

BRYN ATHYN COLLEGE CALENDAR FOR ACADEMIC YEAR 2009-2010
ONE HUNDRED and THIRTY-THIRD SCHOOL YEAR

2009

July	20-24	Mon-Fri	History Summer Institute
	21	Tues	Intensive English Language Program students arrive
July 22 - Aug 19		Wed-Wed	Intensive English Language Program
Aug	21	Fri	RAs arrive on campus
	24-27	Mon-Thurs	Sports Camp & Dance Intensive
	26	Wed	International students & PAC members arrive on campus; PAC meeting
	27-28	Thurs-Fri	International Student Orientation
	27	Thurs	Faculty retreat
	28	Fri	12:00 pm - 6:00 pm: All new students arrive on campus; 6:00 pm: Dinner with new students & parents
	29	Sat	New Student Orientation
	30	Sun	New Student Orientation 12:00 pm - 6:00 pm: Returning students arrive on campus
	31	Mon	Registration for all students
Sept	1	Tues	Registration and Service Day, Dinner and Dean's address (Glencairn)
	2	Wed	8:10 am: Fall Term classes begin
	7	Mon	Labor Day Holiday
Oct	9	Fri	Charter Day
	12	Mon	Charter Day holiday
	26-30	Mon-Fri	Registration for Winter Term
Nov	13	Fri	Fall Term classes end
	16	Mon	Reading day
	17	Tue	Exams begin
	20	Fri	Fall Term ends after exams
	29	Sun	Resident students return
	30	Mon	Winter Term classes begin
Dec	18	Fri	Christmas vacation begins following afternoon classes
2010			
Jan	1	Fri	New Years Day holiday
	3	Sun	Resident students return
	4	Mon	Classes resume
	18	Mon	Martin Luther King, Jr. Day holiday
	25-29	Mon-Fri	Registration for Spring Term
Feb	15	Mon	President's Day - In school observance
	19	Fri	Winter Term classes end
	22	Mon	Reading day
	23	Tue	Exams begin
	26	Fri	Winter Term ends after exams
Mar	14	Sun	Resident students return
	15	Mon	Spring Term classes begin
Apr	2	Fri	Good Friday holiday
	12-16	Mon-Fri	Pre-registration for declared majors
	26-29	Mon-Thurs	Pre-registration for undeclared majors
April 30 - May 2		Fri-Sun	Bryn Athyn College Spring Weekend
May	21	Fri	Spring Term classes end
	24	Mon	Exams begin
	27	Thurs	Last day of exams
	28	Fri	6:30 pm: Graduation Dinner and Dance (Cairnwood Mansion)
	29	Sat	10:00 am: Graduation (MPAC)

BRYN ATHYN COLLEGE OF THE NEW CHURCH

2009-10

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APRIL 2009

BRYN ATHYN COLLEGE OF THE NEW CHURCH

BOX 717, 2965 COLLEGE DRIVE

BRYN ATHYN, PENNSYLVANIA 19009

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<http://www.brynathyn.edu>

BRYN ATHYN COLLEGE OF THE NEW CHURCH MISSION STATEMENT

Bryn Athyn College of the New Church serves as an intellectual center for all who desire to pursue a higher education in the liberal arts and sciences, enriched and structured by the Old and New Testaments and the Writings of Emanuel Swedenborg. The purpose of this education is to enhance students' civil, moral, and spiritual life, as well as to contribute to human spiritual welfare.

(Adopted February 2002)

Accreditation

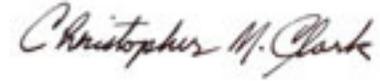
Bryn Athyn College of the New Church is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000 (www.msche.org). The Commission on Higher Education is an institution accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Post-secondary Accreditation.

WELCOME FROM THE PRESIDENT

Welcome to Bryn Athyn College. This catalog provides you with current information about our courses, programs, requirements, and about our aspirations for you. But what will matter most is how we, together, will bring the curriculum to life. This will require teamwork and a spirit of cooperation among faculty, staff, and students.

I wish you every success in your adventures in learning, cooperation, and development. I look forward to meeting you, learning with you, and supporting your success.

Sincerely,

A handwritten signature in cursive script that reads "Christopher M. Clark". The ink is dark and the signature is fluid and legible.

Christopher M. Clark
President

A LETTER FROM THE DEAN

“Come now, and let us reason together, says the Lord...” (Isaiah 1:18)

Probably all church-related colleges are dedicated to the pursuit of truth and the cultivation of moral virtues in their students. While Bryn Athyn College of the New Church shares these important goals, it offers students an education based on the tenets of the New Church.

The New Church is a Christian religion based on the Bible and the theology of Emanuel Swedenborg, a renowned 18th-century scientist and philosopher. Swedenborg’s writings comprise a theology that is respectful and inclusive of other religions yet presents many unique insights and perspectives on the nature of God and how to lead a good life. These principles enrich the quality of our academic programs and create a collegiate atmosphere that maintains a spiritual focus while embracing variety and individuality.

