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, parallel lectures. Prerequisites: CPS112 and either completion of or concurrent enrollment in CPS211. Lab fee. (Alternate years. Not offered 2008–09.)

**CPS323 Programming Languages (4)**—Introduces formal study of programming language syntax, data types and control structures; methods of executing higher-level constructs at run-time; data structures and algorithms used in compilation and interpretation. Laboratory work emphasizes acquisition of skill in numerous programming languages. Prerequisite: CPS212. (Alternate years. Offered 2008–09.)

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

**CPS352 Database Systems (4)**—Explores database technology; various data models, query languages and applications program-DBMS interface. Prerequisites: CPS211, 212, 220 and MAT229. (Alternate years. Offered 2008–09.)

**CPS382 Applications Project (2)**—Interdisciplinary development of significant application useful to cosponsoring department. Prerequisites: one computer science course at 200 level, plus approval of project plan by both discipline supervisors prior to registration.

**CPS403 Computers and Society (2)**—Uses and impact of computers in modern society; considers ethical and moral issues in context of Christian worldview. Nontechnical; open to all students. Prerequisites: junior or senior standing plus CPS101, 102, 104 or 111 or permission of instructor. (Alternate years. Offered 2008–09.)

**CPS491, 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 2008–2009:*

**CPS372 Selected Topics: Computer Networks (4)**—Surveys current topics related to transmission of data over communication lines. Includes data encoding, error detection, flow control, multiplexing and network programming. Considers data network topologies and selected protocols. Prerequisite: CPS212 or permission of instructor.

*Topics frequently offered include:*

**CPS371 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.

**CPS373 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 industry standard computer graphics library on department's workstations. Prerequisites: CPS212, MAT232.

## DEPARTMENT OF MUSIC

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**Chair C. Thomas Brooks, Susan Brooks, Mia Chung, Sandra Doneski, Michael Monroe, Kenneth Phillips, David Rox. Part-Time: Roy Brunner, Kristen Helgeland, Norma Brunner, James Buswell, Faith Lueth, Carol Ou. Applied music staff listed in directory.**

**MISSION:** The mission of the Department of Music is to develop the ability of each student to understand Western art music within a historical, cultural and Christian context and to be able to perform this music with artistry and aesthetic judgment. The course of study combines the central elements of a Christian liberal arts foundation with informed, creative discernment and the artistic discipline required of a performer, teacher or graduate student.

Since 1975 the Gordon College Department of Music has been an accredited institutional member of the National Association of Schools of Music (NASM). In addition, the music education program is approved by the Commonwealth of Massachusetts and licensed by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

Three different degree programs are available: 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 broader liberal arts curriculum. It is a versatile degree which allows students some freedom to create their own balance between the music and liberal arts areas. With this degree students can double major or minor in many other fields available at Gordon.

### **Bachelor of Music in Performance**

This program provides training to prepare students for professional pursuits in the field of music. Because of its emphasis on performance skills, it is suitable for students planning performance careers, studio teaching or graduate study towards a teaching position at the college level. In addition to Gordon's Core Curriculum and music survey classes, students will take courses focused on improving their interpretation and technique on their major instrument. Students pursuing the performance degree are required to prepare for and perform adjudicated solo recitals in their junior and senior years.

### **Bachelor of Music in Music Education**

This program prepares students for positions as teachers and/or supervisors of choral, instrumental or general music in public or private schools. Upon successful completion of all degree requirements, music education graduates are eligible for licensure in 48 states through the NASDTEC Interstate Contract. In the music education curriculum students pursue licensure for K–12 teaching in instrumental/choral/general music. Because licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

Note: All applicants accepted into the music education degree program will be accepted on a provisional basis. These students must apply for full acceptance to the music education program following the completion of MUS117 Introduction to Music Education (first-year course). Full acceptance into the music education program is contingent upon successful completion of all application requirements and the approval of the music education faculty.

### **Graduate Program**

Gordon College offers a three-summery 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 prospective majors and minors. In addition to the performance audition, students must complete a music application, submit a letter of recommendation from a recent music instructor, and take a music theory entrance exam. Students should contact the undergraduate program coordinator in the Department of Music to begin the music application and audition process.

### **Music Study for Nonmusic Majors and for Minors**

Music ensembles are open to all students, based on an audition, regardless of major. Ensemble auditions take place at the start of each academic year. Ensembles may be taken for credit or participation recorded with no credit. For more information contact the Department of Music Office. Nonmusic majors and music minors desiring to study an applied instrument (for credit or not for credit) must receive permission from the Department of Music Office. A signed contract is required to register for applied music lessons.

### **Minimum Course Grade**

All music majors and minors must attain a minimum grade of C (2.0) in all music courses required for the major or minor, including music labs. Any required music course in which a grade below C has been received 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):<sup>+</sup>

- The complete Core Curriculum (the Fine Arts component must be fulfilled by FNA112 Arts in Concert or another nonmusical Fine Arts core option)
- MUS211, 212 Music Theory I, II
- MUL211, 212 Music Theory Lab I, II
- MUS241 Survey of Musical Masterworks
- MUS311, 312 Music Theory III, IV
- MUL311, 312 Music Theory Lab III, IV
- MUS482 Special Studies in Music
- Applied music (16 credits, 8 semesters)
- Music ensemble (8 semesters)
- Passing of piano and voice proficiency examinations
- Music electives (6 credits)
- Additional liberal arts courses (30 credits outside of music)

### **Requirements for the Bachelor of Music in Performance or Music Education**

Students pursuing these degrees are required to earn a total of 136 credits and to fulfill the following core requirements (minimum of 32 credits):

<sup>+</sup> Further requirements and information are outlined in the *Music Student Handbook*.



Michael Hevesy

COR100 Christianity, Character and Culture I  
 COR101 Christianity, Character and Culture II  
 BIB101 Old Testament History, Literature and Theology  
 BIB103 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 PSY201 and PSY244)  
 Core laboratory science  
 Core nonlab science  
 Beginning foreign language I, II (4–8 credits) unless validated  
 ENG110 Writing and Rhetoric (4 credits) unless validated  
 PED018–099 Physical Education Activity Classes (2 quads)  
*One of the following:*  
 PED015 Discovery Expeditions  
 PED016 La Vida Wilderness Expeditions  
 PED017 Concepts of Wellness (by petition only)

**Core Adjustments for Bachelor of Music in Music Education or Performance.** 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 or music performance 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; 4 credits of history; 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):<sup>+</sup>

MUS211, 212 Music Theory I, II  
 MUL211, 212 Music Theory Lab I, II  
 MUS221, 222 Music History and Literature I, II  
 MUS311, 312 Music Theory III, IV  
 MUL311, 312 Music Theory Lab III, IV  
 MUS318 Conducting  
 MUS321–324 Music History and Literature III, IV, V, VI  
*One of the following:*  
 MUS327 Choral Methods and Literature  
 MUS328 Instrumental Methods and Literature  
 MUS346 Instrumentation and Arranging  
 Applied music (28 credits)  
 Music ensemble (7 semesters)  
 Passing of piano and voice proficiency examinations  
 Successful completion of a senior recital

<sup>+</sup> Further requirements and information are outlined in the *Music Student Handbook*.

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

Pedagogical Practices for major instrument

MUS482 Special Studies in Music

Music electives (20 credits; voice majors must take 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 (38 credits):

MUS117 Introduction to Music Education

MUS245 World Music I

MUS247 American Music

EDU245 Multicultural Education

PSY244 Developmental Psychology

MUS335 Music Education K–8

MUS336 Music Education 5–12

Instrument Classes (6 credits—for nonvoice majors, two of these credits must be MUS091A Voice Class; voice majors must take 2 semesters of vocal diction class)

MUS407 Music Education Seminar

MUS415 Practicum

For the practicum, students are placed in appropriate school settings for a 12-credit (15-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. Practicum prerequisites: full approval in the appropriate teacher education program, successful completion of major coursework and senior recital, and successful completion of the Massachusetts tests for educator licensure (communication, literacy skills and music). As licensure requirements are subject to change by the Department of Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.

### **Requirements for the Minor in Music**

Students wishing to earn a music minor must audition for the Music Department faculty on their major instrument and take the music theory placement exam. After acceptance into the minor, the following courses are required (20 credits minimum):

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

MUS211, 212 Music Theory I, II

MUL211, 212 Music Theory Lab I, II

MUS241 Survey of Musical Masterworks

Music ensemble (four-semester minimum participation)

## COURSE DESCRIPTIONS

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**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. Minimum of 12 hours of weekly practice expected for a one-hour weekly lesson; six hours for a half-hour lesson.

**Applied Music (credit course)**—Private, weekly lessons in voice, piano, organ, guitar and all orchestral instruments. Study consists of building good technique, expression, musicianship and studying literature appropriate for the student's level of proficiency, selected from various periods of music history. A minimum of 12 hours of weekly practice are required for a one-hour weekly lesson; six hours for a half hour. 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, Orff/Kodaly Method) in the public schools. Techniques of tone production, fingering and class procedure are learned through individual and ensemble playing experience under supervision. Group instrument course fee.

**MUS093 Woodwind Class**  
**MUS094 Brass Class**  
**MUS095 String Class**  
**MUS096 Percussion Class**

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

**MUS010 Musicianship (0)**—Weekly time set aside for students to develop individual musicianship skills through workshops and lectures. A recital laboratory performance venue open only to department majors, minors and faculty, providing opportunity for majors and minors to practice art of performance in nonpublic setting. Prerequisite: music major or minor.

**MUS091A Voice Class (2)**—Designed for beginning singer. Introduces structures and processes of voice mechanism, foundational principles of singing and voice production, and standard vocal teaching methods. Explores song literature. In-class performances required. Fulfills voice requirement for music education nonvoice majors.

**MUS092 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.)

**MUS099 Orff/Kodaly Class (1)**—Introduces students to philosophy, methodology and techniques associated with major music education methods. Pedagogy and instrumental technique covered.

\* Fulfills Core Curriculum requirement



**MUS110 Organ Class (2)**—Beginning class for nonorgan majors designed to prepare students for service playing. Includes organ design, registration, techniques and hymn playing. Meets weekly with three-hour minimum practice required outside of class. Prerequisite: Intermediate piano ability.

**MUS117 Introduction to Music Education (2)**—Exploration of teaching profession in general and survey of foundations of music education, philosophy, history and methods. Observation and reflection on classroom interactions at appropriate grade levels. Field experience required.

**MUL211, 212, 311, 312 Music Theory Labs I, II, III, IV (1, 1, 1, 1)**—Lab includes emphases on sight singing, tonal awareness and aural development. Contents parallel theory class. Each course is prerequisite for next level and is required with corresponding theory level. No lab fee.

**MUS211 Music Theory I (3)**—Introduces basic materials and forms of music; review of scales, intervals and triads. Includes principles of chord progression and part-writing procedures, melodic composition, harmonic analysis and nonharmonic tones. Prerequisites: acceptance into music major or minor; permission of instructor for nonmajors; corequisite: MUL211.

**MUS212 Music Theory II (3)**—Continues MUS211, including all diatonic chord progressions and part-writing procedures, nonharmonic tones and introduction to seventh chords and secondary chords. Prerequisite: MUS211; corequisite: MUL212.

**MUS218 Composition: Tonal Techniques (2)**—Introduces composition: writing original compositions in traditional styles and smaller forms. Prerequisite: MUS212. Repeatable for credit.

**MUS219 Composition: Modern Techniques (2)**—Requires writing of original compositions utilizing modern techniques and variety of forms. Prerequisites: MU312, ML312. Repeatable for credit.

**MUS221 Music History and Literature I (2)**—Examines music literature from antiquity through Middle Ages, historical background, development of musical forms and style, analysis of representative works. Prerequisites: MUS212, MUL212.

**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 three–five hours rehearsal and participation in all public appearances required. Ensemble fee for music majors and minors. See *Music Student Handbook*.

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

◆ Fulfills major ensemble requirement for music majors

**MUS222 Music History and Literature II (2)**—Examines music literature in Renaissance period, historical background, development of musical forms and style, analysis of representative works. Prerequisite: MUS221.

- \* **MUS241 A Survey of Musical Masterworks (4)**—Surveys great musical masterworks, their composers, historical development, musical form and style; listening skills, music vocabulary, recognition of historical style traits.
- \* **MUS245 World Music I (2)**—Introduces study of world music in social, cultural and political contexts; folk and native music of North and South Americas and Africa; current critical approaches to contemporary forms of Western popular music such as rap.
- \* **MUS246 World Music II (2)**—Continues study of world music; folk, native and popular music of China, Indonesia, India and Japan; current critical approaches to contemporary film music. Prerequisite: MUS245.
- \* **MUS247 American Music (2)**—Introduces study of American music history in social, cultural and political contexts; classical, folk and popular repertoires; current critical approaches to American jazz history and repertoires.

**MUS270 Staging for Singers Workshop (2)**—Foundational principles of stage presence and stage movement, theatre techniques, improvisation, ensemble work and role preparation for singer/actor. Theatre games, exercises and staged performances of songs, arias and scenes from operetta, opera and Broadway musicals. Repeatable every semester.

**MUS275 Musical Production (4, 2 or 1)**—Offers experience participating in staged musical production of opera, operetta or Broadway musical in major role, comprimario role, chorus member or technical support position. Text assignments and completed written journal required. Repeatable. Prerequisites: audition and permission of instructor.

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

**MUS312 Music Theory IV (3)**—Introduces techniques of 20<sup>th</sup>-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: MUS311; corequisite: MUL312.

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

- \* Fulfills Core Curriculum requirement

**MUS319 Advanced Conducting (2–4)**—Studies baton techniques and further development of conducting skills and rehearsal techniques including areas of critical listening and principles of interpretation. Prerequisite: MUS318, 327 or 328.

**MUS321 Music History and Literature III (2)**—Explores Baroque period music literature, historical background, development of musical forms and style; analyzes representative works. Prerequisite: MUS222.

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

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

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

**MUS325 Music History Seminar (2)**—Explores particular body of music at greater depth than in music history surveys through extensive readings in secondary literature and original research. Topics rotate yearly. Repeatable with different topics. Open to music majors with permission of instructor.

**MUS327 Choral Methods and Literature (4)**—Explores selected repertoire and organization and administration of choral program; emphasizes choral tone, blend, balance and intonation. Prerequisite: MUS318.

**MUS328 Instrumental Methods and Literature (4)**—Explores purpose, aims and techniques of instrumental program; emphasizes rehearsal, repertoire and organization. Prerequisite: MUS318.

**MUS330 Children's Choirs: Methods and Practices (2)**—Exploration of choral literature and techniques appropriate for child's voice from early elementary to adolescence. Topics include pitch matching, the uncertain singer, choosing literature, developing sight-singing skills, and developing tone and musicality. Field experience required.

**MUS331 Pedagogical Practices: Piano (4)**—Analyzes applied teaching techniques and materials; piano. (Alternate years.)

**MUS332 Pedagogical Practices: Instrumental (4)**—Analyzes applied teaching techniques and materials; instruments. (Alternate years. Not offered 2008–09.)

**MUS333 Pedagogical Practices: Vocal (4)**—Analyzes applied teaching techniques and materials; vocal. (Alternate years. Offered 2008–09.)

**MUS335 Music Education I (K–5) (4)**—Introduces methods and materials for teaching music to younger children; discussion, development and implementation of individual lessons for general music classes and curriculum planning. Field work. Prerequisites: MUS117, 211; MUL211; PSY244.

**MUS336 Music Education II (6–12) (4)**—Introduces methods and materials for teaching music to older children and adolescents; discussion, development and implementation of individual lessons and total curriculum; general music, music theory, music appreciation and performing classes. Fieldwork. Prerequisite: MUS335.

\* **MUS337 Music in Worship (4)**—Examines congregational, choral and instrumental use of music in worship from biblical times to present; explores philosophical and practical issues in liturgical and nonliturgical churches. (Alternate years. Not offered 2008–09.)

\* **MUS338 Hymnology (4)**—Explores Christian hymnody through study of theological content, historical context and literary characteristics. Considers philosophical and practical uses of hymns in life of church. (Alternate years. Offered 2008–09.)

**MUS343 Music Education Prepracticum (2)**—Field-based course prior to student teaching 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 community preparatory arts program. Prerequisite: MUS117.

**MUS346 Instrumentation and Arranging (2)**—Introduces arranging music for small ensembles and orchestra with strings, woodwinds, brass and percussion instruments. Prerequisites: MUS311, MUL311.

**MUS347 Counterpoint I (2)**—Studies contrapuntal style of 16<sup>th</sup>-century music and writing of two- and three-voice pieces in that style. Prerequisites: MUS312, MUL312.

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

**MUS371, 471 Selected Topics I, II (2, 2)**—Specialized coursework; focuses on area of interest to music major. Prerequisite: permission of department chair.

**MUS401 Interpretive Analysis and Musicianship I (2)**—Employs music theory and analysis in tonal music to develop practical principles of interpretation for listeners and performers; listening skills and ability to justify intuitive impressions with objective observations about musical score. Prerequisites: MUS311, MUL311. (Alternate years. Offered 2008–09.)

**MUS402 Interpretive Analysis and Musicianship II (2)**—Continues MUS401, Includes study of atonal literature. Prerequisite: MUS401. (Alternate years. Offered 2008–09.)

\* Fulfills Core Curriculum requirement

**MUS407 Music Education Seminar (2)**—Analyzes issues in music education, classroom management and techniques. Prerequisite: concurrent enrollment in MUS415.

**MUS415 Practicum (12)**—Field placement in elementary, middle and/or high school. Supervision by College faculty and cooperating teacher(s) in schools. Fifteen weeks of full-time student teaching required. Students must be registered and finalized prior to starting teaching assignment.

**MUS420 The History of Piano Literature (4)**—Surveys solo piano literature composed from late 17<sup>th</sup> century to present. Emphasizes recognition of style and form. Prerequisite: MUS324. (Alternate years.)

**MUS440 Literature for the Voice (4)**—Explores song literature as well as cantata, oratorio, operatic and operetta arias for the voice. Emphasis on study and in-class performance of significant examples from all genres and eras of European and American art music. Prerequisite: MUS324. (Alternate years. Not offered 2008–09.)

**MUS482 Special Studies in Music (2)**—Introduces research techniques in music with links to literature performed in senior recital. Substantial oral presentations by students in addition to writing program notes for senior recital. Prerequisites: MUS312, MUL312, MUS324. Also MUS241 for B.A. degree candidates.

## DEPARTMENT OF PHILOSOPHY

**Chair Mark Gedney, David Aiken, Lauren Swayne Barthold, Brian Glenney.**  
**Part-Time: Ian DeWeese-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 PHI111, 112 or 115.