Thirteen states and 15 countries are represented in the student body. Students attending Bryn Athyn College may pursue a bachelors of arts degree in Biology, Elementary Education, English, History, Religion, and Interdisciplinary Studies. The Biology, History, and English majors offer certification in secondary education. New programs in business and psychology are also available. The College also offers a two-year associate in arts degree for transfer to other institutions.

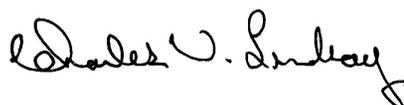
Close student-faculty relationships are the cornerstone of a Bryn Athyn College education and an important part of the College’s tradition of personalized learning. About 75 percent of the faculty hold a Ph.D. or the highest degree available in their field. With a 7:1 student/faculty ratio and an average freshman class size of 12, the school provides unique opportunities for student involvement and first-hand experience that gives an edge in today’s competitive times. Our internship program provides first-year and upper-class students the opportunity to explore career fields and develop important work-related skills.

Because the College recognizes the value of learning and growth outside the classroom, it offers a wide variety of extracurricular programs and activities. Seven intercollegiate sports, a community service group, and many other programs give students the opportunity to develop leadership and other life skills.

Surveys of recent graduates and transfers continue to show that Bryn Athyn College students excel at some of the most competitive universities and professional schools both in the United States and throughout the world. In addition, a growing number of four-year graduates are experiencing success in fields such as information technology and business, as well as education and the ministry.

Members of the campus community believe in working together to create a college that they and others value. I invite you to visit our campus website (www.brynathyn.edu) and discover what Bryn Athyn College can offer you.

Sincerely,



Charles W. Lindsay, Ph.D.
Dean

ORGANIZATION

Bryn Athyn College is a part of the Academy of the New Church, which was incorporated under the laws of the Commonwealth of Pennsylvania on November 3, 1877. The Academy serves the purposes set forth in Article II of its charter: “propagating the Heavenly Doctrines of the New Jerusalem and establishing the New Church signified in the Apocalypse by the New Jerusalem, promoting education in all its various forms, educating young men for the Ministry, publishing books, pamphlets, and other printed matter, and establishing a Library.” On January 18, 1879, the charter was amended to authorize the Academy to confer degrees and grant diplomas as do other colleges and universities.

In addition to the College, the Academy comprises a theological school, a secondary school for girls, and a secondary school for boys.

Administration

President, Dr. Christopher M. Clark
Dean of the College, Dr. Charles W. Lindsay
Associate Dean of Student Affairs, Hilary J. Bryntesson
Associate Dean of Academic Affairs, (to be determined)

Faculty Committees

The following are standing committees appointed by the dean of the College to carry out advisory and/or supervisory responsibilities related to indicated areas:

Admissions Committee: Evaluates applications for admission.

Core Program Committee: Oversees Core Program.

Curriculum and Academic Policy Committee: Oversees curricula and academic policies.

Outcomes Committee: Develops assesment tools and conducts institutional research.

Computing Committee: Provides counsel regarding classroom and campus technology.

Publications

The Academy Journal: The institution’s official organ, issued yearly.

The Lion’s Pride: Published quarterly by the Development Office.

THE CAMPUS

Bryn Athyn College of the New Church is located 15 miles north of center-city Philadelphia in the rolling hills of eastern Montgomery County. The original campus and surrounding community of Bryn Athyn were designed in 1893 by Charles Eliot of the firm of Olmstead, Olmsted and Eliot. This renowned firm was also responsible for the design of Central Park in New York City and the Biltmore Estate in North Carolina. The College's 130-acre campus includes 15 buildings, four athletic fields, two sets of tennis courts, and an ice rink.

The 60,000 square-foot **Asplundh Field House**, built in 1960, underwent extensive renovation and expansion in the late 1990s. The facility now includes two gymnasiums, a wrestling room, a fitness center with aerobic and strength-training equipment, a dance studio, and classroom facilities.

Designed in the Beaux Arts style, **Cairwood** was completed in 1895 and served as the home of John Pitcairn, founder of the Pittsburgh Plate Glass Company, until his death in 1916. After the Pitcairn family donated the house to the Academy in 1980 Cairwood stood vacant until 1994 when the Academy renovated the structure. Today Cairwood serves as an educational, cultural, and hospitality center serving the College, Bryn Athyn community, and surrounding area.

Childs Hall, the largest residence hall, houses 45 men. Recent renovations to the downstairs lounges and entrance area provide an attractive space for student social events. Kitchen facilities as well as a laundry room and storage areas are available for student use. Just outside of Childs Hall, outdoor basketball and volleyball courts and a student-built gazebo form a center for college social life.

College Grounds Café is centrally located in the Swedenborg Library and serves Starbucks drinks and pastries.

The **Cottages** provide apartment-style living space for third and fourth year students. Large living and dining areas with cathedral ceilings, and an open-style kitchen, create the home-like atmosphere. Each cottage has four single bedrooms, two double bedrooms, and three bathrooms. The cottages center around a u-shaped courtyard. Each cottage is named in honor of long-time supporters of New Church higher education: Karl R. Alden, Leonard E. Gyllenhaal, Morna Hyatt, and George and Nancy Woodard.