PHI212 Formal Logic

PHI213 Ethics

PHI316 Philosophy of Religion

PHI333 History of Philosophy III: Late Modern Philosophy

PHI391 Seminar: Contemporary Ethics

PHI411 Knowledge and Truth

PHI413 Metaphysics

PHI491, 492 Senior Seminar

One of the following:

PHI231 History of Philosophy I: Ancient through the Renaissance

PHI232 History of Philosophy II: Early Modern Philosophy

One of the following:

PHI334 Recent Philosophy I: Language and Interpretation

PHI335 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:

PHI411 Knowledge and Truth or

PHI413 Metaphysics

Omit the following:

PHI491, 492 Senior Seminar

Double majors from political studies may substitute PHI323/POL323 Theories of Politics for PHI231 History of Philosophy I or PHI232 History of Philosophy II.

## Requirements for the Minor in Philosophy

PHI213 Ethics

PHI316 Philosophy of Religion

*One of the following:*

PHI231 History of Philosophy I: Ancient through the Renaissance

PHI232 History of Philosophy II: Early Modern Philosophy

PHI333 History of Philosophy III: Late Modern Philosophy

*One of the following:*

PHI334 Recent Philosophy I: Language and Interpretation

PHI335 Recent Philosophy II: The Human Condition

*One of the following:*

PHI411 Knowledge and Truth

PHI413 Metaphysics

Substitutions, depending on a student's major, may be made in agreement with the department.

## COURSE DESCRIPTIONS

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Enrollment in PHI111, 112 or 115 is a prerequisite for enrollment in any other course in the department.

- \* **PHI111 The Great Ideas: Antiquity (2)**—Explores great pagan and Christian philosophies of antiquity from Socrates to St. Thomas Aquinas. Focuses on problem of faith and reason.
- \* **PHI112 The Great Ideas: Modernity (2)**—Explores basic questions of human existence as addressed by great philosophers from Descartes to present.
- \* **PHI115 Philosophy and the Human Person (4)**—Explores great traditions of philosophical reflection on what it means to be human person in relation to self, others and God. Close reading of historically influential texts.

**PHI201 Moral Education (4)**—Considers exposition and critique of contemporary theories of moral education. Emphasizes formation of character. (Alternate years.)

**PHI205 Philosophy and Literature (4)**—Examines both intersection of philosophy and literature and philosophy of literature.

**PHI211 Critical Thinking (4)**—Critical and constructive analysis of arguments in ordinary language; encompasses reasoning skills appropriate for arguments in one's discipline and life.

**PHI212 Formal Logic (4)**—Introduces theory and practice of modern logic. Emphasizes analyzing and evaluating deductive arguments. No prior acquaintance with logic necessary.

**PHI213 Ethics (4)**—Studies major themes and theories in Western philosophical tradition. Develops theoretically adequate and practically relevant Christian ethic.

**PHI214 Aesthetics (4)**—Systematic reflection upon nature of aesthetic properties and consequent philosophy of art, ranging over major issues traditionally and currently discussed. (Alternate years.)

**PHI223/POL223 Theories of Politics (4)**—See POL223 course description.

**PHI231 History of Philosophy I: Ancient through the Renaissance (4)**—Surveys and interprets development of philosophical thought from Graeco-Roman through Renaissance periods.

**PHI232 History of Philosophy II: Early Modern Philosophy (4)**—Surveys and interprets philosophical thought from 17<sup>th</sup> century through Kant. Emphasizes epistemology and metaphysics.

- \* Fulfills Core Curriculum requirement

**PHI312 Contemporary Issues in Sexual Ethics (2)**—Critically examines issues in sexual ethics such as gender discrimination, homosexuality and abortion. Develops Christian moral framework for thinking normatively about such issues. (Alternate years.)

**PHI313 Kierkegaard and Postmodernism (4)**—Examines selected texts from Kierkegaard's authorship with view toward expounding his distinctive views of Christianity, human existence and rhetoric. Gives attention to ways Kierkegaard's practice of "indirect communication" anticipates deconstruction and other preoccupations of postmodernism. (Alternate years.)

**PHI314 C. S. Lewis and the Christian Imagination (2)**—Appreciative and critical examination of Lewis' distinctive contribution to modern Christian thought. Emphasizes attempt to renew imaginative and speculative thinking in religion. (Alternate years.)

**PHI316 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 meaningfulness of religious language.

**PHI318 Philosophy of Law (2)**—Critically examines contribution of important theory on interpretation of law (be it civil, criminal or constitutional) by individuals, official institutions, and societies or cultures. (Alternate years.)

**PHI320 Critique of Liberalism (2)**—Critically examines particular theory on nature of relationship between individual and society in light of Christian concerns about role of faith in social and political self-understanding. (Alternate years.)

**PHI333 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.

**PHI334 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 poststructuralist hermeneutics. (Alternate years.)

**PHI335 Recent Philosophy II: The Human Condition (4)**—Surveys major movements in philosophy since 1945; centers on problems of self and community. Examines liberal, postmodern, feminist, neo-Aristotelian and contemporary Christian perspectives. (Alternate years.)

**PHI391 Seminar: Contemporary Ethics (2)**—Examines two influential contemporary moral philosophers: John Rawls and Alasdair MacIntyre. Explores implications for structuring a Christian ethic. Prerequisite: PHI213 or permission of instructor. (Alternate years.)



**PHI411 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.

**PHI413 Metaphysics (4)**—Studies nature of and warrants for metaphysical systems. Includes several major topics.

**PHI415 American Pragmatism (4)**—Advanced seminar examines James, Dewey, Bernstein, Cornell West and others.

**PHI471 Selected Topics (2 or 4)**—Examines areas of philosophy not covered in normal curriculum; for advanced students. Focuses on major figure, problem or system. Prerequisite: permission of instructor.

**PHI491, 492 Senior Seminar: Research; Senior Seminar: Writing and Defense (2, 2)**—Year-long course (2 credits per semester) involving directed research presentation, defense of philosophical paper and criticism and discussion of papers presented by others. Prospectus describing subject of research must receive departmental approval. Prerequisite: PHI411 or 413.

## DEPARTMENT OF PHYSICS

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**Chair Dale Pleticha, David Lee. Part-Time: Stan Reczek.**

**MISSION:** The Department of Physics seeks to introduce students to the discipline of physics. Through the courses it offers, the department provides thorough grounding in laboratory and theoretical aspects of physics in order to prepare physics majors for graduate school, secondary school teaching, industrial employment or government service. The 3-2 engineering program prepares students to transfer to an engineering school.

Through its Core Curriculum courses, the department seeks to develop in all students an appreciation and basic understanding of the physical aspects of creation as well as the influence of physics upon the development of culture. Students are encouraged to grapple with ethical, epistemological and metaphysical questions which will inform and enrich their worldview as Christians.

### Requirements for the Major in Physics

The requirements stated below are based on the assumption that a student majoring in physics will begin with physics courses in the freshman year. However, it is possible to tailor individual programs to fit the needs of students who wish to change majors or who, for other reasons, must start the course sequence later.

All physics majors are required to take the following courses:

- PHY121, 122 Introductory Physics I, II
- PHY130 First-Year Physics Seminar
- PHY214/MAT214 Mathematical Methods in Physics I
- PHY236 Modern Physics
- PHY314 Mechanics
- PHY339 Electricity and Magnetism I
- PHY391, 392 Junior Seminar I, II

PHY471, 472 Research I, II  
PHY491, 492 Senior Seminar I, II  
MAT141, 142 Calculus I, II  
MAT223 Calculus III  
MAT225 Differential Equations

*Two of the following courses:*

CHE111, 112 Principles of Chemistry I, II  
CPS111 Introduction to Computer Science  
CPS112 Introduction to Programming

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

### **Professional Concentration**

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

PHY225 Electrical and Electronic Circuits  
PHY355 Quantum Mechanics  
PHY372 Thermal Physics

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

PHY313/MAT313 Mathematical Methods in Physics II  
PHY340 Electricity and Magnetism II  
PHY341 Optics  
PHY371 Selected Topics in Physics

### **Computational Physics Concentration**

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

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

### **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. Student should select the professional concentration and enroll in CHE111, 112. See Education Department advisor for required education courses.

### 3–2 Engineering

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 for two more years. The student will earn bachelor's degrees from both Gordon and the engineering school. In addition to Gordon's Core Curriculum, the following courses should be taken at Gordon:

PHY121, 122 Introductory Physics I, II  
 PHY125 Introduction to Engineering and Applied Science  
 PHY214/MAT214 Mathematical Methods in Physics I  
 PHY216 Statics  
 PHY225 Electrical and Electronic Circuits  
 PHY236 Modern Physics  
 PHY314 Mechanics  
 PHY328 Strength of Materials  
 CHE111 Principles of Chemistry I  
 CPS111 Introduction to Computer Science  
 MAT141, 142 Calculus I, II  
 MAT223 Calculus III  
 MAT225 Differential Equations

### Honors in Physics

Seniors who write 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 sufficient 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

- \* **NSM218 Newton to Einstein (4)**—See divisional course descriptions. Core physical science lab option. Lab fee.
- \* **PHY119, 120 General Physics I, II (4, 4)**—Noncalculus introduction to physics including classical mechanics, wave motion, thermodynamics, electricity and magnetism, optics, modern physics. Laboratory included. Prerequisites: high school algebra and trigonometry. PHY119 is a core physical science lab option. Lab fee.
- \* **PHY121, 122 Introductory Physics I, II (4, 4)**—Calculus-based introduction to physics including classical mechanics, wave motion, thermodynamics, electricity and magnetism, optics, modern physics. Laboratory included. Prerequisites: high school algebra and trigonometry; previous or current enrollment in calculus. PHY121 is a core physical science lab option. Lab fee.

\* Fulfills Core Curriculum requirement

**PHY125 Introduction to Engineering and the Applied Sciences (2)**—Overview of engineering and applied science professions, concentrating on common engineering themes; emphasis on experimental and problem-solving skills including introduction to MATLAB and LabView. Laboratory included. Lab fee.

**PHY130 First-Year Physics Seminar (1)**—Conceptual survey of some “big ideas” in physics such as relationship between conservation laws and symmetry, entropy, wave-particle duality, quantum theory, relativity theory and astro-particle physics.

**PHY214/MAT214 Mathematical Methods in Physics I (4)**—Vector calculus including orthogonal coordinate systems and tensor notation, linear equations and transformations, introduction to calculus of complex variables. Prerequisite: MAT223.

**PHY216 Statics (4)**—Study of systems under influence of external forces; topics include rigid body equilibrium, distributed forces, structures, forces in beams and cables, friction, virtual work; examples from wide variety of disciplines. Laboratory included. Prerequisite: PHY125. Corequisites: PHY122, MAT142. (Alternate years. Offered 2008–09.) Lab fee.

- \* **PHY220 Outlook on Energy (2)**—Energy issues beginning with its definition in physics, continuing with descriptions of energy technologies used presently in transportation, industry and buildings, and concluding with examinations of prospects for significant changes in energy infrastructure in coming decades. Core physical science nonlab option.
- \* **PHY224 Astronomy (4)**—Important topics in modern astronomy for both science and nonscience majors including planetary objects, normal stars, pulsars, blackholes, galaxies, quasars and origin of universe. Core physical science nonlab option.

**PHY225 Electrical and Electronic Circuits (4)**—Laboratory-oriented introduction to AC circuit analysis and analog electronics including complex algebra and phasor methods, network theorems, resonance, electronic devices, power supplies, operational amplifiers and transistor amplifiers and oscillators. Lab included. Prerequisite: PHY122. (Alternate years. Offered 2008–09.) Lab fee.

**PHY236 Modern Physics (4)**—Considers special relativity, quantization, wavelike properties of particles, Schrodinger equation; introductory atomic, molecular, nuclear and particle physics. Laboratory included. Prerequisites: PHY122 and concurrent enrollment in PHY214. (Alternate years. Offered 2008–09.) Lab fee.

**PHY313/MAT313 Mathematical Methods in Physics II (4)**—Introduces partial differential equations, special functions and polynomials, Fourier series and integral transforms. Integral equations. Prerequisite: MAT223. (Offered upon sufficient demand.)

\* Fulfills Core Curriculum requirement

**PHY314 Mechanics (4)**—Newtonian mechanics including study of conservation theorems, gravitation and oscillations, calculus of variations, Hamilton's Principle, Lagrangian and Hamiltonian dynamics, central force motion, multiparticle systems, noninertial frames, rigid bodies. Laboratory included. Prerequisites: PHY121 and concurrent enrollment in PHY214. (Alternate years. Not offered 2008–09.) Lab fee.

**PHY328 Strength of Materials (4)**—Topics include stress and strain, beam deflection, thin-walled members, columns, and survey of general classes of materials with objective of equipping students to analyze load-bearing structures; examples from wide variety of disciplines. Laboratory included. Prerequisite: PHY125. Corequisites: PHY314, MAT225. (Alternate years. Offered 2008–09.) Lab fee.

**PHY339 Electricity and Magnetism I (4)**—Theory of electrostatics, dielectrics, magnetostatics, dia-, para- and ferromagnetism, induction, Maxwell's equations. Laboratory included. Prerequisites: PHY122 and concurrent enrollment in PHY214. (Alternate years. Not offered 2008–09.) Lab fee.

**PHY340 Electricity and Magnetism II (4)**—Theory of electrodynamics applied to electromagnetic waves, radiation and relativity. Prerequisite: PHY339. (Offered upon sufficient demand.)

**PHY341 Optics (4)**—Fundamentals of geometrical and physical optics including reflection, refraction, aberrations, interference, diffraction, polarization and dispersion. Laboratory included. Prerequisite: PHY122. (Offered upon sufficient demand.) Lab fee.

**PHY355 Quantum Mechanics (4)**—Covers wave function time independent Schrodinger equation for variety of systems including hydrogen atom, identical particles, perturbation theory, scattering. Prerequisite: PHY236. (Alternate years. Not offered 2008–09.)

**PHY371 Selected Topics in Physics (2)**—Topics which are not offered elsewhere in curriculum. Prerequisite: permission of instructor. (Offered upon sufficient demand.) Repeatable when different topic.

**PHY372 Thermal Physics (4)**—Statistical properties of systems composed of large numbers of particles including classical and quantum distribution functions, thermodynamic concepts and functions, kinetic theory of gases. Prerequisite: PHY122. (Alternate years. Offered 2008–09.)

**PHY391, 392 Junior Seminar I, II (0, 0)**—Theological, philosophical and ethical issues related to physics and chemistry; discussion of opportunities for postbaccalaureate education and employment.

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

**PHY491, 492 Senior Seminar I, II (1, 1)**—Theological, philosophical and ethical issues related to physics and chemistry; discussion of opportunities for postbaccalaureate education and employment. Requires students to prepare and deliver oral presentation, using presentation software.

## **DEPARTMENT OF POLITICAL STUDIES**

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**Chair Timothy Sherratt, Paul Brink, David Lumsdaine, Ruth Melkonian-Hoover.**

**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 to assist both faculty and students in taking their political responsibilities seriously and making informed contributions to the creation of a more just political order. Finally, it provides a solid academic foundation for further professional and educational involvement in the fields represented by the two majors.

### **Honors in Political Studies**

In exceptional cases, political studies majors may earn honors in political studies by researching and writing an honors thesis over the course of the senior year. Under the direction of a faculty advisor, candidates will develop a thesis proposal in the spring prior to the senior year and, with approval of the Political Studies Department, register for and complete 8 credits of independent research in the senior year (registered as POL471, 472 Research I, II). For honors, the thesis must be of high quality and sufficient scope, and must be defended orally before department faculty toward the end of spring term in senior year. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall; depending on the topic, substantial cognate coursework may be required junior and senior years. An honors thesis should be considered by students intending to complete advanced degrees in political science. See department faculty for details.

### **Double Majors**

Students with double majors must take a minimum of 34 credits in political 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.

### **International Affairs Major**

The Political Studies Department jointly sponsors an international affairs major with the Economics and Business Department. See Interdisciplinary and Off-Campus Curriculum for details.

## 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:

- POL104 American National Politics
- POL105 Power and Justice: Perspectives on Political Order
- POL106 International Relations
- POL434 State, Citizen and Society

### **American Politics:** *One of the following:*

- POL213 Political Communication: Votes, Groups and Media
- POL214 American Domestic Policy
- POL217 American Constitutional Law
- POL325 Congress and the Presidency

### **Comparative Politics:** *One of the following:*

- POL219 Politics of the Developing World
- POL235 Politics of the Middle East
- POL240 Politics of Western Europe
- POL315 Politics of Post-Communist Europe
- POL334 Politics of Latin America

### **International Politics:** *One of the following:*

- POL245 The United Nations & POL246 International Diplomacy: Model UN
- POL310 American Foreign Policy
- POL320 Women and Politics
- POL324 Politics of Latin America
- POL348 Theories of International Relations
- POL416 International Political Economy

### **Political Theory:** *One of the following:*

- POL223 Theories of Politics
- POL322 American Political Thought

### **Internship/Off-Campus Study:** *One of the following:*

- POL425 Internship in Government & Politics (6 credits maximum for major)  
Approved academic experience outside the United States  
American Studies Program, or other C.C.C.U. program, or other approved off-campus academic program inside the U.S. (8 credits maximum applied to major)

In addition to the requirements listed above, students must take sufficient elective credit in political studies courses to reach the minimum of 38 credits required for the major.

Students considering graduate study should take a modern language and a course in statistics for social science research.

## Requirements for the Minor in Political Studies

Students wishing to minor in political studies will complete a minimum of 20 hours of coursework in consultation with the department chair.

## COURSE DESCRIPTIONS

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- \* **POL104 American National Politics (4)**—Critically examines basic commitments, institutions and processes of American politics; engages contemporary political debate; focuses on Constitution, political culture, interest groups, parties, Congress, Presidency and Supreme Court.
- \* **POL105 Power and Justice: Perspectives on Political Order (2)**—Explores basic political concepts, systems and problems in worldwide context. Encourages development and use of Christian worldview to transcend existing modes of understanding and practicing politics.
- \* **POL106 International Relations (4)**—Studies relations among nations, politics of war and peace, elements and limits of national power, issues of hunger, development and human rights. Emphasizes American involvement in world affairs; examines Christian options.

**POL213/COM213 Political Communication: Votes, Groups and Media (4)**—Examines political communication in American politics from empirical and normative perspectives, focusing on campaigns and elections, public opinion, mass media, interest groups and political parties. Prerequisite: POL104 or course in communications, or permission of instructor.

**POL214 American Domestic Policy (4)**—Examines policy making from agenda setting to implementation and evaluation of policies; students explore specific domestic policy interests. Prerequisite: POL104 or permission of instructor.

**POL217 American Constitutional Law (4)**—Surveys development of American constitutional law from historical perspective using case-analysis approach. Emphasizes civil liberties and federal-state relations. Prerequisite: course in American politics or history, or permission of instructor.

**POL219 Politics of the Developing World (4)**—Explores political-economic situation in countries typically described as “developing.” Using case studies, issues related to structures, markets and societal activity are examined. Emphasizes politics of developmental strategies and place of Christian worldviews. Prerequisite: POL106 or permission of instructor.

**POL223/PL223 Theories of Politics (4)**—Explores major themes in Western tradition from classical and modern political thought. Explores central concepts of state and citizen, and considers major traditions in Christian political thought. Prerequisite: junior standing or permission of instructor.

**POL235 Politics of the Middle East (4)**—Overview of distinctive character of politics in several Middle East nations; role of religion as factor in region’s politics. Considers Arab-Israeli conflict, politics of oil, rise of radical Islam in region. Prerequisite: sophomore standing.

\* Fulfills Core Curriculum requirement



**POL240 Politics of Western Europe (4)**—Explores political institutions and problems common to democracies of Western Europe; institutions of parliamentary democracy, micro-nationalism, major political forces, electoral systems and European Union; consociational democracy as alternative to Anglo-American majoritarian democracy. Prerequisite: POL104 or 105.

**POL246 International Diplomacy: The Model United Nations (2)**—Students serve as U.N. representatives of country at National Model United Nations Program at Harvard University; extensive economic, political, social, cultural and scientific reports required on national and international concerns of country delegation represents. Includes intensive preparation in parliamentary procedures and debate. Repeatable for credit. Prerequisite: POL245. Class fee: \$300.

**POL310 American Foreign Policy (4)**—Examines factors shaping international behavior of United States from end of World War II to present; analytical importance of international system, domestic interest groups, governmental actors, public opinion and ideology; dilemma of reconciling moral principles with exercise of world power. Prerequisite: junior standing.

**POL315 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 former Soviet sphere of influence in Central Europe.

**POL320 Women in Politics (4)**—Overview of relationship between gender and politics in American and international context. Focuses on role of gender in defining and shaping politics, political behavior and public policy; political socialization, mobilization and participation of women; formation, leadership and efficacy of women's movements (feminist and nonfeminist); and various ways in which women, as political actors and theorists, have challenged and redefined "politics as usual." Prerequisite: a 100-level course in politics.

**POL322 American Political Thought (4)**—Are all Americans liberals? Examines American political tradition, using primary documents from Colonial period through present, with special emphasis on Federal Convention of 1787 and Christian critique of contemporary liberalism. Prerequisite: POL104.

**POL324 Politics of Latin America (4)**—Considers development and political governance in unique historical and cultural context of Latin America. Course combines discussion of history and theory with study of individual countries. Included are analyses of regime change, social movements and U.S. foreign policy in region. Prerequisite: POL105 or POL106, or permission of instructor.

**POL325 Congress and the Presidency (4)**—Examines legislative and executive branches of American national government; includes elections, representation, presidential leadership, congressional reform, role of parties, interest groups and bureaucracy in legislative and executive politics; impact of Constitution on presidential-congressional relations. Prerequisite: POL104.

**POL348 Theories of International Relations (4)**—Critical analyses of leading schools of thought in international relations and their policy implications for major topics such as war, peace and cooperation. Approaches considered include, among others, realism, Marxism, neoliberalism and constructivism. Prerequisite: POL106.

**POL416/EB416 International Political Economy (4)**—See course listing under Economics and Business.

**POL425 Internship in Government and Politics (4 to 6)**—Combined on-the-job work experience and related academic study in variety of public and private sector settings here and abroad. Plan ahead to avoid conflicts with other degree requirements. Prerequisites: permission of instructor, minimum cumulative GPA of 2.50 and approval of Registrar's Office. See Off-Campus course descriptions.

**POL434 State, Citizen and Civil Society (2)**—Primary emphasis on principles of Christian pluralism from Reformed and Catholic traditions. Develop individual projects in application of Christian principles to public policy questions in United States, Europe, developing world, international politics, etc. Senior capstone course in seminar format.

**POL471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis. Prerequisites: senior standing and permission of instructor.

## **DEPARTMENT OF PSYCHOLOGY**

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**Chair Bryan Auday, Kaye Cook, Erin Devers, Bert Hodges, Robert Joss, Suzanne Phillips.**

**MISSION:** The Psychology Department seeks to provide an understanding of the actions, feelings and thoughts that relate persons to their physical, social and spiritual contexts. Theory is emphasized since it provides a framework for critical reflection and creative activity, but research skill development is required of all students, as is an introduction to clinical issues and skills. Opportunities for the application of clinical and research skills are readily available and encouraged. A primary concern in the department is to develop in students an understanding of the nature of humans that fits with psychological and biblical knowledge. Research and application (e.g., therapy, education) are extensively discussed and critically evaluated in the context of this understanding.

With a bachelor's degree, students are prepared for graduate work in psychology and related fields and/or for employment in human and social services or business settings. The department intends to prepare all students to carry out their scholarly, professional and personal vocations in a way that reflects their Christian commitment and motivates and empowers them to act as agents of redemptive change. Both faculty and students are encouraged to develop and use their scholarly and professional skills to serve the communities of psychology, the church and the world.

## Requirements for the Major in Psychology

Thirty-eight credits in psychology are required for a major. Students declaring a major in psychology must maintain a cumulative GPA of 2.20 for all coursework. Meeting this standard is necessary for admission to upper division courses in the department.

- PSY201 Psychological Perspectives on Reality
- PSY202 Exploring Psychology
- PSY256, 257 Research Methods in Psychology I, II
- PSY447 Scientific and Philosophical Theories in Psychology
- PSY491 Senior Seminar

*One of the following:*

- PSY246 Clinical Psychology: Psychopathology
- PSY311 Developmental Disabilities
- PSY322 Counseling Theory and Practice

*One of the following with its associated lab:*

- PSY342 Cognitive Psychology
- PSY347 Animal Behavior
- PSY349 Physiological Psychology
- PSY351 Wisdom, Intelligence and Creativity
- PSY352 Social Perception and Cognition
- PSY353 Community Psychology

Psychology electives (12 credits)

(Note: PSY342, 347, 349, 351, 352 or 353 can be taken without their associated labs for psychology elective credit.)

Students considering graduate work or specific vocational objectives should consult with department faculty, especially their advisors, in choosing their electives. The department encourages students to take courses outside the department in areas that liberalize their understanding of human experience and nonhuman behavior or improve their ability to use and apply psychological knowledge.

The department offers an extensive internship program in which students work under supervision in an off-campus setting (e.g., psychiatric hospital, crisis center, district court). The purpose of the program is to help students learn to apply their academic knowledge in a practical setting. This program is an elective option which upper division majors are encouraged to take. See course description for PSY425, 426.

## Requirements for the Minor in Psychology

Nonmajors may minor in psychology by taking either of the following options of 20 credits each. Departmental faculty must approve the option (A or B) and electives chosen.

### A. For students anticipating graduate work

- PSY201 Psychological Perspectives on Reality
- PSY202 Exploring Psychology
- PSY256, 257 Research Methods in Psychology I, II
- Psychology electives (8 credits)

**B. For students interested in human services**

PSY201 Psychological Perspectives on Reality

PSY202 Exploring Psychology

*Two of the following:*

PSY243 Social Psychology

PSY244 Developmental Psychology

PSY246 Clinical Psychology: Psychopathology

PSY311 Developmental Disabilities

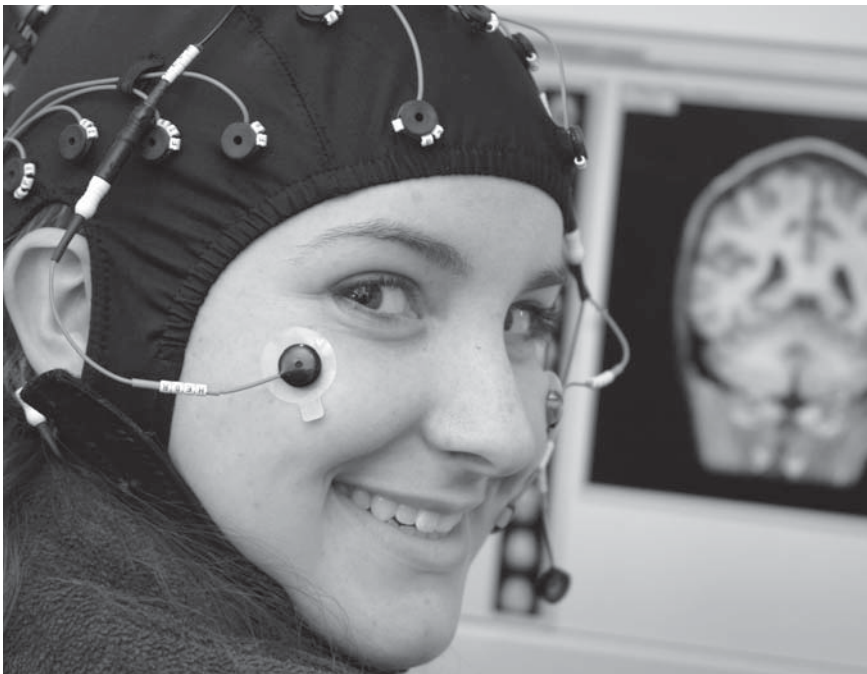
Psychology electives (8 credits)

**Minors for Psychology Majors**

Psychology majors may choose a departmental minor in any other major in the College (e.g., biology, computer science). 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 kinesiology. A total of 24 credits is required beyond the prerequisite.



Neuroscience class

**Prerequisite**

BIO213 Human Anatomy and Physiology I or BIO312 Animal Physiology

**Required Courses (16 credits)**

BIO321 Molecular Cell Biology and Microscopy (4 credits)  
 KIN450 Neurophysiological Basis for Movement (4 credits)  
 PSY349 Physiological Psychology and Lab (4 credits)  
 PSY475 Neuroscience Seminar (4 credits)

**Cellular and Molecular Emphasis (choose one course from the list)**

BIO316 Modern Genetics (4 credits)  
 BIO323 Developmental Biology (4 credits)  
 BIO420 Advanced Techniques in Molecular Biology (2–4 credits)  
 CHE422 Biochemistry (4 credits)

**Behavioral Emphasis (choose one course from the list)**

PSY250 Psychology of Memory (4 credits)  
 PSY281 Drugs and Behavior (2 credits)  
 PSY342 Cognitive Psychology (4 credits)  
 PSY347 Animal Behavior (4 credits)  
 KIN310 Motor Control and Learning (4 credits)  
 KIN350 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**

- \* **PSY201 Psychological Perspectives on Reality (2)**—Explores nature and identity of persons as revealed through psychological research and theory as well as introduces the discipline of psychology. Topics addressed include physiology, cognition, development, social behavior and personality.

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

**PSY243 Social Psychology (4)**—Introduces research and theories about social dimensions of human thought, action and emotion. Topics include altruism, aggression, attitudes, group behavior, language and nonverbal communication. Prerequisite: PSY201.

**PSY244 Developmental Psychology (4)**—Considers social, cognitive and emotional aspects of development from birth to adolescence. Examines theory and research. Observation of children. Discussion of major parenting issues. Prerequisite: PSY201.

**PSY246 Clinical Psychology: Psychopathology (4)**—Surveys psychopathology including psychosis, anxiety disorders, mood disorders and addictions; history of treatment and theory; current perspectives in treatment and prevention. Prerequisite: PSY201.

\* Fulfills Core Curriculum requirement

**PSY250 Psychology of Memory (4)**—Examination of organization of cognitive functioning with particular emphasis on human memory and manner in which information is processed. Studies most prominent features of human knowledge acquisition. Topics include short-term and permanent memories, retention and interference, and memory with and without awareness. Relevance of human memory to contemporary social issues (e.g., child sexual abuse and recovered memory/false memory controversy) also discussed.

**PSY256, 257 Research Methods I, II (4, 4)**—Presents approaches to conducting research in behavioral sciences. Explores entire research process from conception and design of research projects, research ethics, and data analysis and interpretation, to the dissemination of research findings. Examines quantitative and qualitative research; experimental, quasi-experimental and correlational designs. Covers basic statistical methods including descriptive and inferential procedures; parametric and nonparametric considerations; correlation, regression and analysis of variance. Emphasizes selection and interpretation of statistical procedures and computer data analysis (SPSS). Lecture and laboratory. Research project required. Prerequisites: PSY201, 202. Lab fee.

**PSY281 Drugs and Behavior: Introduction to Psychopharmacology (2)**—Explores frequently abused psychoactive drugs such as alcohol, marijuana, cocaine and heroin. Special emphasis placed on drugs used in treatment of mental health. The psychological and physiological components of drug use discussed. Prerequisite: PSY201.

**PSY311 Developmental Disabilities (4)**—Reviews diagnosis and causes of emotional, cognitive and physical difficulties in infancy and childhood; individual and classroom behavioral interventions; play therapy. Field trips and observations. Prerequisites: PSY201 and one additional psychology course or permission of instructor.

**PSY322 Counseling Theory and Practice (4)**—Surveys major theoretical perspectives in counseling; explores assumptions about human nature; client-centered, psychodynamic, cognitive-behavioral, Gestalt perspectives; elements of counseling relationship and ethical issues in counseling. Prerequisite: PSY201.

**PSY340 Personality Theories (4)**—Analyzes major theoretical approaches to personality, sampling from psychodynamic, cognitive, behavioral, humanistic, sociobiological and cross-cultural perspectives. Covers Freud, Jung, Horney, Erikson, Rogers, Murray, Skinner, Allport, Kelly and others. Prerequisites: PSY201 and one additional psychology course or permission of instructor.

**PSY342 Cognitive Psychology (4)**—Explores relationship between cognition and reality focusing on questions of meaning and value. Topics include perceiving, remembering, imagining, language and ecological approaches to psychology. Prerequisites: PSY257 and junior standing for majors. Permission of instructor for nonmajors. (Alternate years. Not offered 2008–09.)

**PYL342 Cognition Lab (0)**—Demonstrates various phenomena in perception, memory and imagination; major research project required. (Alternate years. Not offered 2008–09.) Lab fee.

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

**PSY347 Animal Behavior (4)**—Analyzes major theoretical approaches to animal behavior: ethology, behaviorism, psychobiology and sociobiology; implications for human development. Field trips and field observations. Prerequisite: PSY257. Permission of instructor for nonmajors. (Alternate years. Offered 2008–09.)

**PYL347 Animal Behavior Lab (0)**—Field observations of animals in various settings. Research project required. (Alternate years. Offered 2008–09). Lab fee.

**PSY349 Physiological Psychology (4)**—Explores neurological correlates of behavior such as memory, language, emotion, sleep and psychiatric disorders. Topics discussed include brain injury and rehabilitation, Alzheimer's disease, stroke, aphasia and genetics. Prerequisite: PSY257 or permission of instructor.

**PYL349 Physiological Psychology Lab (0)**—Neuroanatomy explored through brain dissection and electronic brain atlases. Hands-on experience with brain-imaging equipment to study psychophysiological relationships among brain waves (EEG) and other physiological measures for studying cognitive processing (e.g., memory, emotion, awareness). Lab fee.

**PSY351 Wisdom, Intelligence and Creativity (4)**—Examines nature of wisdom, creativity, intelligence and related abilities from several current and historical perspectives. Evaluates process of measurement, including accuracy, usefulness, biases, cross-cultural difficulties and appropriateness for special populations. Prerequisite: PSY257. (Alternate years. Not offered 2008–09.)

**PYL351 Wisdom, Intelligence and Creativity Lab (0)**—Students develop and evaluate their own measures, see several widely used ability tests demonstrated with children and adults, and examine tests from department's extensive collection. (Alternate years. Not offered 2008–09.) Lab fee.

**PSY352 Social Perception and Cognition (4)**—Explores at advanced level research and theory on how people feel, act and think with respect to others. Topics such as cross-cultural psychology, emotion, cognition, intimate relationships and moral dimensions of social interaction addressed. Laboratory prerequisite: PSY257 or permission of instructor. (Alternate years. Offered 2008–09.)

**PYL352 Social Perception and Cognition Lab (0)**—Introduces methods of research on social interactions including field and laboratory experiments, observation (e.g., videotaping), interviewing and use of archival material. Independent research project required. (Alternate years. Offered 2008–09.) Lab fee.

**PSY353 Community Psychology (4)**—Examines concept of community and what makes communities strong and effective. Considers how problems typically understood as individually rooted can be recast as problems in social system. Topics include problem prevention, self-help groups, community-based mental health treatment, program evaluation, social intervention, community development, and nonprofessional or paraprofessional intervention. Prerequisite: PSY257. (Alternate years. Offered 2008–09.)

**PYL353 Community Psychology Lab (0)**—Introduces students to practical applications of community psychology principles in local community. Students formally evaluate a community program and design and implement a community intervention. (Alternate years. Offered 2008–09.) Lab fee.

**PSY360 Industrial/Organizational Psychology (2)**—Examines integration of psychological principles with business world. Selected topics within human resources are explored such as employee work motivation, personnel recruitment and selection, job redesign. Role of psychological testing in employment discussed. Prerequisite: PSY201.

**PSY363 Negotiation and Conflict Resolution (2)**—Explores resolution of conflict by examining basics of negotiation, mediation and arbitration. Focuses on contributions of psychological research to understanding of these processes and addresses application to such varied topics as roommate conflicts, domestic relations, labor-management negotiations and international disputes. Prerequisites: PSY201 and junior standing.

**PSY371 Selected Topics (2 or 4)**—Studies theoretical or applied topics not regularly taught. Repeatable if topic changes. Prerequisite: permission of instructor.

**PSY390 Death and Dying (2)**—Examines psychological processes of grief and separation, and history of attitudes toward death, bioethical issues associated with dying and association between worldviews and attitudes toward death and dying. Prerequisites: PSY201 and junior standing.

**PSY392 Law and Psychology (4)**—Examines areas of interface between psychology and law including accuracy of eyewitness identifications, jury decision making, prediction of violence, competency to stand trial, criminal responsibility, right to treatment; fundamental differences in perspectives on human behavior taken by law and social sciences. Prerequisites: PSY201 and junior standing.

**PSY394 Life Span Development (4)**—Surveys social, intellectual and vocational issues predominant during adolescence, adulthood and aging. Discussion format. Prerequisites: PSY201 and junior standing. (Not offered 2008–09.)

**PSY425, 426 Internship (4, 4)**—Applies selected psychological principles in community agency. Ten hours per week supervised field experience combined with exposure to theoretical issues in class. Taken in sequence. Prerequisites: psychology major with junior or senior standing and consent of instructor. Credit: 4 credits psychology elective, 4 credits general elective.



**PSY447 Scientific and Philosophical Theories in Psychology (4)**—Advanced consideration of fundamental issues in scientific theories of psychology. Recent developments and historically influential perspectives explored and evaluated with respect to fundamental issues, e.g. action, cognition, emotion. Topics and theorists include evolutionary psychology, culture and cognition, identity and development, behaviorism, ecological psychology, Descartes, Kierkegaard, Piaget, Gibson, and cognitive science. Prerequisite: senior standing.