The **Dining Hall** underwent a complete reconstruction in 2007-2008. This newly renovated facility now offers seating for over 200 students, a new kitchen, and expanded finishing and serving areas.

The recently renovated **Fine Arts Center** includes laboratory facilities for

ceramics, drawing and painting, jewelry and metals, and traditional black and white photography. Classrooms, music practice rooms, galleries, and rehearsal spaces are also available.

Glencairn Museum, built in the medieval Romanesque style, provides a rich educational resource for students through its collection of Egyptian, Ancient Near East, Classical, Medieval, Asian, and Native American art and artifacts. Several classes in history and religion are taught in Glencairn, and students have the opportunity to serve as interns in the museum. Glencairn has been featured as a winner in the Best of Philly section of Philadelphia Magazine.

Grant Hall provides housing for 34 women. First-year students are housed in twelve double-occupancy rooms located in the south wing. Eight single-occupancy rooms in the east wing are available to upper class students. The facility also contains several lounges (one of which is a “quiet” study lounge), TV rooms, a kitchen and dining area, and laundry facilities.

The **Grant R. Doering Center for Science and Research** houses classrooms, faculty offices, and science laboratories that facilitate undergraduate research projects.

The **Jungé Pavilion**, adjacent to the Social Center, provides facilities for ice-skating during the winter season and for athletics and other events during the remainder of the year.

The 439 seat **Mitchell Performing Arts Center** was renovated in 1999 to provide modern facilities for staging a variety of theatrical, musical, and other performances.

The newly renovated **Pendleton Hall** contains classrooms, college office, and faculty and deans offices. The Commons and chapel support larger gatherings, and the student lounge offers study or visiting spaces. The **College Book Store** is also located in Pendleton Hall.

Pitcairn Hall houses the offices of the president, treasurer, and director of development. It is named for the generosity of the Pitcairn family to Academy uses.

Mildred’s Retreat, a picturesque sanctuary hidden in the woods, was built circa 1925 by Raymond Pitcairn for his beloved wife, Mildred. A small stone house is surrounded by three ponds and a spring-fed waterfall. The Retreat is open to students for walks, study by the pond, or enjoyment of the borough’s sunsets. Planned events include College picnics, campfires, and sunset services.

The **Social Center** offers space for informal gatherings and other social events

including dances, dinners, movies, and small-stage performances.

Swedenborg Library, located near the heart of campus, consists of 35,000 square feet of floor space on three floors, including two computer labs, meeting rooms, and areas for group study. In addition to its over 90,000 volumes, the library houses the Academy Archives and the Swedenborgiana Library, which includes first editions, photo-reproductions, and translations of Swedenborg's works; a unique reconstruction of his library; and other rare books from the 17th and 18th centuries. The Swedenborg Library also houses the College Grounds Café.

The **Theodore and Sally Brickman Center for Student Life and Admissions** serves as a welcome center with a variety of spaces to promote student life: entrance gallery, dining and kitchen facilities, offices for admissions and financial aid, health center, and space for student clubs and activities.

ADMISSION TO BRYN ATHYN COLLEGE

Bryn Athyn College is committed to promoting academic and moral excellence. The College seeks applicants interested in pursuing a quality education in the liberal arts and sciences that is grounded in spiritual values and faith as defined by the aims and objectives of the institution. The Admissions Committee selects those students most likely to achieve these goals. Guidelines are listed below. All admissions decisions are determined by the Admissions Committee.

The College will not discriminate against applicants on the basis of race, sex, color, national or ethnic origin, or physical ability. A few campus buildings, however, are not currently accessible to those with mobility impairments.

Documentation is required for students with diagnosed learning disabilities. The Admissions Office will determine whether an applicant requiring accommodation will be adequately served by the College's student support program.

	U.S. & Canadian Applicants		International Applicants
	Priority Deadline	Absolute Deadline	Deadline
Fall entry	Feb. 1 st	Jul. 1 st	Feb. 1 st
Winter entry	Oct. 1 st	1 week prior to start of classes	N/A
Spring entry	Jan. 1 st	1 week prior to start of classes	N/A

To request an application for admission write to:

Office of Admissions
 Bryn Athyn College of the New Church
 PO Box 717
 Bryn Athyn, PA 19009-0717 USA
 Telephone: (267) 502-2511
 Fax: (267) 502-2593

An online application is available at: www.brynathyn.edu
 Requests can also be made by email: admissions@brynathyn.edu

Application Requirements

Applicants currently residing in the United States:

High school diploma or General Educational Development (GED)
 Transcript of courses and grades
 SAT Reasoning Test (SAT) or American College Test (ACT) with Writing Test (optional)
 If English is not the applicant's first language, the Test of English as a Foreign Language (TOEFL) may be required instead of the SAT or ACT
 Teacher and guidance counselor recommendations
 Employer recommendation (if not in school 1 year or more)
 Interview may be required
 Interest in the teachings of Emanuel Swedenborg

International Applicants:

High school diploma, certificate, or record of examinations
 Transcript of courses, or subjects and grades
 For Canadian applicants, SAT Reasoning Test or ACT with Writing Test may be required (depending on applicant's high school record)
 TOEFL (if English is not the applicant's first language)
 Teacher and guidance counselor recommendations
 Employer recommendation (if not in school 1 year or more)
 Interview may be required
 Interest in the teachings of Emanuel Swedenborg
 All international students should enter at the beginning of the academic year in the Fall Term. Exceptions may be made for applicants who are native English speakers or score above a 190 (computer based), 70 (internet based), or 520 (paper based) on the TOEFL.