**PSY471 Research (1–4)**—Research projects under supervising faculty member for upperclass psychology majors. Literature reviews, data collection and analysis, and written reports required. Prerequisite: permission of instructor.

**PSY475 Neuroscience Seminar (4)**—Explores tools and methods used by neuroscientists to study the brain (e.g., MRI, fMRI, ERP, PET). Both theoretical and empirical research discussed within topics of neuroanatomy, cognitive psychophysiology and neural substrates of executive functions (e.g., memory, decision making). Major research project required along with attending field trips to nearby brain-imaging laboratories. Prerequisite: PSY349 or permission of instructor.

**PSY491 Senior Seminar (2)**—Examines practical aspects of integration of psychology and Christian faith including models of integration, importance of scientific research and spiritual development. Explores graduate school admission, job search, interviewing and other postgraduate issues. Prerequisite: senior standing.

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## **DEPARTMENT OF RECREATION AND LEISURE STUDIES**

**Chair Valerie Gin, Margaret Hothem, Richard Obenschain.**

**MISSION:** The Department of Recreation and Leisure Studies serves to provide the academic foundation for the study, understanding, commitment and action dealing with leisure, fitness, wellness, recreation, sport and outdoor education activities. The goals of the major are to challenge students to study emerging societal changes and ethical implications in leisure values and quality of life issues from a Christian worldview and a multidisciplinary perspective. The theoretical curriculum focuses on understanding the meaning and role of leisure, play, sport and outdoor education as influenced by psychological, sociological, economic, theological, philosophical and cultural factors. The professional curriculum provides concepts, education strategies and appropriate experiential preparation for leadership and programming in leisure, recreation and outdoor education. The department seeks to prepare students for fields such as community recreation, YMCA, camps, adventure-based programs, youth recreational programs, resort and commercial recreation, recreation for special populations, and recreation management.

## Requirements for the Major in Recreation and Leisure Studies

Students majoring in recreation and leisure studies are required to complete:

- REC115 Foundations of Recreation and Leisure
- REC216 Recreation Activity Analysis
- REC218 Programming and Evaluation in Recreation
- REC318 Recreation Leadership
- REC330 Play, Games and Sport
- REC425 Internship; or a cooperative education field experience
- REC471 Research in Recreation and Leisure Studies
- REC492 Leisure Theories and Cultural Values
- PED016 La Vida Wilderness Expeditions (core)
- PSY201 Psychological Perspectives (core)
- SOC101 Sociological Perspectives (core)

*One of the following:*

- REC240 Methods and Skills in Adventure Education
- REC294 Philosophy and Theories of Coaching
- REC323 Recreation for Individuals with Special Needs

*One of the following:*

- PSY244 Developmental Psychology
- PSY394 Life Span Development

*Choose 4 credits of the following:*

- PHI201 Moral Education
- PSY243 Social Psychology
- SOC211 Cultural Anthropology
- SOC220 Marriage and Family
- SOC221 Power, Prestige and Poverty
- SOC232 Diversity in U.S. Populations
- SOC242 Deviance and Social Control
- SOC290 Urban Sociology
- SOC333 Sociology of Gender
- SOC340 Women and World Development
- SOC345 American Culture

## Outdoor Education Concentration

Recreation and Leisure Studies majors may elect this concentration by participating in the Gordon College 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.

## Recreation and Leisure Studies Gordon Outdoor Education Immersion Semester

The Recreation and Leisure Studies 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. (Alternate years. Offered 2009–10.)

### **Minor in Recreation and Leisure Studies**

Minors may be arranged to complement a student's major or area of interest. The minor requires 20 credits, including two of the following: REC115, 330, 492.

### **Minor in Outdoor Education**

Nonmajors may minor in outdoor education by participating in the Gordon College Outdoor Education Immersion Semester after completing the application and obtaining approval from the department chair. Immersion Semester courses are:

- OEI241 Foundations of Outdoor Education
- OEI243 Philosophies and Theories of Outdoor Education and Leadership
- OEI343 Expeditionary Training (Wilderness Education Association Certification)
- OEI370 Culture, Society and Global Perspectives in Outdoor Education
- OEI425 Internship

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

## **COURSE DESCRIPTIONS**

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### **RECREATION AND LEISURE STUDIES**

**REC115 Foundations of Recreation and Leisure (4)**—Surveys psychological and sociological factors that influence the nature and scope of leisure, leisure behavior and recreation activity. Introduction to history of leisure and recreation profession as well as wide variety of professional leisure service agencies.

**REC216 Recreation Activity Analysis (4)**—Examines skills, methods and techniques of instruction in recreational sports, games, crafts movement and dance. Prerequisite: major or minor, or permission of instructor.

**REC218 Programming and Evaluation in Recreation (4)**—Examines principles, policies and process of recreation programming and evaluation, i.e., needs assessment, program development, public relations, funding and evaluation. Class project required to provide experiential model for programming process.

**REC240 Methods and Skills in Adventure Education (4)**—Introductory course exploring history, philosophy and methodology of adventure education. Provides necessary technical skills and experience in planning, organizing, conducting and evaluating programs. Prerequisite: La Vida or permission of instructor. (Alternate years. Offered 2008–09.)

**REC294 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 integration of Christian faith in role of coach.

**REC318 Recreation Leadership (4)**—Examines basic principles of recreational leadership process; theories of leadership styles; process and nature of group development; instructional strategies, methods and techniques of recreational service delivery. Includes field experience. Prerequisite: REC216.

**REC323 Recreation for Individuals with Special Needs (4)**—Explores recreational programs and activities designed for persons with social, emotional, mental and physical challenges, as well as geriatric populations. Includes field experience.

**REC330 Play, Games and Sport (4)**—Examines social psychological dimensions of play, anthropological understanding of games, and sociological issues of sport. Includes explorative research project. Prerequisite: junior or senior standing.

**REC371 Selected Topics (2 or 4)**—Upper-level course focusing on selected topics in recreation and leisure not included in regular department offerings.

**REC425 Internship (2–6)**—Supervised field assignment in recreational service setting combined with related academic study. Prepares students for professional career choices. Must be prearranged and approved by instructor and Registrar's Office. Prerequisite: minimum 2.50 cumulative GPA.

**REC471 Research in Recreation and Leisure (4)**—Supervised research project includes preparation of literature reviews, data collection and analysis, presentations and discussion of papers. Prerequisites: junior or senior standing, REC330.

**REC492 Leisure Theories and Cultural Values (4)**—Reviews major philosophical and sociological theories that shape cultural values toward leisure; Christian critique of role of leisure in contemporary society. Prerequisite: senior standing. Open to nonmajors.

## **OUTDOOR EDUCATION IMMERSION SEMESTER**

**OEI241 Foundations of Outdoor Education (4)**—Explores historical and literary foundations of outdoor education and broad definitions of spirituality in wilderness. Inquiry done in conjunction with development of personal environmental ethic and introductory technical skills related to outdoor education.

**OEI243 Philosophies and Theories of Outdoor Education and Leadership (4)**—Surveys current philosophies, theories, methodologies and applications of outdoor education. General leadership principles reviewed and students introduced to teaching strategies, program design and administrative responsibilities common to outdoor education.

**OEI343 Expeditionary Training (Wilderness Education Association Certification) (4)**—Through 21-day wilderness expedition, course incorporates Wilderness Education Association's 18-point curriculum, which includes topics such as judgment, decision making, problem solving, group dynamics, nutrition, health and sanitation, risk management, wilderness emergency procedures, natural and cultural history, processing skills and transference of learning.

**OEI370 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 given to how outdoor education impacts spiritual development of participants and broader mission of Church.

**OEI425 Internship (2–4)**—Supervised field assignment in outdoor education setting combined with related academic study. Must be prearranged and approved by instructor and Registrar’s Office. Prerequisite: minimum 2.50 cumulative GPA.

**RECREATION AND LEISURE PHYSICAL EDUCATION COURSES**

\* **PED015 Discovery Expeditions (0)**—Seven-week outdoor activity develops trust, responsibility and self-confidence; initiative games, ropes course, orienteering, rock climbing and weekend outing in New Hampshire. PE015 or PE016 required first year at Gordon. Fee plus additional costs; special drop, withdrawal and refund policies apply.

\* Fulfills Core Curriculum requirement



Gordon’s Outdoor Education Immersion Program students enter Wyoming on the way to the Wind River Range.

Richard Obenshain

- \* **PED016 La Vida Wilderness Expeditions (0)**—Intensive 12-day wilderness experience. PE015 or PE016 required first year at Gordon. (Current students register in November for May or June trips, or in April for August trip. Current first-year students register for August La Vida which takes place before sophomore year. Incoming first-year students register during summer registration for June or August La Vida. Deposit required from incoming students only for June or August expeditions.) Fee plus additional costs; special drop, withdrawal and refund policies apply.
- \* **PED017 Concepts of Wellness (0)**—Promotes knowledge, understanding and implementation of physical fitness and wellness programs. Includes fitness concepts, nutrition, weight control, stress management, leisure choices. Prerequisite: by petition only. Fee.
- \* **PED018-099 Physical Education Activity Classes (0)**—Designed to introduce fitness and lifetime recreational activity skills. Two quad experiences required. Fee; some courses require additional costs based on activity.

## **DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**Chair Daniel Johnson, Sybil Coleman, Margaret DeWeese-Boyd, Ivy George, Lawrence Holcomb, Judith Oleson, James Trent.**

### **Sociology Major**

**MISSION:** The sociology major is designed to offer an understanding of the characteristics, processes and components of human social life and impart the skills necessary for critical analysis of the same. This understanding is based on a solid grasp of social theory and research methods and is integrated with the assumptions and principles of the Christian faith. Moreover, since an understanding of social life is significantly deepened by direct exposure to and engagement in a variety of social contexts, the department facilitates opportunities for learning in urban, national, international and organizational settings. Students who complete the major will possess an excellent educational foundation from which to pursue a wide range of professional, educational, ministerial, governmental and organizational careers.

### **Requirements for the Major in Sociology**

Students majoring in sociology are required to take a minimum of 38 credits in sociology, including:

- SOC101 Sociological Perspectives
- SOC285 Foundations of Sociological Thought
- SOC310/SWK310 Statistics for Social Research
- SOC311/SWK311 Social Research Methods
- SOC411 Contemporary Social Theory
- Sociology electives (20 credits)

The department strongly encourages students to choose additional electives from related disciplines such as history, philosophy, political studies and psychology.

\* Fulfills Core Curriculum requirement

### **Honors in Sociology**

Students who research and write an honors thesis will be eligible to graduate with honors in sociology. Approved candidates will complete 6 credits of independent research in the senior year (SOC471, 472 Research I, II). For honors the thesis must be of high quality and must be defended orally before department faculty toward the end of spring term. The minimum GPA for honors candidates is 3.5 within the major and 3.0 overall. See department faculty for details.

### **Requirements for the Minor in Sociology**

Students minoring in sociology are required to take a minimum of 28 credits in sociology, including:

- SOC101 Sociological Perspectives
- SOC285 Foundations of Sociological Thought
- SOC310/SWK310 Statistics for Social Research
- SOC311/SWK311 Social Research Methods
- SOC411 Contemporary Social Theory
- Sociology electives (10 credits)

### **Double Major in Sociology/Social Work**

The department strongly encourages 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 alleviate poverty and oppression. 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 Bachelor of Social Work level in all states with licensure laws. Graduates may apply for advanced standing in master's programs, potentially enabling them to complete what would otherwise be a two-year master's degree in social work in one year.

### **Requirements for the Major in Social Work**

Provisional declaration to the major may be made at the time of application or enrollment to Gordon College. However, specific admission requirements must be met before a student may move from provisional status to formal acceptance as a social work major. 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, 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)

- SWK201 Introduction to Social Work and Social Welfare
- SWK202 Human Behavior and the Social Environment
- SOC221/SWK221 Power, Prestige and Poverty
- SOC232/SWK232 Diversity in U.S. Populations
- SWK301 Helping Theories and Practice with Individuals and Families
- SWK302 Helping Theories and Practice with Groups
- SWK303 Helping Theories and Practice with Organizations
- SOC310/SWK310 Statistics for Social Research
- SOC311/SWK311 Social Research Methods
- SOC322/SWK322 Social Policy and Institutions
- SWK401 Community Development Theory and Practice
- SWK420 Practicum Seminar
- SWK425, 426 Practicum I, II

**Core Curriculum Specifications** (6 credits)

In addition to fulfilling the other Core Curriculum requirements laid out by the College, social work majors must take the following courses as part of those Core Curriculum requirements:

- NSM220 Human Biology, Health and Disease
- SOC101 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:

- SOC285 Foundations of Sociological Thought
- SOC411 Contemporary Social Theory
- Sociology electives (8 credits)

**COURSE DESCRIPTIONS**

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**SOCIOLOGY**

\* **SOC101 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.

**SOC211 Cultural Anthropology (2)**—Introduces study of culture; focuses on cross-cultural comparisons, methods of field study and basic ethnological concepts. Explores non-Western societies and principal anthropological assumptions.

**SOC220 Marriage and Family (2)**—Examines male-female relationships in context of dating and marriage. Applies sociological knowledge and Christian perspectives of singlehood, mate selection, premarital sex, changing sex roles and marriage styles, communication and conflict, divorce and remarriage.

\* Fulfills Core Curriculum requirement



**SOC221/SWK221 Power, Prestige and Poverty (4)**—Analyzes structured social inequality and poverty in human societies. Examines historical systems of stratification based on variety of distributed social resources. Surveys social scientific explanations of stratification, commentaries on its impact on individuals and society, and competing ideologies of inequality. Prerequisite: SOC101.

**SOC232/SWK232 Diversity in U.S. Populations (4)**—Surveys racial and ethnic demographics of population in the U.S. in order to understand social stratification. Explores various historic, social and economic forces which have contributed to emergence and assignment of 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: SOC101.

**SOC242 Deviance and Social Control (2)**—Explores various sociological and theoretical perspectives on social deviance and its control. Introduces various analytical frameworks and varying relevance to understand deviant social behavior such as drug abuse, sexual deviance, suicide and other issues. Considers impact of Christian faith on morality of social behavior. Prerequisite: SOC101.

**SOC285 Foundations of Sociological Thought (4)**—Studies early development of social thought, social and philosophical roots of sociology, and nature of 19<sup>th</sup>-century sociological theory. Focuses on works of Marx, Durkheim, Weber and Simmel. Prerequisite: SOC101.

**SOC290 Urban Sociology (4)**—Explores historical, economic and cultural factors that contributed to creation of modern urban environment. Examines how contemporary political, economic and social issues impact lives of urban residents. Special emphasis placed on narratives of postindustrial urban dwellers. Prerequisite: SOC101.

**SOC310/SWK310 Statistics for Social Research (4)**—Discusses logic of statistical analysis in social research including matters of probability and sampling. Introduces univariate descriptive measures, multivariate statistics, and logic of inference and hypothesis testing. Weekly data analysis assignments employ Statistics Package for Social Sciences. Prerequisite: SOC101 or permission of instructor. Lab fee.

**SOC311/SWK311 Social Research Methods (4)**—Introduces logic of social scientific research. Explores different epistemological stances informing social scientific inquiry and traces methodological implications. Specific methods covered include survey research, archival research, content analysis, comparative-historical analysis, field research, participant observation and others. Requires development of independent research proposal. Prerequisite: SOC310.

**SOC322/SWK322 Social Policy and Institutions (4)**—See SWK322 course description.

**SOC325 Sociology of Education (4)**—Explores ways in which institution of education supports and obstructs student's transition into private and public spheres. Examines way structural factors such as class, race and gender operate to encourage and limit academic success throughout academic career. Special emphasis on students critically examining their own educational

biography while working toward constructing innovative educational curricula based on their academic experiences and Christian mandates. (Alternate years. Not offered 2008–09.)

**SOC328 Sociology of Religion (4)**—Introduces and critiques assumptions, methods and theoretical insights of sociological study of religion. Emphasizes social context of religious behavior and beliefs, role of religion in social change, and development of new religious movements. Prerequisite: SOC101.

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

**SOC333 Sociology of Gender (4)**—Explores way femininity and masculinity have been informed by cultural practices throughout American history. Utilizes research from journalism, social science, women's studies, and psychoanalysis to explore how certain behaviors and attitudes assumed to be naturally feminine or masculine are actually result of socialization. Grapples with implications of Christian faith for gender identity in contemporary American society. Prerequisite: SOC101.

**SOC335/SWK335 Social Change and Development (4)**—Examines social change and continuity, development and underdevelopment in non-Western societies. Addresses impact of colonialism, modernity and globalization on cultures of these societies. Evaluates theories and models for development and modernization from Christian perspective. Prerequisites: SOC101 and ECB201 or POL106.

**SOC338 The Social Construction of Race (4)**—Explores how members of different intellectual traditions and academic disciplines have understood and explained racial difference throughout American history. Examines how trends in theology, philosophy, literature, biology, anthropology and social sciences have contributed to construction and transformation of concept of race. Analyzes specific historical events (i.e., Civil Rights Movement in the 1960s, African-American neoconservatism in the 1990s) to reveal how racial categories have been erected, resisted and reconfigured. Prerequisites: SOC101, 232.

**SOC340 Women and World Development (4)**—Explores various cross-cultural perspectives on gender in contemporary lives of women. Examines impact of traditional social systems on social and economic development of women, and addresses women's critiques and suggestions for democratic social change. Incorporates current multidisciplinary research on gender. Prerequisites: SOC101 and junior standing.

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

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

**SOC411 Contemporary Social Theory (4)**—Surveys prominent schools of 20<sup>th</sup>-century social thought. Links developments in sociological theorizing to broader intellectual trends of period. Perspectives surveyed include phenomenology, symbolic interactionism, functionalism, neo-Marxian theory, structuralism and poststructuralism, feminist theory, and rational-choice theory. Prerequisite: SOC285 or permission of instructor.

**SOC425 Social Service Internship (Variable)**—Supervised combined on-the-job work experience or research and related academic study in agency, business, government office or community organization. Prerequisites: advanced standing in sociology, minimum cumulative 2.50 GPA and preapproval by instructor and Registrar's Office.

**SOC448 The Social Self (4)**—Using interdisciplinary approach, course investigates social and spiritual factors that contribute to development of individual identities. Research—from anthropology, social-psychology, psychoanalysis, feminist theory, race studies, Christian and Buddhist thought—employed to help explain the development and construction of human self. Questions include: What is self? How do infants become socialized? How do structural factors like class, race and gender influence identity? Prerequisite: SOC101 or PSY201 or permission of instructor.

**SOC471, 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 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.

**SWK202 Human Behavior and the Social Environment (4)**—Uses systems model for examining interaction of individuals, families, cultural and social systems as well as behaviors, attitudes, values and problems related to different cultural, ethnic, sex and age groups and other populations at risk. Takes life span approach using sociological, psychological and biological knowledge to describe human growth and development, tasks and milestones. Uses systems model to describe interactions between the bio-psycho-social influences on development for each age group. Prerequisite: SWK201 or permission of instructor.

**SWK221/SOC221 Power, Prestige and Poverty (4)**—See SOC221 description.

**SWK232/SOC232 Diversity in U.S. Populations (4)**—See SOC232 description.

**SWK301 Helping Theories and Practice with Individuals and Families (4)**—

This course examines the generalist model of social work practice using problem solving and ecological systems frameworks for working with individuals and families. It introduces theoretical principles, focuses on the development of self-awareness and basic interviewing skills, and formulates helping strategies for work in a wide variety of problem situations and client populations. Prerequisite: junior standing, SWK201, 202 or permission of instructor.

**SWK302 Helping Theories and Practice with Groups (2)**—Examines generalist

model of social work practice using systems framework with application for working with groups. Introduces theory and methods of group dynamics. Synthesizes theoretical and helping strategies for working with wide variety of problem situations, client populations, and ethnic and minority groups social workers are likely to encounter. Prerequisites: SWK201, 202 or permission of instructor.

**SWK303 Helping Theories and Practice with Organizations (2)**—Examines

generalist model of social work practice using systems framework with application for working with organizations. Introduces students to theory and methods of organizational dynamics. Synthesizes theoretical and helping strategies for working with wide variety of organizational challenges social workers are likely to encounter. Prerequisites: SWK201, 202, 302 or permission of instructor. Must be taken immediately following SWK302.

**SWK310/SOC310 Statistics for Social Research (4)**—See SOC310/SWK310 description.

**SWK311/SOC311 Social Research Methods (4)**—See SOC311/SWK311 description.

**SWK322/SOC322 Social Policy and Institutions (4)**—Examines domestic social policy issues, problems and programs in light of conflicting values, limited resources and matters of political/economic power.

**SWK335/SOC335 Social Changes and Development (4)**—See SOC335 course description.

**SWK391 Seminar (2 or 4)**—Topics rotate; designed for any social work major or other advanced student interested in topic. Prerequisites: social work major, SW201, 202, or permission of instructor. Repeatable if different topic.

**SWK401 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 discussed. Explores role of community-based organizations. Prerequisites: SW201, 202, 301, 302, 303 or permission of instructor. Course fee.

**SWK420 Practicum Seminar (2)**—Taken concurrently with SWK425 and SWK426. Integrates theory and practice through instruction and discussion; information and experience from various settings; group supervision. Examines socialization into profession and handling of personal values and practice. Prerequisites: SWK201, 202, 301, 302, 303, 310, 311, 322.

**SWK425, 426 Practicum I, II (6, 6)**—Major field practice internship in local human service agency. Students work 32 hours per week (400 hours total) in professional-level roles, providing social services to clients under instruction and supervision; challenging settings. Develops and practices professional skills; matches interests and goals. Prerequisites: SWK201, 202, 301, 302, 303, 310, 311, 322.

## **DEPARTMENT OF THEATRE ARTS**

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

**MISSION:** If, as John Calvin suggests, “the primary duty of the Christian is to make the invisible kingdom visible,” theatre is uniquely endowed to vividly fulfill this calling. Whether by creating work which decries what is cheap, hollow, pretentious and evil or by celebrating what is valuable, excellent, good and holy in our culture, quality theatre has the potential to awaken an audience to its own spiritual failures and capabilities.

The Department of Theatre Arts seeks to prepare students for a life of service and leadership in such a theatre—within a variety of settings, from the commercial and nonprofit to the school, community and church. Grounded on a solid foundation of theatre history, dramatic literature, acting, directing and technical production, the theatre program strives to develop and nurture students who approach all their work from a mature, Christian perspective, equally equipped for both sound intellectual critique and compelling artistic expression.

### **Requirements for the Theatre Arts Major**

In addition to a solid foundation of theatre history, dramatic literature, acting, directing and technical production, majors can focus their program through selected electives including special topics such as acting Shakespeare, advanced acting, design (scenic, costume, lighting), dialects, historical interpretation, musical theatre, movement, stage combat, stage management, technical topics and voice.

- THT150 Technical Production I
- THT234 Introduction to the Theatre
- THT235 Fundamentals of Acting
- THT250 Technical Production II
- THT310 Theatre History I
- THT320 Theatre History II
- THT410 Directing
- THT490 Senior Seminar
- Plus 10 credits of electives selected from:
  - THT371 Selected Topics
  - THT381 Independent Study
  - THT425 Theatre Internship (2–4 credits)

### **Studies in the British Stage**

Professors Jones and Stevick regularly lead a two-week, 2-credit trip to England under the College’s International Seminar program. Students attend at least two dozen plays, enjoy backstage visits with producers, directors, playwrights and

actors, and engage in vigorous discussion and journal-keeping. Based in London, the program takes excursions to such other theatre venues as Stratford, York, Edinburgh and Dublin.

### Requirements for the Minor in Theatre Arts

A minor in theatre arts may be constructed in consultation with a departmental faculty member. All minors are required to take a minimum of 20 credit hours in the department. THT234 Introduction to Theatre and THT150 Technical Theatre Production I are required of all theatre minors. The remaining credits will be taken in the concentration area or as a faculty-approved combination.

## COURSE DESCRIPTIONS

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

**THT150 Technical Production I (4)**—Offers students basic understanding of technical aspects of theatre production through direct involvement in mounting of Gordon's theatrical productions. Analysis, problem solving and processes applied in areas of stage carpentry, scene painting, properties, lighting, costuming, stage management and theatrical materials. Lab fee.

\* **THT234 Introduction to Theatre (4)**—Introduces all major areas of theatre, including acting, design, directing and writing. Open to all students as option for fine arts requirement of general core and includes experience-oriented, hands-on lab time as well as reflective assignments in play analysis and performance criticism.

**THT235 Fundamentals of Acting (4)**—Explores actor's role; emphasizes technique, characterization, movement and critical analysis. Prerequisites: THT234.

**THT250 Technical Production II (4)**—Continues study and application of principles of theatrical production begun in THT150, guided to greater depth of understanding and mastery of skills with emphasis on independent thinking and problem solving related to projects for specific productions. Prerequisite: THT150. Lab fee.

**THT310 Theatre History I: Aeschylus to Zola (4)**—Examines in depth great periods, writers and representative plays of Ancient Greece through turn of 20<sup>th</sup> century, analyzing social and cultural context, thematic concerns and dramaturgical styles of major theatrical movements. While primarily focused on development of Western literature, some Eastern and African origins, literature and styles also explored. (Alternate years. Offered 2008–09.)

**THT320 Theatre History II: Twentieth Century (4)**—Examines in depth explosive theatrical changes provoked by realism and reactions to realism throughout 20<sup>th</sup> century. Major writers, works and styles read and analyzed in terms of social context, thematic concerns and cultural impact. (Alternate years. Offered 2008–09.)

\* Fulfills Core Curriculum requirement



Dan Nystedt

Theatre production—*Quilters*

**THT371 Selected Topics in Theatre (2 or 4)**—Group-intensive laboratory designed to explore special topics in theatre including but not limited to voice production, movement, stage combat, dialects, acting styles, theatre design, musical theatre, interpretive studies for historical enactor, and topics related to specific productions in annual season. Whenever possible national and local professionals participate as guest artists.

**THT381 Independent Study (2 or 4)**—Independent semester-long course in topic not available in existing curriculum; provides curricular enrichment. Prerequisites: minimum cumulative average of 2.75, adequate background to support topic, permission of instructor, advisor, department chair and registrar. Limited availability subject to faculty workload. May require lab fee.

**THT410 Directing (4)**—Studies fundamentals of directing including blocking, character analysis, script interpretation, securing rights, organizing and preparing budgets, exploring director/actor and director/designer relationships, articulating directorial concept and developing directorial perspective and process. Prerequisites: THT150, 234, 235, 250, 310 and 320. (Alternate years. Not offered 2008–09.)

**THT425 Internship: Theatre (2 or 4)**—Supervised learning experience in appropriate setting combining on-the-job work experience with related academic study. Must be prearranged and approved by instructor and Registrar's Office. Prerequisite: minimum cumulative GPA of 2.50.

**THT490 Senior Seminar (4)**—Senior capstone course explores integration of theatre arts and Christian faith as well as central question "Why do theatre?" Focus given to preparation for graduate school admission, professional auditions, job search, networking and other postgraduate issues. Offered in spring only.

## **INTERDISCIPLINARY AND OFF-CAMPUS PROGRAMS**

Gordon College offers an interdisciplinary major, minors and courses that lie outside the traditional departmental framework and which are administered by faculty from various departments. These include an international affairs major as well as divisional, independent and nondepartmental courses or minors as outlined below. In addition, a variety of curricular options are available for students to participate in off-campus programs through Gordon.

### **INTERDISCIPLINARY MAJOR**

#### **Major in International Affairs**

Sponsored by the Economics and Business and Political Studies Departments  
Directors: S. Smith (Economics and Business), R. Melkonian-Hoover (Political Studies)

**MISSION:** 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. Like the other majors offered by its sponsoring departments, international affairs has a strong liberal arts character, intentionally sharpening students' powers of analysis, writing and speaking. Furthermore, issues of Christian stewardship, justice and leadership are an integral part of the program. These features help equip students for lives marked by Christian character and service.

### **Requirements for the Major in International Affairs**

In consultation with an advisor, each student will meet the core requirements of the major. A minimum of 40 credits must be taken in the major, not including any language credits. Ordinarily students will take 300-level courses in their junior or senior years. EB/PS416 serves as the culminating seminar.

#### **Required Courses** (28 credits plus language):

- ECB201 Principles of Microeconomics
- ECB202 Principles of Macroeconomics
- ECB366 International Economics
- ECB/POL416 International Political Economy
- POL106 International Relations
- POL310 American Foreign Policy
- POL348 Theories of International Relations
- Foreign language: 8 credits of intermediate (second year) language or proficiency at the intermediate level 1

#### **Electives** (12 credits)

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

##### **Regional Politics**

- POL214 American Domestic Policy or POL325 Congress and the Presidency
- POL219 Politics of the Developing World
- POL235 Politics of the Middle East
- POL240 Politics of Western Europe
- POL315 Politics of Post-Communist Europe
- POL324 Politics of Latin America

##### **General Electives**

- ECB305 Economic Development
- ECB369 International Capitalisms
- HIS241 Modern China
- HIS242 Modern Japan
- HIS245/FRE245 History of Africa
- POL245 The United Nations
- POL246 International Diplomacy

### **International Field Experience**

The international field experience may be an appropriate course of study, internship or other experience as approved by the student's academic advisor and the Global Education Office. Ordinarily it will complement a student's language and elective preparation. Students planning graduate work in this field are advised to take an additional 16 credits of related coursework in consultation with the academic advisor, at least 8 credits of which should be outside the Department of Economics and Business and the Department of Political Studies.

## Honors in International Affairs

In exceptional cases international affairs majors may earn honors in international affairs by researching and writing an honors thesis during the senior year. Under the direction of a faculty advisor, candidates will develop a thesis proposal in the spring prior to the senior year and, with approval of the Economics and Business and Political Studies Departments, register for and complete 8 credits of independent research in the senior year (registered as IA471, 472 Research I, II). For honors the thesis must be of high quality and sufficient scope and must be defended orally before program faculty toward the end of spring term in senior year. The minimum GPA for honors candidates is 3.5 in the major and 3.0 overall; candidates must have completed their international field experience prior to senior year; depending on the topic, substantial cognate coursework may be required junior and senior years. An honors thesis should be considered by students intending to complete advanced degrees in economics, political science or international affairs. See program faculty for details.

## COURSE DESCRIPTIONS

Descriptions for all economics and business (ECB) and political studies (POL) courses are found in their respective departmental pages.

**INA471, 472 Research I, II (4, 4)**—Individual research for senior honors thesis. Prerequisites: senior standing and permission of program director.

## INTERDISCIPLINARY MINORS

### 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.

### Minor in East Asian Studies

The 20-credit minor in East Asian Studies combines studies of language, literature, culture, history, politics, economy, society and foreign relations of East Asian countries. Contact Dr. Dong Wang, East-West Institute.

## Required Courses

### Language (8 credits)

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

### Electives (12 credits)

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

- HIS224 Premodern China
- HIS225 Premodern Japan
- HIS241 Modern China
- HIS242 Modern Japan

- HIS351 Christianity in China
  - HIS371 Select Topics (if an Asian topic)
  - HIS490 Advanced Seminar: Asian History
  - ECB291/HIS292 International Seminar: Economic Development in China
  - ECB369 International Capitalism: Asia, U.S. and Europe
- One semester of study in an approved study abroad/internship program in one of the East Asian countries  
Internship with a local Asian community

### **Minor in Environmental Studies**

An interdepartmental minor focusing on the interactions between human systems and natural systems with the objective of preparing students for employment or further studies in areas involving the environment. Contact Dr. Dorothy F. Boorse.

#### **Required Courses/Experiences** (6–10 credits):

- ECB307 Environmental Economics
- NSM222 Environmental Science
- NSM425 Environmental Internship

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

- BIO302 Crops and Society
- ECB305 Economic Development
- NSM371 Seminar in Environmental Studies
- PHI213 Ethics
- POL214 American Domestic Policy
- PSY416 International Political Economy
- SOC335 Social Change and Development
- SOC340 Women and World Development

#### **Off-Campus Experience** (variable credits):

Appropriate courses at AuSable Institute of Environmental Studies, American Studies Program or Latin American Studies Program may be substituted for required and elective courses in the program by permission of the program director, Dr. Dorothy F. Boorse.

### **Health Professions Program**

Students majoring in biology or chemistry with a health professions concentration or students in other majors who are 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 or concentration with the Registrar's Office and also schedule an appointment with the director of health professions, Dr. Craig M. Story, in the Biology Department. The courses listed below are generally required for all health professions specifically mentioned above. Students tracking toward physician assistant or nursing will have different prerequisites. The director of health professions is available to discuss these requirements. Please visit the health professions website at <http://faculty.gordon.edu/ns/by>.

**Required Courses**

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

**Recommended Courses**

BIO341/CHE341 Biochemistry  
Writing (8 hours)

Additional upper-level courses strongly recommended include:

BIO312 Animal Physiology  
BIO314 Microbiology  
BIO316 Modern Genetics  
BIO321 Molecular Cell Biology and Microscopy  
BIO323 Developmental Biology  
BIO333 Immunology  
BIO415 Parasitology

**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)  
POL334 Politics of Latin America  
LAS315 Latin American History, Contemporary Issues and Perspectives

**Elective Courses** (At least 8 credits of the following):

ECB305 Economic Development  
MIS215 Biblical and Historical Foundations for World Missions  
SOC211 Cultural Anthropology  
SPN362 Latin American History, Culture and Civilization  
SPN372 Survey of Latin American Literature or SPN493, 494 Seminar in Latin American Topics I, II  
SOC335 Social Change and Development  
Comparable courses at a Latin American university

**Required Field Experience**

Latin American Studies Program or comparable program requiring field experience.

**Minor in Missions**

See Biblical and Theological Studies Department.

**Minor in Neuroscience**

See Psychology Department.

### Minor in Outdoor Education

See Recreation and Leisure Studies Department.

### Minor in Prelaw

The prelaw minor is designed to help students prepare for careers in law by taking selected courses and by working with a prelaw advisor. Prelaw preparation may be accomplished from a variety of majors. Following the recommendations of the American Bar Association and the leading law schools, Gordon does not offer a prelaw major but encourages broad, rigorous preparation in the liberal arts. Advisors will counsel students in the minor with respect to selection of appropriate law schools and opportunities open to law school graduates. Contact Dr. Timothy R. Sherratt, Department of Political Studies, or Dr. Robert Joss, Department of Psychology.

#### Required Courses

PHI211 Critical Thinking or PHI212 Formal Logic  
 LAW217/POL217 American Constitutional Law  
 LAW318/PL318 Philosophy of Law  
 ECB201 Principles of Microeconomics

Four additional credits determined in consultation with a prelaw advisor.

Possible courses include:

COM212 Writing for the Media  
 ECB311 Intermediate Microeconomics  
 LAW320/ECB320 Business Law  
 LAW392/PSY392 Law and Psychology  
 PHI213 Ethics

HIS232, 234 or 237 (American history course, maximum of 4 credits)

A law-related internship (2 or 4 credits under Political Studies, Psychology or Economics and Business Departments)

### Minor in Public History and Museum Studies

Students interested in entry-level positions in the fields of museum education, museum administration, collection management, artifact conservation, archival or curatorial positions, or history-related mass media and technology are encouraged to complete a public history and museum studies minor as part of their undergraduate education. The minor consists of between 18 to 30 credits, depending on options chosen.

#### Required Courses

HIS390 Introduction to Museums and Public History  
 HIS391 Case Studies in Museum Administration  
 THT371 Historic Interpretation  
 HIS381 Independent Study in Organizational Management  
 HIS425 Internship  
 ECB245 Principles of Management *or* one of the following tracks:

#### Track A:

ECB217, 218 Principles of Accounting I, II  
 ECB377 Principles of Marketing  
 ECB374 Small Business Management

**Track B:**

- ECB245 Principles of Management
- ECB346 Human Resources Management

**Track C:**

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

**COURSE DESCRIPTIONS: CORE/INTERDISCIPLINARY**

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- \* **COR100 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.
- \* **COR102 Christianity, Character and Culture II (2)**—Continuation of COR100. First-year students must enroll in the same section for both fall and spring semesters. The course may not be dropped. Prerequisite: COR100.
- \* **COR200 Christianity, Character and Culture (Transfer) (2)**—For transfer students with more than 12 to 56 credits after high school. Covers topics of COR100 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: PRELAW PROGRAM**

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**LAW217/POL217 American Constitutional Law (4)**—See POL217 course description.

**LAW318/PHI318 Philosophy of Law (4)**—See PHI318 course description.

**LAW320/ECB320 Business Law (4)**—See ECB320 course description.

**LAW392/PSY392 Law and Psychology (4)**—See PSY392 course description.

**COURSE DESCRIPTIONS: DIVISIONAL**

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- \* **FNA112 Arts in Concert (4)**—Studies representative works from visual, theatrical and musical arts; important works from all major periods and genres; role of arts in culture; basic principles of artistic expression and response.

**NSM216 Introduction to Geology (4)**—Composition (minerals and rocks), physical structures, and internal and surface processes (physical, chemical and biological) that have continuously sculpted surface of earth classified and analyzed. Internal processes include volcanism, plate tectonics and related phenomena. Surface processes include physical, chemical and biological processes accounting for evolving geomorphology of earth. Includes historical perspective on origin of earth and development through time. Core physical science, nonlab option.