Homeschooled Applicants:

Homeschool diploma or GED
 Homeschool transcript with course descriptions (Grades 9-12)
 Graded writing sample with instructor's comments
 SAT Reasoning Test or ACT with Writing Test (optional)
 Teacher and guidance counselor recommendations
 Employer recommendation (if not in school 1 year or more)
 Interview may be required
 Interest in the teachings of Emanuel Swedenborg

Transfer applicants from other colleges or universities:

24 college credits are required to be considered a transfer applicant.

Applicants with less than 24 credits should apply as first-year students and submit all transcripts of college coursework.

Transcripts from high school and all colleges attended

SAT or ACT (U.S. Students)

TOEFL (if English is not applicant's first language)

2.0 grade point average in college coursework

College teacher and advisor recommendations

Employer recommendation (if not in college 1 year or more)

Interview may be required

Interest in the teachings of Emanuel Swedenborg

Accepted transfer students submit college catalogs with course descriptions to assess transfer credits. Transfer credit is awarded for "C" or above coursework.

Admission Requirements: Minimum Academic Preparation Standards (MAPS)

To be admitted as a regular student, applicants must meet the MAPS listed below or, under special circumstances, be deemed qualified by the Admissions Committee. Students from the U.S. must take either the SAT or ACT with the Writing Test.

English	4 years (including Composition and Literature)
Mathematics	3 years (including Algebra I & II and Geometry)
History/Social Science	3 years
Natural Science	3 years
Foreign Language	2 years (in one language)
Grade point average	C+, 78%, or 2.20 on 4 point scale
SAT Reasoning Test	Score must reflect promise of success in college work
ACT with Writing Test	Score must reflect promise of success in college work
TOEFL score	190 (computer) 520 (paper) 70 (internet based)

Classification of Students

Regular: Students whose academic background indicates that they are prepared to meet standard requirements and are thus qualified for regular status and who register for nine or more academic credits per term.

Provisional: Students whose academic background indicates that they may have difficulty meeting standard requirements. These students register for nine or more academic credits per term. We recommend that students admitted provisionally seek extra help to support their academic efforts. The associate dean of academic affairs will monitor the academic progress of provisional students. A provisional student who achieves a cumulative GPA of 2.0 and no grade of F for the previous term will

be moved to regular status. A provisional student may attend for up to one academic year (three terms) as provisional. If she/he is not on regular status by the end of the first year, the student will not be re-admitted for the second year.

Part-time: Students who register for fewer than nine academic credits per term. Students who wish to continue after they have earned 24 credits as part-time students must apply to the Admissions Committee for admission to the College.

Auditing: Students who register for courses without receiving credit. An instructor gives permission for auditing and determines what the student must do to remain in the class as an auditor.

AP, IB, and CLEP Credit

The College gives advanced standing and academic credit (general elective credit, 100-level) for some Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) tests. Each case will be considered individually. For specific information about AP, IB or CLEP, please contact the College office, the associate dean of academic affairs, or see the Academics section on the Bryn Athyn College website: www.brynathyn.edu.

ACADEMIC POLICIES

1. Academic Advising

At the time of admission, each full-time or degree-seeking student is assigned an advisor. Advisors help students plan their programs and register each term. Advisors are also available to help students with any academic problems that arise during the term and to refer students to a variety of support services.

It is the student's responsibility, however, to understand the requirements of the chosen degree program and to plan for the fulfillment of those requirements.

2. Attendance & Residency Requirements

Attendance:

Instructors set their own policies for student attendance in courses. All students are expected to attend the first class since over-enrolled courses will drop registered students in favor of waitlisted students who show up for the first class. Deans do not give permission for students to miss classes, though at times deans may inform instructors of unusual circumstances leading to absences.

Residency Requirements:

Quantitative Reasoning (QR): All entering students take a QR proficiency test, which determines placement in the QR program. Students must take Mathematics 100 or place out of it prior to taking any QR-designated courses.

Religion. All students take six credits of religion courses in each of their first and second years. Third- or fourth-year students take three credits per year. Third- or fourth-year students may not take 100-level religion courses, except by the permission of the instructor and the head of the Religion and Sacred Languages Division.

English 100. First-year international ESL students are automatically enrolled in English 100.

Those students who believe they do not belong in English 100 and show writing proficiency through a diagnostic essay may talk to the academic dean about a waiver to take Writing 101 in the first year instead of the second year.

Because English 100 addresses areas other than writing, students who have passed the diagnostic essay may well benefit from remaining in English 100, though passing

the diagnostic essay means that English 100 is no longer a required course.

Writing 101 & 202. All full-time students must take Writing 101 in their first year and Writing 202 in their second year. Part-time students looking to earn a degree must take Writing 101 as part of their first 33 credits. Students for whom English is a second language take Writing 101 and 202 in the second year. (See description of English 100 above.)