\* Fulfills Core Curriculum requirement

- \* **NSM218 Newton to Einstein (4)**—Explores foundational ideas in 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 also discussed. Laboratory required. Prerequisite: mathematical competency. Core physical science lab option. Lab fee.
- \* **NSM220 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.
- \* **NSM222/BIO222 Environmental Science (4)**—In-depth study of environment and interaction with it. Major topics include decline of ecosystems, global atmospheric change, loss of biodiversity and human population explosion. Core life science nonlab option.

**NSM371 Seminar in Environmental Studies (2)**—Prepares student for internship or environmental fieldwork. Emphasizes analysis of current events related to environmental concerns. Prerequisite: NSM222. (Alternate years.)

**NSM425 Environmental Internship (1–4)**—Off-campus placement or field experience in environmental studies; required internship, co-op placement or off-campus experience, e.g., AuSable Institute in Michigan. Prerequisite: NSM222.

### **COURSE DESCRIPTIONS: INDEPENDENT**

**\_\_\_381 Independent Study (2 or 4)**—Independent semester-long course in topic not available in existing curriculum; provides curricular enrichment. Prerequisites: minimum cumulative average of 2.75, adequate background to support topic, permission of instructor, advisor, department chair and registrar. Limited availability subject to faculty workload. May require lab fee.

**\_\_\_425 Internship (2 or 4)**—Combination of on-the-job work experience and related academic study in area not covered by catalog listing. Written proposal must be approved in advance by supervising faculty member, department chair and Registrar's Office. Prerequisite: minimum 2.50 cumulative average. Contact Registrar's Office.

**\_\_\_Guided Study (2 or 4)**—Required course listed in catalog, offered on tutorial basis because of scheduling conflict. May not be elective. Prerequisites: permission of instructor, advisor, department chair and registrar. May require lab fee.

### **COURSE DESCRIPTIONS: NONDEPARTMENTAL**

**NON099 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.

**NON211 Leadership Theory and Practice (2)**—Survey of foundations of leadership, its theory and practice in workplace, church and community. Topics include evolution of leadership theory and practice, biblical and historical figures, character, creativity, vision and leading with individuals, groups and organizations. Students are encouraged to identify, reflect and apply own personal styles of influence toward their chosen vocations and callings.

**NON310 Foundations of Work and Vocation (4)**—Integrative course exploring issues of work and vocation from biblical, theological, historic and philosophical perspectives. Attention given to nature of calling, life and work within biblical and ethical frameworks. Prerequisite: enrollment in The Elijah Project.

**NON312 Vocation: Discernment, Decision Making and the Call of God (4)**—Building on NON310, integrative seminar explores sociological and psychological contexts within which individuals respond to responsibilities and opportunities of work in contemporary world. Attention to contemporary needs and opportunities, decision-making skills and exploration of individual giftedness. Prerequisites: NON310 and enrollment in The Elijah Project.

**NON325 Identity, Community and Vocation (4)**—Explores sociological and psychological contexts for finding one's place of service and contribution. Prerequisites: at least sophomore standing and permission of instructor.

**NON326 Theological Foundations of Vocation (4)**—Explores foundation of meaningful human action and role of work in lives of communities and individuals through disciplines of theology, philosophy and history. Prerequisites: permission of instructor and at least sophomore standing.

## **COURSE DESCRIPTIONS: OFF-CAMPUS**

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**291, 292 International Seminar (2 or 4)**—Intensive summer- or winter-break travel courses from different disciplines taught in context of specific culture or region. Regular class meetings supplemented by guest lectures, site visits, cultural events and home visits to provide insight into host culture. [Seminar topics have included British Theatre or Industrial Revolution (in England and Ireland); Sustainable Tropical Agriculture (at Project ECHO in Florida and in Haiti or Honduras); History of Ancient and Modern Greek Thought and Christianity in the Aegean (Greece); Physical Settings of the Bible (in Israel); Coffee Production in Guatemala; World Religions and Christianity in Asia, in Sri Lanka; and Economic Development (in Modern China and Cape Town, South Africa).] Course fee.

## **AMERICAN STUDIES PROGRAM**

**ASP310 Foundations for Policy Analysis and Public Involvement (2)**—Introduces foundational concepts for analyzing public policy and for Christian involvement in public affairs. Studies basic policy analysis techniques and pattern of biblical revelation (Creation, Fall, redemption, consummation) as an analytical framework.



**ASP312 Topics in Domestic Policy (3)**—Introduces various perspectives on social and political engagement in domestic arena. Analyzes different views on pressing national issue in terms of biblical justice. Exposes students to complex dynamic of national public policy formation on topics such as abortion, welfare reform, tax policy or presidential elections. Involves field research and application of tools of policy analysis.

**ASP314 Topics in International Policy (3)**—Focuses on major topic in international policy and introduces students to Washington’s international community. Through case study research students are challenged to develop biblical perspective on foreign policy issues such as terrorism, Asian economic crisis, U.S.-China relations and war in Iraq. Emphasizes ways of dealing with conflict and biblical idea of shalom on role of governments and Church in world.

**ASP425 American Studies Internship (8)**—Integration of faith with practice in volunteer work experience in Washington, D.C., in a professional setting in student’s major field of concentration. Minimum of 20 hours a week; additional reflective writing. Supervised by American Studies Program staff.

## GORDON IN BOSTON

- \* **BUS201 Introduction to Urban Studies (4)**—Designed in modular format, examines three topics pertinent to metropolitan regions in U.S. with particular concern for City of Boston: social science, history and theology. Classroom theory balanced with applied field research. Designed to equip students to become effective Christian leaders in cross-cultural urban settings. Required of all program participants. (Core social science option.)
- \* **BUS215 Arts in the City (4)**—Explores role of arts in urban culture and basic principles of aesthetic creativity and critique with special attention to use of Christian paradigms to interpret and create art. Surveys artistic expression and response within metropolitan context, ranging from downtown cultural centers to diverse ethnic neighborhoods. Attention to content, craft and style of multicultural religious and secular urban artistic expression. Includes field trips to venues throughout City of Boston. Meets every other Saturday. (Core fine arts option. Open to main campus students also.) Limited to 30 students. Fee.

**BUS371 Selected Topics (4)**—Courses sponsored by various departments designed to open academic dialogue with urban leadership and resources not available to main campus instruction. Includes COM371 Selected Topics in Urban News Media, ECB271 Selected Topics in Urban Economics and Business, ENG371 Selected Topics in Urban Literature, or POL271 Selected Topics in Issues of Urban Law and Politics.

**BUS\_\_ Cross-Registration (3 or 4)**—Participants in Boston Urban Semester may cross-register at colleges and universities around Boston and Cambridge. Limited to one course per student. Options include: Boston University’s Metro College, Harvard University Extension, Emerson College Continuing Education, Eastern Nazarene College, University of Massachusetts Boston and more.

\* Fulfills Core Curriculum requirement

**BUS425 Urban Internship and Seminar (4)**—Supervised work experience in church or volunteer organization, social service agency, business or government office. Tailored to fit student's major or interests. Students work 10–12 hours on site and attend weekly seminar that assists students in employment preparation, resume writing, interview skills and portfolio development, and integrates classroom and work experience. Seminar engages students in thoughtful study of issues related to working in international, multicultural city. (Optional urban practica, which can be taken in place of BUS425 with approval of student's department, include EDU425 Student Teaching, SWK425 Social Work, YMN425 Youth Ministry.)

## **CHINA STUDIES PROGRAM**

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

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

**CSP313 Chinese History (3)**—Presents history of China from earliest dynasties to 1949. Topics include classical Chinese philosophy, history, geography and cultural traditions.

**CSP317 Contemporary Society: Public Policy and Economic Development (3)**—Examines China from 1949 onward, focusing on changes that have transformed society since Reform Policies of 1979. Topics include reforms in educational system, women's issues, population control, rights of ethnic minorities, legal reforms, Taiwan and Tibet and Sino-U.S. diplomacy.

**CSP320 International Business in China (3)**—Presents perspectives on doing business in China. Covers issues of fair and ethical business practices and factors involved in outsourcing jobs in China.

**CSP325 Intercultural Communication (3)**—Introduces fundamentals of language, communications and culture. Emphasizes bridges and barriers to cross-cultural communication, particularly between Chinese and Americans.

**CSP342 Eastern Philosophy and Religions (3)**—Introduces teachings, history and development of Confucianism, Taoism, Buddhism and folk religion, and considers their role in China today.

**CSP425 Business Internship (3)**—After completion of history study tour, business concentration students remain in Shanghai for three-week internships working for either Western or Chinese companies.

**CSP043 Tai Chi (0)**—Students learn techniques, postures and routines of Tai Chi or Wu Shu, stylized forms of self-defense that tone body and concentrate mind. (Physical education activity; no credit.)

## CONTEMPORARY MUSIC CENTER

**CMC210 Inside the Music Industry (3)**—Through readings, lectures and seminars, provides up-to-the-minute insight into inner workings of music industry. Emphasis on career possibilities and gifts and skills required to succeed in major areas of performer, songwriter, record producer and engineer, artist manager, booking agent, concert promoter, record retailer, entertainment attorney, artist and repertoire, marketing or sales executive, or music journalist. Students gain understanding of structure and methodologies of typical U.S. record company.

**CMC225 Music Market Practicum (1)**—Intensive week-long road trip to major music market. Briefings, tours and meetings arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers and artists in various cities.

**CMC232 Faith, Music and Culture (3)**—Helps students develop Christian approach to creation, marketing and consumption of contemporary music. While studying theory, history and criticism, students explore concept of culture and nature of popular culture, and examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts.

### *Artist Track*

**CMC307 Studio Recording (3)**—Artists, via both classroom and lab, work with faculty, other students and visiting experts to learn how to produce, record, mix and edit recordings in professional digital studio.

**CMC375 Performance (3)**—Artists develop live concert presentation that best utilizes gifts as musicians, entertainers and communicators, in consultation with faculty and executive track students. On-campus and public performances.

**CMC400 Essentials of Songwriting (3)**—Artists receive classroom instruction, participate in directed study with faculty and work in collaboration with other students to develop use of form, melody, harmony, rhythm and lyric. Emphasis placed on song as vehicle for artist's creative exploration and public communication.

### *Executive Track*

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

**CMC345 Artist Management (3)**—Through lecture, text and online investigations, executive track students gain thorough understanding of economic, creative and spiritual elements critical to career in contemporary music. In concert with faculty, help artist track students develop career plan and prepare materials to pitch artist to record company and negotiate recording contract.

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

## **JERUSALEM AND ATHENS FORUM**

**JAF301 Tradition: From Antiquity to the Enlightenment (6)**—Readings include Plato, Aristotle, Augustine, Dante, Shakespeare, Erasmus, Luther, Teresa of Avila, Milton, Bunyan and more. Prerequisite: sophomore status or higher and successful application into program.

**JAF302 Modernity: From the Enlightenment to the Present (6)**—Readings include Alexis de Tocqueville, Dostoyevsky, J. H. Newman, Leo XIII, C. S. Lewis, Simone Weil, Flannery O'Connor, Martin Luther King and more. Prerequisite: JAF301.

## **LATIN AMERICAN STUDIES PROGRAM**

**LAS312 Spanish Language Study (6)**—Daily Spanish language classes with requirements to complete homework assignments and practice language skills through oral interviews; in conjunction with Spanish Language Institute, San Jose, Costa Rica.

**LAS315 Latin American History, Contemporary Issues and Perspectives (3)**—Studies historical development of Latin America from varying analytical perspectives, impact of U.S. policy, nature and impact of economic crisis in region. Study trips to neighboring countries.

**LAS330 Science Seminar (4)**—Global problems and solutions related to sustainability of earth resources and response of Christians studied in context of a variety of ecosystems: dry forests, lowland miniforests, mountain cloud forests, volcanic regions and reefs. Spring term.

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

**LAS332 Faith and Practice Seminar (3)**—Examines history and current character of Church, varying perspectives on faith and practice and role of parachurch agencies.

**LAS340 Business Seminar (3)**—Studies business in Latin America from Christian perspective. Highlights export commodities, maquilas and multinationals marketing in Latin America; sources for business planning. Fall term.

**LAS341 Case Study Project/Internship (3)**—Case study project for students completing international business concentration. Developed and carried out in conjunction with LAS340.

**LAS345 Language and Literature Seminar (3)**—Explores work of Latin American writers within context of Latin American society.

**LAS391 Travel Practicum (1)**—Through conferences and journaling, students develop knowledge about Central American countries visited by LASSP groups.

**LAS425 Service Opportunity/Internship (1–3)**—Part-time experience in which students work in various placements related to their field of study in and around San Jose, Costa Rica.

## **LOS ANGELES FILM STUDIES CENTER**

**LAF201 Hollywood Production Workshop (3)**—Students work collaboratively in groups to create festival-ready piece, including all legal documentation and rights to enable finished production to qualify for festival submission. Opportunity to make motion picture production using Hollywood locations, resources and protocol. Participate in competitive vetting process of scripts, pitches and meetings, much like process of professional industry. Small-group tutorials for each production position. For both novice and experienced students. Lab fee.

**LAF205 Professional Screenwriting (3)**—Introduction to contemporary screenwriting including understanding of dramatic structure, character and dialogue development, and writing process. Students complete full-length screenplay for feature film or “movie-of-the-week.” Novice and experienced students develop and improve skills. Emphasis on role of Christian faith and values relating to scripts.

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

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

**LAF381 Independent Study (3)**—By special request and arrangement. Independent study not guaranteed and limited to students with experience in specific area of cinema or who need to complete senior project for graduation. Must submit portfolio and project proposal. Once approved, students are appointed mentor, professional in Hollywood industry, to supervise project. Projects could include further development of portfolio or reel, critical research or senior thesis project.

**LAF425 Internship: Inside Hollywood (6)**—Part-time work experience in some aspect of Hollywood entertainment industry. Nonpaying positions, primarily in office settings, in development companies, agencies, management companies, postproduction facilities, etc. Students work 20–24 hours a week, spread over a three-day schedule, and accumulate 200–250 hours for semester. Orientation includes overview of Hollywood entertainment business.

## MIDDLE EAST STUDIES PROGRAM

**MES101 Introduction to Arabic Language and Literature (4)**—Emphasizes acquisition of basic facility in Egyptian-spoken Arabic dialect and student interaction with nationals.

**MES315 Peoples and Cultures of the Middle East (4)**—Surveys history and variety of peoples and cultures in Middle East in societies such as Jordan, Syria, Lebanon, Israel/Palestine and Turkey as well as development of Judaism, Christianity and Islam in these societies. Students learn about pressing issues, from gender to war to economic development, that currently animate many religious and political communities they visit.

**MES320 Islamic Thought and Practice (4)**—Examines many dimensions of Islamic faith—historical, legal, doctrinal, popular and behavioral—from early times to present. Relates early developments to contemporary issues like impact of colonialism, gender equality, modernization, development and democracy.

**MES325 Conflict and Change in the Middle East Today (4)**—Considers political, economic and religious transformations occurring in Middle East; Arab-Israeli conflict. Examines complexity of reaching peace in region shared by two peoples with competing views of civilization.

## GORDON IN ORVIETO

**ORV101 Italian Language Studies (2)**—Introductory Italian language instruction providing sound grammatical base for conversational participation in daily local life. If student has taken Italian previously, special arrangements need to be made. *Note: Gordon does not offer Italian II. For core language credit students must plan ahead to locate second-semester Italian course here or abroad.*

**ORV214 Cultural History of the Renaissance (4)**—Arts-intensive interdisciplinary study of cultural history of Italian Renaissance focusing on interplay between arts of painting, sculpture, architecture and literature; moral philosophy of humanist scholars; and social conditions of civic, political and religious life. Includes excursions to centers of Renaissance culture such as Rome, Assisi, Siena, Arezzo, Padova and Venice.

**ORV240/HIS240 Christianity and the Modern World (4)**—Protestant-Catholic split of 16<sup>th</sup> century, development of Catholicism in the modern era and more recent ecumenical relations between Protestants and Catholics considered. Particular emphasis placed on contemporary developments such as Second Vatican Council and historic papacy of John Paul II. History of theological “problem areas” between Catholics and Protestants—papal authority, teachings on Mary, Eucharistic theology, role of art/images in worship, and nature of the Church—receive careful attention.

**ORV310 Painting Studio at Orvieto (4)**—Painting methods, materials, color theory and oil techniques. Projects vary. Lab fee.

**ORV325 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 discussed and applied include mass and space relationships, volume, surface planes, transitional forms, textural variety and narrative contexts. Lab fee.

**ORV350 Literature and Ekphrasis (4)**—Reflects on relation of literature (essay, poetry, etc.) and pictorial arts, both artists creating visual representations of verbal works and writers responding to visual art.

**ORV370, 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.

**ORV371A Women, Family, and Religion in the Early Modern Era (4)**—Explores themes in social and religious history of women and family life in Renaissance and reformation Europe (and early settlements in New World). Includes consequences of the Reformation/Counter-Reformation for the family, female spirituality, Marian piety, early modern conceptions of gender and human sexuality, and dynamics of female religious orders.

**ORV371B Medieval Christianity: Iconography and Spirituality in Late Antiquity and Medieval Italy (4)**—Explores experience of lay Christians, clergy and monastics in Italy during Middle Ages. Examines interface of visual arts, Christian doctrine, spirituality, monasticism and politics from earliest Christian images in catacombs in Late Antiquity; development of papacy in Early Middle Ages to flourishing of Franciscans in High Middle Ages; and transfer of papal residence to Avignon in 14<sup>th</sup> century.

**ORV376, 388 Special Topics (4, 4)**—Selected topics in areas of expertise of visiting instructors. Lab fee.

**ORV382, 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.

## **SCHOLARS SEMESTER IN OXFORD**

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

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

**OXF395, 396 Secondary Tutorial I, II (3, 3)**—Similar in structure to primary tutorial, secondary tutorial may complement student's concentration or provide opportunity to study in field outside concentration. Offered tutorials cover range of topics.

**OXF494 Integrative Seminar (4)**—Integrates both tutorial work and participation in Oxford faculty lectures which pertain to student's field of study. Allows students to reflect on key methodological issues within concentration, encouraging learning from each other as well as from tutor, and requiring term papers rather than weekly essays. Concludes with integrative exam allowing students to draw upon main themes of course of study.

**OXF495, 496 Primary Tutorial I, II (6, 6)**—Chosen in same field of study as integrative seminar, typically one-on-one supplemented by Oxford faculty lectures. Tutorial based on presentation of short essay responding to assigned question; carried out as conversation between tutor and student. Offered tutorials cover range of topics.

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

## **RUSSIAN STUDIES PROGRAM**

**RSP101, 201 or 301 Russian Language Studies (4 or 6)**—Russian language instruction; level determined by placement test.

**RSP313 History and Sociology of Religion in Russia (3)**—Examines beginnings of Christianity in 10<sup>th</sup> century to 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.

**RSP317 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.

**RSP327 Russia in Transition (3)**—Examines Russia since 1991 and revolutions in political, economic, social and religious areas. Guest lecturers; service projects in educational institutions, orphanages, businesses, etc.

**RSP345 International Relations and Business (2)**—Seminar on 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.



## GORDON IN SOUTH AFRICA

**SAS301 South African Seminar (2)**—Survey of South African history from precolonisation to the present; taken on campus in January prior to leaving for South Africa. Study of contemporary social issues in gender, class, race and religion affecting South Africans today.

**SAS336 Social Change and Development in Practice: The South African Case (2)**—Selects pertinent issues from South Africa's special vantage point as a transitional African society to reflect on nature of social change and development in South Africa. Uses site visits, readings, writing papers, exams and presentations to round off semester-long stay and study in South Africa. Program core.

**SAS\_\_ Cross-Registration at University of Western Cape (4)**—Participants in South Africa will register for three classes of 4 credits each at the University of Western Cape. Courses may be selected to focus on South Africa or meet major requirements but are limited to the Departments of Community and Health Sciences. Courses in law and education may be available with instructor permission if all prerequisites have been met.

## UGANDA STUDIES PROGRAM

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

**USP332 Faith and Action (4)**—Combines traditional classroom component with broad spectrum of experiential learning including living and studying with Ugandan students; regular volunteer service; home stays; travel to various regions; and exposure to various social services, e.g., orphanages, hospitals, schools. Program core. Required of all participants.

**USP335 African Literature (3)**—Surveys literature of sub-Saharan Africa with distinctive features of East, West and Southern Africa as well as genres of oral literature, fiction, poetry and drama. Combines literary and cultural analyses to read for theme and style; insights into African society and concepts of negritude and black aesthetics. Program core.

**USP345 History of East Africa from 1800 to Independence (3)**—Introduces students to history of Uganda, Kenya, Tanzania and Rwanda since 1800. Commencing from precolonial era, focuses on colonialism and its effects on East African culture and indigenous social institutions. Reviews African reaction to colonial policies and surveys cultural and social changes experienced in East Africa during colonial period to time of decolonialisation. Program core.

**USP352 East African Politics Since Independence (3)**—Introduces politics of East Africa. Provides historical context for understanding contemporary politics in East Africa and theoretical and conceptual tools for analyzing recent developments in East Africa. Provides significant specific information about individual countries. Focuses on politics of Uganda, Kenya, Tanzania and Rwanda, starting with struggle for independence and concluding with analyses of current political events in each country. Program core.

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- Stella M. Pierce**, Ed.D., Professor of Education; Chair and Director, Undergraduate Education Programs; Moderator, Division 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; Chair, Department of Physics, 1984. B.S., Saint Procopius College; M.Div., Biblical Theological Seminary; M.S., Ph.D., Cornell University.
- Stanley L. Reczek**, M.Ed., Instructor of Physics, Technical Associate, 2003. B.S., Villanova University; M.Ed., Gordon College.
- Donna J. Robinson**, Ed.D., Assistant Professor of Education, 1999. B.A., Gordon College; M.A., C.A.G.S., Salem State College; Ed.D., University of Massachusetts Lowell.
- David W. Rox**, Ed.D., Professor of Music, 1982. B.S., Gordon College; M.M., Ed.D., Boston University.
- Daniel Russ**, Ph.D., 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. B.A., University of California Santa Barbara; M.A., Ph.D., Claremont Graduate School.

- Myron Schirer-Suter**, M.A., Director of Jenks Library Services, 2004. B.A., David Lipscomb University; M.S., University of Illinois Urbana-Champaign; M.A., David Lipscomb University.
- Jonathan R. Senning**, Ph.D., Associate Professor of Mathematics and Computer Science; Chair, Department of Mathematics and Computer Science; Moderator, Division of Natural Sciences, 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.
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- Mark Stevick**, M.A., Assistant Professor of English, 1998. B.A., Gordon College; M.A., Boston University.
- Craig M. Story**, Ph.D., Associate Professor of Biology; Director, Health Professions, 2002. B.S., Gordon College; Ph.D., Brandeis University.
- Richard H. Stout**, Ph.D., Professor of Mathematics, 1980. B.S., Wheaton College; M.A., Oakland University; Ph.D., Pennsylvania State University.
- Gregor Thuswaldner**, Ph.D., Assistant Professor of German; Chair, Department of Foreign Languages and Linguistics, 2003. B.A., University of Salzburg; M.A., University of Vienna; Ph.D., University of North Carolina Chapel Hill.
- James Trent**, Ph.D., Professor of Social Work, 2003. B.A., Wake Forest University; M.Div., Duke University; M.S.W., University of North Carolina Chapel Hill; Ph.D., Brandeis University.
- Dwight Tshudy**, Ph.D., Assistant Professor of Chemistry, 2004. B.A., Gordon College; M.S., Ph.D., University of Massachusetts Amherst.
- Emmanuelle Vanborre**, Ph.D., Assistant Professor of French, 2007. B.A., Université of Montpellier, France; M.A., Université of Montpellier and Boston College; Ph.D., Boston College.
- Michael H. Veatch**, Ph.D., Professor of Mathematics, 1987. B.A., Whitman College; M.S., Rensselaer Polytechnic Institute; Ph.D., Massachusetts Institute of Technology.
- Ellen Voth**, Ph.D., Assistant Professor of Music, 2007. B.M., Wheaton College; M.M., Westminster Choir College of Rider University; Ph.D., The Hartt School, University of Hartford.

**Dong Wang**, Ph.D., Associate Professor of History; Director, East-West Institute for International Studies, 2002. B.A., M.A., Shandong University; Ph.D., Chinese Academy of Social Sciences; Ph.D., University of Kansas.

**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.

**Marvin R. Wilson**, Ph.D., Professor of Biblical and Theological Studies, 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, 1981. B.A., Taylor University; M.B.A., Clark University.

**Yaliang Zhao**, Ph.D., Assistant Professor of Biology, 2007. B.S., Peking University; Ph.D., Northwestern University.

**Yuanming Zheng**, Ph.D., Professor of Biology; Chair, Department of Biology, 2002. B.S., M.S., Southwest Agricultural University; Ph.D., Washington State University.

**James J. Zingarelli**, M.A., Professor of Visual Arts; Chair, Department of Art, 1996. B.F.A., Pratt Institute; M.A., Trinity College.

## **ADJUNCT FACULTY**

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**Lori Ambacher**, M.A., Adjunct Professor of English, 2000. B.A., Wheaton College; M.A., S.U.N.Y. Binghamton.

**Anne H. Blackwill**, Ph.D., Adjunct Professor of English, 1999. B.A., Wheaton College; M.A., Ph.D., Stanford University.

**Paul M. Borthwick**, D.Min., Adjunct Professor of Biblical and Theological Studies, 1999. B.A., University of Massachusetts; M.Div., D.Min., 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.



- Eric Convey**, B.A., Adjunct Professor of Journalism, 2003. B.A., Gordon College.
- David Cook**, Ph.D., Adjunct Professor of Philosophy, 1999. B.A., Arizona State University; M.A., Ph.D., University of Edinburgh.
- David L. Franz**, Ph.D., Adjunct Professor of History, 1951 (See Professors Emeriti).
- Os Guinness**, D.Phil., Scholar-in-Residence, Center for Christian Studies, 2004. B.A., University of London; D.Phil., Oriel College, Oxford University.
- Harold Heie**, Ph.D., Senior Fellow, Center for Christian Studies, 2003 (See Professors Emeriti).
- Janice K. Holton**, M.S.W., Adjunct Professor of Social Work, 1996. B.A., Mount Holyoke College; M.S.W., Boston University.
- 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.
- 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 Cocomordinator 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.
- Nicholas Rowe**, Ph.D., Adjunct Professor of History, 2002. B.S., Massachusetts Institute of Technology; Ph.D., Boston College.
- Meirwyn I. Walters**, J.D., Adjunct Professor of Economics and Business, 1994. B.A., Harvard University; J.D., Boston College.
- Elizabeth J. Wilcoxson**, Ph.D., Adjunct Professor of History, 1973. B.A., Gordon College; M.A., Northeastern University; Ph.D., Boston College.

## APPLIED MUSIC STAFF

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| <b>Daniel Arsenault</b> , B.M. . . . .     | Instructor of Woodwinds                |
| <b>Norma Brunner</b> , M.M. . . . .        | Instructor of Piano                    |
| <b>Roy Brunner</b> , D.M.A. . . . .        | Instructor of Organ                    |
| <b>Mary Bulger</b> , M.M. . . . .          | Instructor of Voice                    |
| <b>James Buswell</b> , B.A. . . . .        | Artist/Instructor of Violin and Viola  |
| <b>Heidi Clark</b> , M.M. . . . .          | Instructor of Voice                    |
| <b>Gabriela Diaz</b> . . . . .             | Instructor of Violin and Viola         |
| <b>Marilinda Garcia</b> , M.M. . . . .     | Instructor of Harp                     |
| <b>William Gray</b> , M.Ed. . . . .        | Instructor of Tuba                     |
| <b>Susan Hagen</b> , M.M. . . . .          | Instructor of Double Bass              |
| <b>Craig Hart</b> , M.M. . . . .           | Instructor of Voice                    |
| <b>Alan Hawryluk</b> , M.M. . . . .        | Instructor of Violin                   |
| <b>Kirsten Helgeland</b> , Ph.D. . . . .   | Coach/Accompanist, Instructor of Piano |
| <b>Peter Iltis</b> , Ph.D. . . . .         | Instructor of French Horn              |
| <b>William Kirkley</b> , M.M. . . . .      | Instructor of Clarinet                 |
| <b>Terry Myers</b> , M.M. . . . .          | Instructor of Bassoon                  |
| <b>Walter Randy O’Keefe</b> , M.M. . . . . | Instructor of Trumpet                  |
| <b>Carol Ou</b> , D.M.A. . . . .           | Artist/Instructor of Cello             |
| <b>David Patterson</b> , M.M. . . . .      | Instructor of Classical Guitar         |
| <b>Alina Polyakov</b> , Ph.D. . . . .      | Instructor of Piano                    |
| <b>Paul Saunders</b> , M.M. . . . .        | Instructor of Saxophone                |
| <b>Robert Schulz</b> , M.M. . . . .        | Instructor of Percussion               |
| <b>Kane Inoue Setiawan</b> , M.M. . . . .  | Instructor of Oboe                     |
| <b>Jennifer Sho</b> , D.M.A. . . . .       | Coach/Accompanist                      |

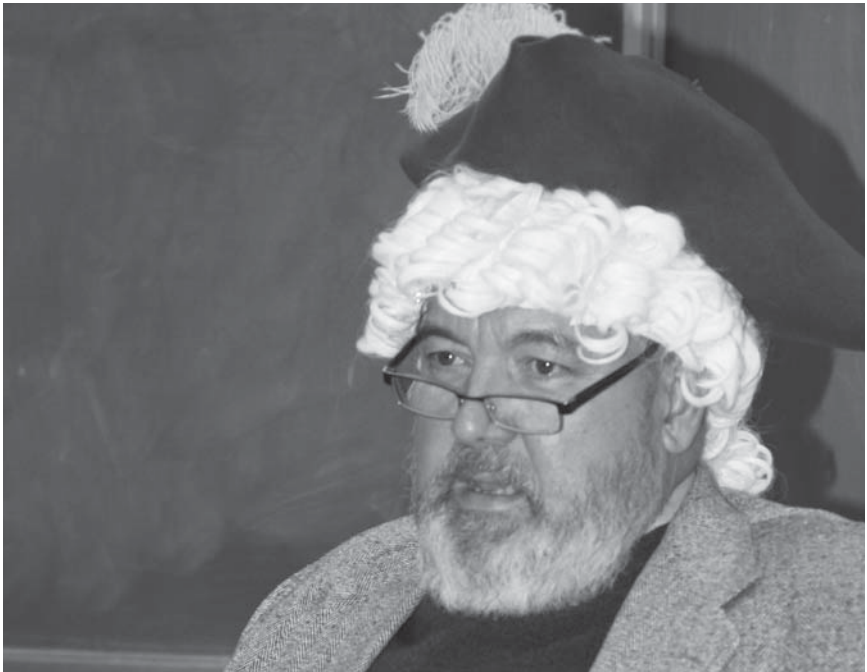
## PROFESSORS EMERITI

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- Jane B. Andrus**, Ph.D., Professor of Biology, 1985–1995. (Barrington College, 1979–1985.) B.A., Colorado College; M.A., Boston University; Ph.D., University of Maryland.
- Thomas A. Askew Jr.**, Ph.D., Professor of History, Stephen Phillips Chair of History, 1972–2000. B.A., M.A., Wheaton College; M.A., Ph.D., Northwestern University.
- Kay Bannon**, Ed.D., Professor of Education, 1982–2002. B.S., Gordon College; M.S., Lesley College; Ed.D., University of Massachusetts.
- Marion T. Bean**, Ed.D., Director of Media, Professor of Education, 1985–1991. (Barrington College 1956–1985.) B.A., Barrington College; M.Ed., Ed.D., Boston University.
- John Beauregard**, M.L.S., Director of Jenks Learning Resource Center, 1969–2003. B.A., Gordon College; M.Div., Gordon-Conwell Theological Seminary; M.L.S., University of Maine.
- Russell K. Bishop**, Ph.D., Professor of History, Stephen Phillips Chair of History, 1965–1998. A.B., M.A., Wheaton College; Ph.D., McGill University.
- Diane E. Blake**, Ph.D., Assistant Dean for External Education, 1987–2001. B.A., Gordon College; M.A., Ph.D., Boston University.

- 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.
- Russell Camp**, Ph.D., Professor of Biology, 1970. B.S., Baldwin-Wallace College; M.A., Miami University, Ohio; Ph.D., University of Wisconsin.
- G. Lloyd Carr**, Ph.D., Professor of Biblical and Theological Studies, 1969–1993. B.Th., Central Baptist Seminary; B.A., Gordon College; B.D., Gordon Divinity School; Th.M., Union Theological Seminary; Ph.D., Boston University.
- 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.
- Muriel Radtke Franz**, Ed.D., Professor of Education, 1985–2001. (Barrington College, 1967–1985.) B.S., Minot State College, Minot; M.S., University of Wisconsin; Ed.D., Boston University.
- John W. Haas Jr.**, Ph.D., Professor of Chemistry, 1961–1995. B.S., The King's College; M.S., Ph.D., University of Delaware.
- William A. Harper**, Ph.D., Professor of Political Studies, 1968–2006. B.A., Gordon College; M.A., Ph.D., Tufts University.
- Harold Heie**, Ph.D., Director, Center for Christian Studies, 1994–2003; Professor of Mathematics, 1975–1980. B.M.E., Polytechnic Institute of New York; M.S.M.E., University of Southern California; M.A., Ph.D., Princeton University.
- Arno W. F. Kolz**, Ph.D., Professor of History, 1959–1999. B.A., Gordon College; M.A., Boston University; M.A., Harvard University; Ph.D., Boston University.
- John D. Mason**, Ph.D., Professor of Economics, 1968. B.A., Kalamazoo College; Ph.D., Michigan State University.
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- 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.

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- Ronald O. Waite**, M.B.A., Professor of Business, 1987–2005. B.S., Houghton College; M.S., Stevens Institute of Technology; M.B.A., Pace University.
- M. Jane Wells**, Ed.D., Associate Professor of Education, 1987–2001. B.A., DePauw University; M.A., Washington University; Ph.D., Boston University.
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Dr. Peter Stine reads the *United States Constitution* to celebrate Constitution Day.

# APPENDICES

## APPENDIX A

### **STATEMENT OF FAITH**

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This declaration expresses the beliefs common to the administrative officials and the faculty.

- I. The 66 canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice. A careful translation, such as the New International Version, is sufficiently close to the original writings in text and meaning to be entitled to acceptance as the Word of God.
- II. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons: the Father, the Son and the Holy Spirit, Who are of one substance and equal in power and glory.
- III. Humankind, created in the image of God, through disobedience fell from a sinless state at the suggestion of Satan. This fall plunged humankind into a state of sin and spiritual death and brought upon the entire race the sentence of eternal death. From this condition humankind can be saved only by the grace of God, through faith, on the basis of the work of Christ and by the agency of the Holy Spirit.
- IV. The eternally preexistent Son became incarnate without human father by being born of the virgin Mary. Thus in the Lord Jesus Christ divine and human natures were united in one Person, both natures being whole, perfect and distinct. To effect salvation He lived a sinless life and died on the cross as the sinner's substitute, shedding His blood for the remission of sins. On the third day He rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where He performs the ministry of intercession. He shall come once again, personally and visibly, to complete His saving work and to consummate the eternal plan of God.
- V. The Holy Spirit is the third Person of the Triune God. He applies to humankind the work of Christ. By justification and adoption humankind is given a right standing before God; by regeneration, sanctification and glorification, humankind's nature is renewed.
- VI. The believer, having turned to God in penitent faith in the Lord Jesus Christ, is accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is the responsibility of the believer to contribute by word and deed to the universal spread of the gospel.
- VII. At the end of the age the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.

## APPENDIX B

### **LIFE AND CONDUCT AT GORDON COLLEGE**

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#### **I. Introduction**

Gordon College is a Christian community, distinguished from other Christian communities by its primary commitment to provide a liberal arts education. As a Christian community it seeks to maintain itself by fostering those ideals and standards that are consistent

with a Christian worldview. These ideals and standards are broadly moral; they would be characteristic of any community that was self-consciously Christian. This document is an attempt to specify those ideals and standards.

Given an atmosphere of free inquiry on a college campus, it is not surprising that the legitimacy of certain standards has traditionally been discussed, debated and argued. Nor is it surprising that such debate is more intense in these days when the orientation of our society is toward freedom and self-determination. Nonetheless, the demands of community life require some mutual understandings, and neither the difficulty of the task nor the imperfection of the end result should deter us from attempting to establish reasonable, viable expectations.

A Christian approach to life and conduct seeks to promote freedom without becoming antinomian and to promote responsibility without becoming legalistic. Historically, it has always been difficult to embrace at the same time both the need for rules and the role of individual freedom under the guidance of the Holy Spirit. Nonetheless, this, we believe, is the biblical model, and so the course we have chosen.

This statement of life and conduct at Gordon College sets forth (1) those assumptions and principles which should guide the conduct of responsible Christians and (2) the specific rules and regulations which seem most likely to require explicit statement in a community such as Gordon College.

## **II. Assumptions and Principles**

A. Basic Assumptions—Gordon College strives to maintain its identity as a Christian academic community of students, faculty and staff. The College expects that all members of the College community will:

1. Call themselves Christian by virtue of the grace of God and their personal commitment to Jesus Christ.
2. Recognize the Bible to be the Word of God and hence fully authoritative in matters of faith and conduct.
3. Have a sincere desire for that commitment to mature both in insight and behavior.