Residency for degrees. The associate in arts degree requires a minimum of 33 BAC credits, of which the last 27 must be in residence. A baccalaureate degree requires 66 BAC credits, of which the last 27 must be in residence. Exceptions will be made in the final 27 credits-in-residence requirement for those students in College-approved internships or College-approved courses or programs taken at other institutions.

Student Advancement through grade levels:

Students who complete 9 academic credits a term are considered full time *for the term*. Students who complete 33-34 credits a year will meet the College minimum 130-credit baccalaureate requirement in four years.

Advancement to second-year status. Students who complete Writing 101 (English 100 for ESL students) and first-year religion residency requirements (two courses), and who accumulate 33 credits, advance to second-year status.

Advancement to third-year status. Second-year students who complete Writing 202 and religion residency requirements (2 courses), and who accumulate 66 credits, advance to third-year status.

Advancement to fourth-year status. Third-year students who complete religion residency requirements (1 course), accumulate 99 credits, and are accepted into a baccalaureate program, advance to fourth-year status.

3. Credit & Grading System

Full-time load. The average credit load for full-time students is eleven credits per term. Fewer than nine academic credits per term places a student on part-time status. Students who take an internship at a distance may arrange their programs to retain their full-time status by consulting with the associate dean of academic affairs. Full-time students should register for a total of about thirty-three credits each year in order to complete the minimum 130 credits for graduation.

Full-time tuition payment or tuition remission covers 14.5 credits per term. Additional credits, or portions thereof, are billed at the part-time rate. No student may

take an overload of more than 2.5 credits (17 total). The cost of overload credits (i.e. above 14.5 per term) is not eligible for grant aid from Bryn Athyn College's financial aid fund. Students must pay for these additional credits through arrangement with the Student Fees and Financial Aid Office. Please refer to the Fees and Assistance section for additional information.

Hours per credit. Each credit represents approximately 10 70-minute periods of classroom work per term, although more class time is required in basic language and mathematics courses, and less is required in some courses that are based on individual directed study, creative effort, or regular consultation outside the classroom. Laboratory credit is measured as one-half of lecture credit. Student should expect to spend as much as two hours of study outside of class for every hour in the classroom.

Adding/Dropping. Courses may be added during the first week of the term. Courses may be dropped (with no record on the transcript) through the fifth week of the term. After the fifth week, and before the ninth week, dropped courses will be recorded as WP (Withdraw Pass) or WF (Withdraw Fail) as determined by the instructor. A WF counts as a failure. Courses may not be dropped after the eighth week.

Grade points earned in a course are calculated by multiplying the number of credits by the grade point number corresponding to the grade earned. A student's overall grade point average is calculated by dividing the total of earned grade points by the total term credits of courses taken.

Grade Point Equivalents

<i>Letter</i>	<i>G.P.A.</i>	<i>Letter</i>	<i>G.P.A.</i>
A+, A	= 4.00	D+	= 1.30
A-	= 3.70	D	= 1.00
B+	= 3.30	D-	= 0.70
B	= 3.00	F	= 0.00
B-	= 2.70	WF	= 0.00 Withdraw Failing
C+	= 2.30	WP	= Withdraw Passing
C	= 2.00	I	= Incomplete
C-	= 1.70	IP	= In Progress
		P	= Pass

Failure in a required course means that the course must be repeated successfully before the student will receive a degree. A failure in a course needed to meet the distribution requirements for a degree may be made up by substituting another course in the same area for the one failed. A failed elective course does not require either make-up or substitution.

Students who fail a required course at Bryn Athyn College and then pass an equivalent course elsewhere satisfy the requirement (credit transfers in) but do not

replace the failing grade. To replace a Bryn Athyn College grade a student must retake the course at Bryn Athyn College.

Incomplete. When for reasons beyond their control, such as sickness, students do not complete a course as scheduled, their work may be marked Incomplete. This work must be completed by the end of the fourth week following the term in which the “I” is given, otherwise the “I” will automatically be changed to “F.” All Incompletes must be approved by the associate dean of academic affairs.

In Progress is given for work that spans more than one term, such as a co-op or senior paper.

Pass/Fail option to the regular grading system is offered on a limited basis to encourage registration in a course which the student might otherwise avoid as too difficult. The option thus invites intellectual curiosity and mature response apart from grades. It is open at time of registration to regular students in good standing and is limited to one course in a term and two courses in the academic year. The pass/fail option applies only to courses taken as elective credit, not for any required courses for degrees or for residency. A Pass is not computed in the Grade Point Average. A Fail will be computed in the Grade Point Average. Students should be aware that P/F courses generally do not transfer for credit.

Dean’s List will be posted following the close of each term showing the names of all students who have earned an average of 3.50 or better for the term and who have taken at least 12 academic credits for that term. Students with any Incompletes will not be eligible for Dean’s List for that term.

Audit. Full-time students wishing to audit a course may do so with the instructor’s permission. Each instructor sets the course’s auditing policy regarding attendance, participation, and returns. Part-time students wishing to audit must pay the appropriate fees (see p. 27).