B. Biblical Principles—The community recognizes that biblical principles are foundational for corporate life and individual behavior. Those principles which seem most pertinent are the following:

1. Life within a Christian community must be lived to the glory of God, daily conforming ourselves to the image of Christ and recognizing the Lordship of Christ in every activity (Matthew 22:36–38, I Corinthians 10:31, Colossians 3:9, 10, 17).
2. Love for and accountability to God should motivate Christian conduct (Deuteronomy 6:5, II Corinthians 5:10).
3. Consistent with the example and command of Jesus Christ, love and justice must be the determinative factors in the relationships of Christians with others (John 15:12–17, I John 4:7–12).
4. Christians bear responsibility for service to others. They are responsible to serve their neighbors and be involved in the process of alleviating such pressing worldwide problems as poverty, hunger, disease, illiteracy and racism (Matthew 7:12, 25:31–46, Galatians 5:14, 6:10).

5. The actions of Christians within a community are not solely a private matter. Accordingly members of the Gordon community must hold their neighbors accountable for the implications of their conduct when it directly affects the welfare of community living (Matthew 18:15–17).
  6. The community collectively and members individually are responsible for the effective stewardship of abilities, opportunities and institutional resources (Luke 19:11–27, I Corinthians 4:2).
  7. Attaining common goals and ensuring orderly community life may necessitate the subordination of some individual prerogatives. Specifically, as servants of Christ we are called to practice forbearance. Christian freedom includes the option of not doing some things in order to contribute to the good of the larger community (I Corinthians 8:9–13, 9:19–23, 10:23–33).
  8. Certain actions are expressly prohibited in Scripture and are, therefore, wrong. Christians are responsible to avoid those practices which are called sinful in Scripture. Similarly, Scripture commends some actions which are, therefore, right. There are other actions which are matters of individual conviction based on the given situation. In this latter area care must be exercised so as not to judge one another or to cause another to stumble or ourselves to fall (Matthew 7:1, Romans 14:1–23).
  9. Christians are not asked to live the Christian life simply on the basis of their own moral character and strength. God has provided the authoritative Word of Holy Scripture, the guiding power of the indwelling Holy Spirit and the counsel of the Church—the body of believers both past and present. Christians are expected to study and obey the Scriptures, to cultivate a heart attitude which allows for the guidance of the indwelling Holy Spirit and to give serious consideration to the counsel of the people of God (II Timothy 3:16, II Peter 1:19–21, I John 2:27, I Peter 5:1–6).
  10. Important to an understanding of all behavioral standards is the obligation of Christians to separate themselves from worldliness (Romans 12:2, I John 2:15). Worldliness is a subtle issue involving uncritical conformity to the prevailing spirit of the age. One's disposition concerning such matters as materialism, secularism, isolationism, security, success, injustice, hedonism and moral relativism must stand in perpetual review.
- C. General Principles—We acknowledge that it is impossible to create a community whose behavioral norms will be totally acceptable to every Christian. Nonetheless, we believe it is imperative for us to specify certain behavioral patterns which must be sustained in order that the objectives of the College can be met. Therefore, it is assumed that individuals who have voluntarily joined the Christian academic community at Gordon College and are striving to exhibit the behavior characteristic of a mature person will:
1. Understand that they have become part of an evangelical Christian tradition which is to be respected and valued but which is 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 for residence life or Auxiliary Services. 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 floor 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; 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 houses the library, classrooms, media center, the registrar and faculty offices.
- **Lane Student Center**—The main level is accessible through automatic doors and includes the dining hall, food court and Bookstore. Lower and upper levels are accessible by elevator. The lower level has a ramp near parking, leading to Gillies Lounge, the Mail Room and Auxiliary Services. The upper level houses the Center for Student Development.

- **MacDonald/Emery Science Complex**—These buildings are totally accessible; parking, ramps, elevators and tie-corridors.
- **Phillips Music Center**—A totally accessible building.

## **STUDENTS WITH DISABILITIES**

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In accordance with Section 504 or the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the College's intent is to provide students with learning disabilities access that will allow them an education equivalent to that of their nondisabled peers. Gordon provides basic support services and reasonable accommodations 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 (e.g., 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 (e.g., 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**

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Gordon College has established policies and procedures to provide students with prompt and equitable investigation and resolution of allegations of unlawful discrimination based on race, color, gender, age, disability, marital status, veteran status, or national or ethnic origin. This procedure covers grievances brought under Title IX which forbids sex discrimination in educational programs and activities receiving federal financial assistance; Section 504 and the ADA, which prohibit discrimination on the basis of disability in any program or activity of the College; and the Age Discrimination Act, which prohibits age discrimination in education programs and activities receiving federal financial assistance.

Any student of Gordon College may use this procedure. It is not intended to replace or duplicate existing grievance procedures. This procedure does not deprive a grievant of the right to file a complaint with enforcement agencies external to the College.

For additional information regarding procedural steps, contact the Center for Student Development (CSD) or visit the CSD website. In all grievance cases the associate dean of students will advise the grievant of the procedural steps involved, advise the grievant of the various internal and external options available to him/her, assist in the definition of the charges made and seek a timely resolution. It is the responsibility of the grievant to meet all the conditions for filing a grievance.

There are also grievance and appeal procedures that relate to student issues such as sexual harassment, grades, academic standing, behavior on campus and petitions over billing and parking violations. For information on such appeals, consult CSD or the *Student Handbook* ([go.gordon.edu](http://go.gordon.edu) website). The director of human resources will handle employee discrimination issues under the College's employment policies.

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For additional information visit: [www.gordon.edu](http://www.gordon.edu).



Gordon welcomes international students to campus, Orientation 2007.

# FOUR-YEAR ACADEMIC CALENDAR

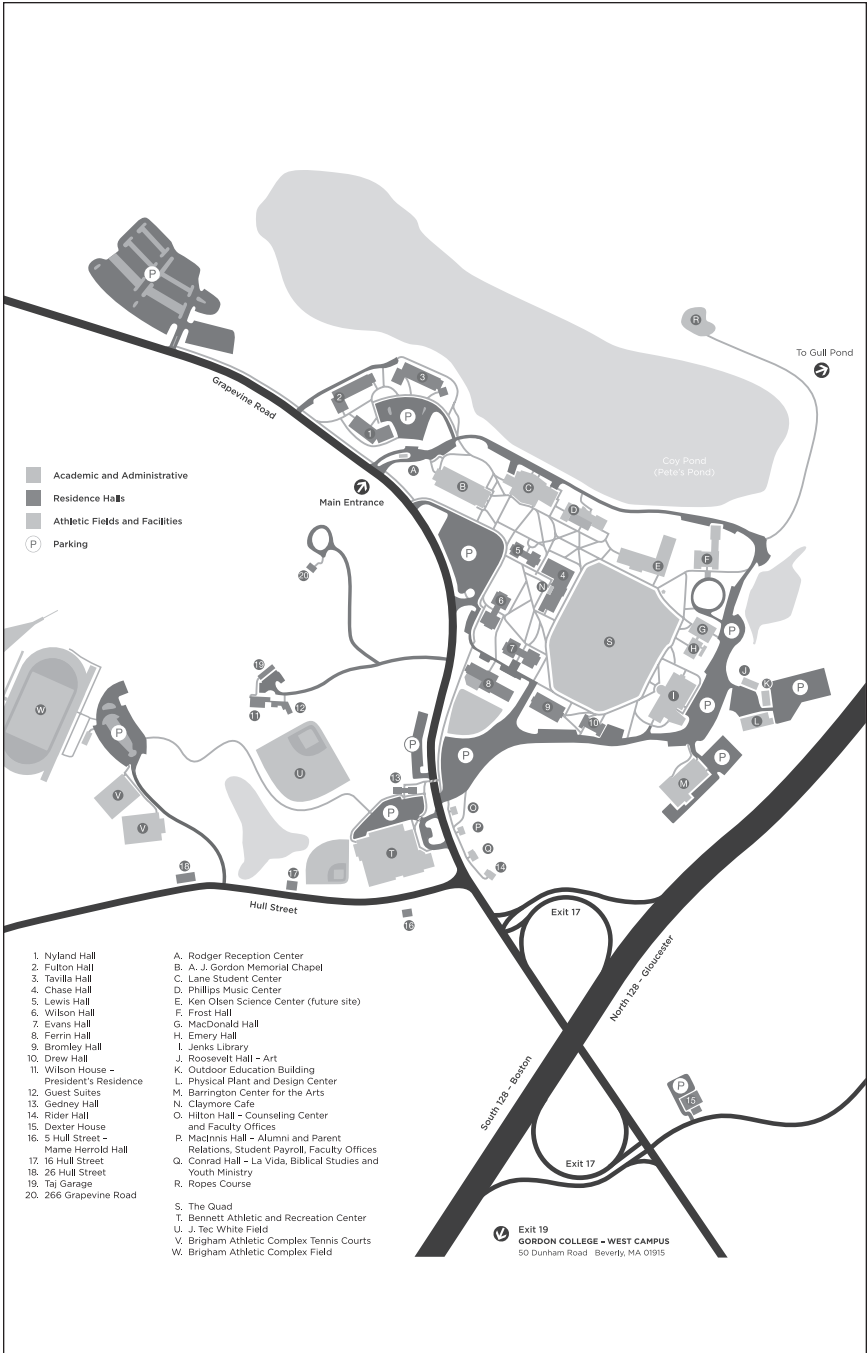
| <b>Fall Semester</b>                         | <b>2008–09</b> | <b>2009–10</b> | <b>2010–11</b> | <b>2011–12</b> |
|--|----------------|----------------|----------------|----------------|
| Orientation/Registration                     | 8/22–26        | 8/21–25        | 8/20–24        | 8/19–23        |
| Classes begin                                | 8/27           | 8/26           | 8/25           | 8/24           |
| Labor Day (no classes)                       | 9/1            | 9/7            | 9/6            | 9/5            |
| Homecoming                                   | 10/10–12       | 10/9–11        | 10/8–10        | 10/7–10        |
| Quad 1 ends                                  | 10/15          | 10/14          | 10/13          | 10/12          |
| Quad 1 final exams                           | 10/16–17       | 10/15–16       | 10/14–15       | 10/13–14       |
| Quad 2 begins                                | 10/20          | 10/19          | 10/18          | 10/17          |
| Thanksgiving recess                          | 11/26–30       | 11/25–29       | 11/24–28       | 11/23–27       |
| Last day of classes                          | 12/11          | 12/10          | 12/9           | 12/8           |
| Reading day                                  | 12/12          | 12/11          | 12/10          | 12/9           |
| Final exams                                  | 12/15–18       | 12/14–17       | 12/13–16       | 12/12–15       |
| Christmas recess                             | 12/19–1/13     | 12/18–1/12     | 12/17–1/19     | 12/16–1/17     |
| <b>Spring Semester</b>                       | <b>2008–09</b> | <b>2009–10</b> | <b>2010–11</b> | <b>2011–12</b> |
| MLK Jr. B'day (no classes)                   | 1/19           | 1/18           | 1/17           | 1/16           |
| New Student Orientation                      | 1/12–13        | 1/11–12        | 1/18–19        | 1/17–18        |
| Classes begin                                | 1/14           | 1/13           | 1/20           | 1/19           |
| Quad 3 ends                                  | 3/4            | 3/3            | 3/9            | 3/7            |
| Quad 3 final exams                           | 3/5–6          | 3/4–5          | 3/10–11        | 3/8–9          |
| Spring recess                                | 3/7–15         | 3/6–14         | 3/12–20        | 3/10–18        |
| Quad 4 begins                                | 3/16           | 3/15           | 3/21           | 3/19           |
| Deposit due for next year                    | 3/23           | 3/26           | 3/25           | 3/30           |
| Good Friday to<br>Easter Monday (no classes) | 4/10–13        | 4/2–5          | 4/22–25        | 4/6–9          |
| Classes resume                               | 4/14           | 4/6            | 4/26           | 4/10           |
| Last day of classes                          | 5/6            | 5/5            | 5/11           | 5/9            |
| Reading day                                  | 5/7            | 5/6            | 5/12           | 5/10           |
| Final exams                                  | 5/8, 11–13     | 5/7, 10–12     | 5/13, 16–18    | 5/11, 14–16    |
| Commencement                                 | 5/16           | 5/15           | 5/21           | 5/19           |

| <b>AUGUST 2008–MAY 2009</b> |    |    |    |    |    |    |            |    |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| <b>AUG</b>                  |    |    |    |    |    |    | <b>JAN</b> |    |    |    |    |    |    |
| S                           | M  | T  | W  | T  | F  | S  | S          | M  | T  | W  | T  | F  | S  |
|                             | 3  | 4  | 5  | 6  | 7  | 8  | 1          | 2  | 3  | 4  | 5  | 6  | 7  |
|                             | 10 | 11 | 12 | 13 | 14 | 15 | 11         | 12 | 13 | 14 | 15 | 16 | 17 |
|                             | 17 | 18 | 19 | 20 | 21 | 22 | 18         | 19 | 20 | 21 | 22 | 23 | 24 |
|                             | 24 | 25 | 26 | 27 | 28 | 29 | 25         | 26 | 27 | 28 | 29 | 30 | 31 |
|                             | 31 |    |    |    |    |    |            |    |    |    |    |    |    |
| <b>SEPT</b>                 |    |    |    |    |    |    | <b>FEB</b> |    |    |    |    |    |    |
| 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 |    |    |    |    |            |    |    |    |    |    |    |
| <b>OCT</b>                  |    |    |    |    |    |    | <b>MAR</b> |    |    |    |    |    |    |
|                             |    |    |    | 1  | 2  | 3  | 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 5                           | 6  | 7  | 8  | 9  | 10 | 11 | 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 12                          | 13 | 14 | 15 | 16 | 17 | 18 | 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 19                          | 20 | 21 | 22 | 23 | 24 | 25 | 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 26                          | 27 | 28 | 29 | 30 | 31 |    | 29         | 30 | 31 |    |    |    |    |
| <b>NOV</b>                  |    |    |    |    |    |    | <b>APR</b> |    |    |    |    |    |    |
|                             |    |    |    |    |    | 1  |            |    |    |    | 1  | 2  | 3  |
| 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                          | 24 | 25 | 26 | 27 | 28 | 29 | 26         | 27 | 28 | 29 | 30 |    |    |
| 30                          |    |    |    |    |    |    |            |    |    |    |    |    |    |
| <b>DEC</b>                  |    |    |    |    |    |    | <b>MAY</b> |    |    |    |    |    |    |
|                             |    |    |    |    |    |    |            |    |    |    |    | 1  | 2  |
| 7                           | 8  | 9  | 10 | 11 | 12 | 13 | 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 14                          | 15 | 16 | 17 | 18 | 19 | 20 | 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 21                          | 22 | 23 | 24 | 25 | 26 | 27 | 17         | 18 | 19 | 20 | 21 | 22 | 23 |
| 28                          | 29 | 30 | 31 |    |    |    | 24         | 25 | 26 | 27 | 28 | 29 | 30 |
|                             |    |    |    |    |    |    | 31         |    |    |    |    |    |    |

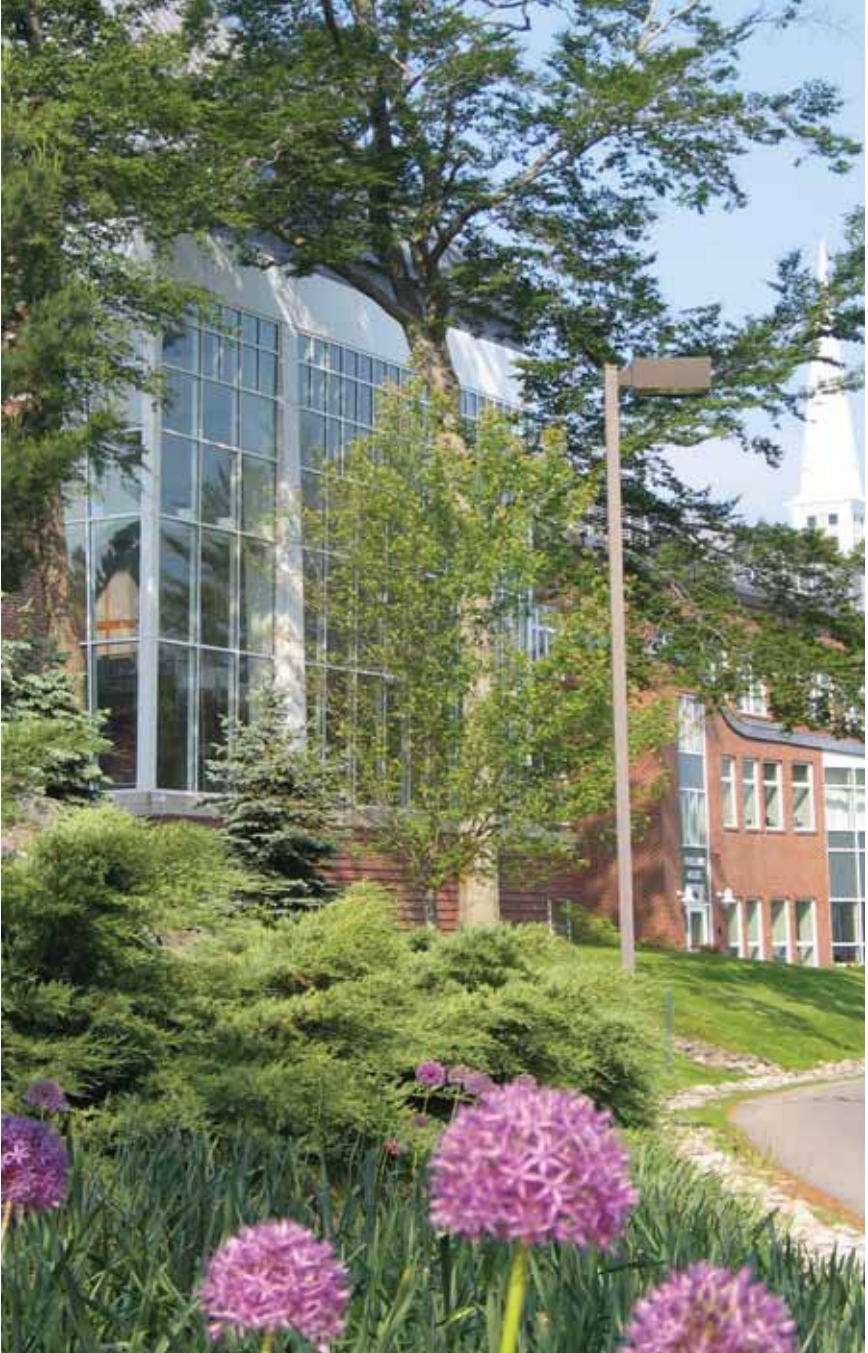


James T. Abits









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**Communication Arts**

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**Physics**

**Political Studies**

**Psychology**

**Recreation and Leisure Studies**

**Sociology and Social Work**

**Theatre Arts**

**Interdisciplinary and Off-Campus Curriculum**

**GORDON**  
**COLLEGE**