Repeating Courses. Students may repeat courses to replace a failing or a low grade. A record of every grade remains on the transcript, but credit is awarded only once, using the highest grade to calculate GPA. Courses identified as ‘may be repeated for credit’ are treated as regular courses, unless a student chooses to receive credit only once, in which case the highest grade is taken.

Honors. Candidates for the associate in arts, bachelor of arts, or bachelor of science degrees who have a cumulative grade point average of 3.50 or better and who have been approved for graduation by the faculty will be awarded associate in arts degrees “With Distinction” or bachelor of arts or bachelor of science degrees “Cum Laude.”

4. Exam Policy

Students sit for final exams at the time and place scheduled. Instructors may not reschedule exams. Only the deans make exceptions, and generally only for unforeseen personal crises. College-sponsored service trips may require rescheduling of Friday afternoon exams. Arrangement to be made by the faculty leader and the academic dean.

5. Fieldtrips

“Fieldtrips” refer to planned trips that fall outside the regularly-scheduled class time and affect the student’s course grade.

Fieldtrips can enrich and enhance courses but need to follow orderly steps and not make unreasonable demands on students’ time or students’ attendance in other courses.

1. Instructors notify the division head of all fieldtrips at the start of the term.
2. No overnight trips.
3. The fieldtrip is identified on the course syllabus, clarifying how much weight it carries. If possible, catalog descriptions should mention the fieldtrips.
4. No ‘required’ fieldtrips, in that a student who has an unworkable conflict should be able to opt for the alternative assignment. The alternative assignment should be clearly described in writing well in advance of the fieldtrip date.
5. The hours spent on a fieldtrip should be acknowledged through some release from lecture/lab time, including homework time. For example, 4-6 hours of fieldtrip time might be swapped for 70 minutes of lecture (plus the 140 minutes of homework attached to the lecture). This is approximate. The point is to respect students’ workload by removing something in order to offset the fieldtrip.

6. Registration

Full-time students are required to register with their academic advisors during registration periods as shown in the calendar for the school year. Students pay a \$100 late fee if they do not register on time.

Students may take courses above their year level only with the permission of both the instructor and the appropriate division head.

7. Satisfactory Academic Progress (SAP)

All students must meet satisfactory academic progress toward a degree (see website for details). Students receiving federal aid need to meet SAP in order to continue to be eligible for federal grants and loans (p. 34).

8. Student Records

FERPA. Under the provisions of the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, students have the right to inspect their educational records and to challenge the accuracy of the contents of such records. Requests for review of specific records must be made in writing.

Disclosures of information are restricted to those who are authorized and who have a legitimate need for the data. Parents may inspect their son's or daughter's academic record with student's signed permission.

9. Transcripts

Official transcripts may be obtained by mailing written requests to Transcript Requests, Bryn Athyn College, PO Box 717, Bryn Athyn, PA 19009-0717, or calling the College Office at (267) 502-2400. The cost, payable by cash, check (made out to 'Bryn Athyn College'), or charge, is \$5.00 for the first transcript and \$3.00 for additional transcripts. Same-day rush requests are \$10.00 and \$5.00 respectively.

10. Academic Warning, Probation, and Suspension

The College uses three formal categories of academic deficiency which are noted on the transcript and remain part of the student's academic record: Academic Warning, Academic Probation, and Academic Suspension. These categories relate to low GPA and failed courses (see descriptions that follow). The categories do not address issues of academic integrity (such as plagiarism and cheating) which are described under the category of Academic Dishonesty below and in the Student Handbook.

Academic Warning: A student's grade point average for any term falls below 2.00, or the student receives a grade of "F" in any course.

Academic Probation: A student's grade point average for any term falls below 1.50.

Academic Suspension: A student's average for the best two out of the last three

terms falls below 2.00. Example: last three terms: 1.50, 2.00, 1.30. Average = $1.50 + 2.00/2 = 1.75$. The student would be suspended. Duration of suspension to be determined by the Dean's Advisory Committee (see below). Students who evidence a total disengagement from the academic life of the College may be suspended apart from the formula outlined above.

Process. All decisions concerning academic standing are made by the Dean's Advisory Committee, which consists of the dean of the college and the associate deans. In certain instances the Dean's Advisory Committee will place the student on a contract to help ensure sufficient support. Students who are on warning, probation, or suspension, or who have engaged in acts of academic dishonesty, are not in good academic standing. Not being in good academic standing hampers progress in degree programs, disqualifies students for internships and study abroad, and decreases eligibility for financial aid. Warning, probation, or suspension are noted on the student's transcript. Transcripts also note when students move off warning or probation. Students who engage in academic dishonesty are referred to the dean of student affairs for disciplinary measures (see below).

11. Academic Dishonesty

Students who engage in any form of academic dishonesty fail to meet the College's expectations for academic integrity.

There are several categories of academic dishonesty, discussed further below.* In brief, cheating is the use of impermissible and/or unacknowledged materials, information, or study aids in any academic activity. Fabrication is the falsification or invention of any information or citation in an academic work. Plagiarism is the presentation of another's work (words, ideas, research, etc.) as one's own. Denying others access to information or material, or facilitating instances of academic dishonesty, also do not meet the expectations for integrity.

Students are responsible for knowing what constitutes academic dishonesty and for seeking clarification if they are unclear about it.

All faculty are required to report every incident of academic dishonesty to the associate dean of academic affairs. The associate dean of academic affairs discusses the incident with the students, explains the academic repercussion (automatic zero for the assignment per college-wide policy; possible failure of the course per the instructor's course policy), and refers the incident to the dean of student affairs for disciplinary action (*disciplinary warning* or *probation* for a first offense, and *suspension* for repeated offenses, see Student Handbook).

* The descriptions of academic dishonesty (a-e) were taken with permission (January 2009) from the Rutgers University website <http://academicintegrity.rutgers.edu/integrity.shtml>.

- a. ***Cheating.*** Cheating is the use of impermissible and/or unacknowledged materials, information, or study aids in any academic activity. Using books, notes, calculators, conversations with others, etc. when their use is restricted or forbidden, constitutes cheating. Similarly, students may not request others (including commercial term paper companies) to conduct research or prepare any work for them. Students may not submit identical work, or portions thereof, for credit or honors more than once without prior approval of the instructor to whom the work is being submitted for the second or subsequent time.
- b. ***Fabrication.*** Fabrication is the falsification or invention of any information or citation in an academic work. “Invented” information may not be used in any laboratory report or other academic work without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and “invent” data based on that single experiment for several more required analyses. Students must also acknowledge the actual source from which cited information was obtained. A student should not, for example, reproduce a quotation from a book review and claim that the quotation was obtained from the book itself.
- c. ***Plagiarism.*** Plagiarism is the representation of the words or ideas of another as one’s own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline or the teacher’s instructions. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one’s own words. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information that is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be cited; in addition to materials specifically cited in the text, other materials that contribute substantially to one’s understanding of the subject should be acknowledged as Works Consulted.

Sometimes plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course.

- d. ***Denying others access to information or material.*** It is a violation of academic integrity to deny others access to scholarly resources or to deliberately impede the progress of another student or scholar. Examples of violations of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals; deliberately misplacing or destroying reserve materials; and altering someone else’s computer files.
- e. ***Facilitating Violations of Academic Integrity.*** It is a violation of academic

integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable as the student who receives the impermissible aid, even if the former student does not benefit from the violation.

STUDENT LIFE

In addition to the Catalog, each student is given the Student Handbook containing further descriptions of academic life, regulations, and policies. Students are responsible for the observance of all regulations, and also of all notices on the college bulletin board. Students are required to check their college email daily.

Worship is an integral part of campus life. The **College Chapel Program** provides a variety of opportunities for worship, prayer, reflection, and instruction. Wednesday services involve the entire College community, bringing students, faculty, and staff to worship together. All students are required to attend. Brief devotional chapel services based on readings from the sacred scriptures are offered on Monday and Friday mornings.

Student Government assists with the administration of student life at the College. Student Government consists of twelve students who are responsible for representing student interests to the wider campus community and for planning college-sponsored social events. Elections are held each spring for returning students and each fall for new students.

Student Government is led by a student chairperson who is charged with determining the group's agenda. The associate dean of student affairs also serves as advisor to Student Government. Representatives of Student Government are invited to attend and/or serve on the following committees and councils:

Board Education Committee	(1)
College Computing Committee	(1)
Faculty Meetings	(2)
Judicial Hearing Committee	(3)

College athletic activities for men are provided in soccer, ice hockey, badminton, indoor soccer, and lacrosse, and for women in volleyball, badminton, indoor soccer, and lacrosse, with intercollegiate and club schedules (see p. 102).

The close association between the College and the church society of Bryn Athyn is reflected in the general participation of students in the activities of the community. Students attend the regular services of worship and doctrinal classes and take part in activities of the Bryn Athyn community, such as Bryn Athyn Orchestra, B-Act (theater), and the Bryn Athyn Fire and Ambulance Company.

The College also seeks the enrichment of the cultural and recreational opportunities of greater Philadelphia, New York, and Washington D.C., including museums, theaters, orchestras, and a variety of other events.

Residence Hall Regulations

- a. First-year students under the age of 20 whose family houses are too far away to permit daily commuting are expected to live in the residence halls on campus.
- b. All students living in residence halls must carry a minimum of 9 academic credits, a full-time load.
- c. All students living on campus are responsible to the resident directors.
- d. Residence halls are closed when school is not in session; however, students with special needs who request housing by means of a written request to the housing coordinator at least two weeks before a break will be considered for housing on a case-by-case basis. Such students pay a weekly charge during the breaks as well as participate in a weekly cleaning program within the residence hall. The Dining Hall is closed during vacations, leaving students responsible for their own food needs.
- e. Residence telephone numbers are as follows: Housing Coordinator (267) 502-4819, Childs Hall (267) 502-2653, Childs Hall Director (267) 502-2684, Grant Hall (267) 502-2650, Grant Hall Director (267) 502-2515, Cottage Director (267) 502-2422.

Other Regulations

Students whose academic performance results in Academic Probation, and students with unfulfilled obligations outside of class – e.g. chapel attendance – may be required to adhere to a special contract as a condition of continued enrollment.

Student Conduct

The College's regulations regarding student conduct provide a framework to maintain order and freedom and to uphold the spirit of the institution. Affirmation of this spirit gives life and meaning to policies and regulations and makes the College's work a cooperative undertaking.

Specific regulations and disciplinary policies are stated in the Student Handbook, to be administered within the following general framework:

The College reserves the right to remove at any time students whose conduct it regards as detrimental to the uses of the institution. Neither the College, the Academy, nor any of its officers or directors shall be under any liability for such removal.

Disciplinary action for a breach of principles or regulations is carried out by an appropriate administrator after due hearing and consultation. Minor infractions in the College are handled by the resident directors or by the associate dean of student affairs. Major offenses, such as those involving violation of moral principles, repeated infractions reflecting defiance of constituted authority, or acts bringing the College's name into disrepute, may be referred to the Judicial Hearing Committee which may recommend probation or suspension for a stated period depending on the nature of the offense (see Student Handbook). Suspension will result in the loss of academic credit for the uncompleted term.

Existing regulations may be modified and new ones added upon notice to the students.

Counseling and Health Service

Personal Counseling: Members of the College faculty, particularly the priests, are available to give personal counseling to students. Professional off-campus confidential counselors are also available for students experiencing personal problems (see p. 130 for names and phone numbers).

Career Counseling: In addition to providing each student with an academic advisor (p. 14), the College has considerable resource material to aid students who wish to investigate various career choices. Career counseling assists students in clarifying their interests and abilities in order to make effective career choices. Individualized counseling, interest and personality inventories, as well as professional contacts are provided. Contact Dr. Sonia Werner for information.

Student Support Services is a program provided by the College, available to any student in need of tutoring, literacy skills, general academic support, as well as personal support in adjustment to the demands of college life.

Health Counseling: The College maintains a clinic with a physician and a registered school nurse to handle resident student health problems during scheduled hours. In addition, a nurse is on call during weekends. The nurse maintains the health records in the clinic. Students are free to consult other physicians but must do so at their own expense.

Students seeking psychiatric advice or treatment may discuss this with the school nurse, a school-sponsored counselor, or the associate dean of student affairs. Alternatively they may independently contact the consultant psychiatrist or the Mental Health Clinic at nearby Abington Hospital. The clinic provides a wide range of psychological and psychiatric services. The telephone number is (215) 885-4000. All personal consultations are the financial responsibility of the student or parents.

Health Insurance

Prior to attending classes, all full-time students are required to submit completed medical forms which give complete health insurance information. Students who do not submit such forms may not attend classes and will pay a fine for late submission of this information.

Although routine care is provided for resident students, there are times when tests or emergency treatment is necessary that is outside the scope of the health service. Because of this possibility and the high cost of medical care, *all* students should have medical insurance coverage while at Bryn Athyn College. Any medical expenses incurred while a student is on campus are a student's responsibility.

All students are required to carry health insurance. All international students are required to be enrolled in the college insurance plan. Details of the college plan can be obtained from the college nurse. Any U.S. student who does not have health coverage will be enrolled in the college plan, and the student will be charged for the cost of the coverage. Prior to the start of the year, a form will be sent to all students asking for their insurance coverage details. Return of this form to the college nurse excuses the student from enrollment in the college plan.

The College carries a secondary student accident policy that covers all school-sponsored activities, including sports. In the event of accidental injury this policy provides coverage for expenses not covered by a medical insurance for sickness or disease not related to accident and therefore does not alleviate the need for individual medical insurance. Students are responsible to notify the coach, school nurse, or other school official promptly to facilitate timely filing of claims.

Students who wish information about insurance coverage and available plans should write to the School Nurse, Allyn Simons, P.O. Box 707, Bryn Athyn, PA, 19009-0707.

Photograph Policy

Please note that Bryn Athyn College may use pictures of students on its website or in other promotional materials. Students who do not want their image used should notify the College Office in writing at the following address: Bryn Athyn College, College Office, P.O. Box 717, Bryn Athyn, PA 19009.

FEES AND ASSISTANCE

Education and Housing Fees

Bryn Athyn College of the New Church provides a full educational program to all qualified students who meet admission requirements, including academic acceptance and payment of fees.

The actual cost for educating a student per year is currently three to four times the amount billed to a student for regular full time fees and room and board. Because of the school's substantial endowment and contribution income, the fees per student are considerably lower than the cost. Fees are maintained at the current level to assure fiscal soundness in accordance with the College's annual budget.

For those who cannot afford the required fees, federal and state aid, scholarship grants, and loans are available based on need.

Student Fees

The costs for tuition, comprehensive fees, and room and board are outlined below:

1. Tuition Fees

The tuition fee per year of three terms in the College is \$9,741.

2. Comprehensive Fees

The comprehensive fee is intended to help meet the cost of classroom supplies and teaching tools, information technology services, laboratory fees, social activities, athletic supplies, etc. The comprehensive fee per year of three terms in the College is \$2,250.

3. Board and Room Fees

Regular board and room charges for all resident students are \$6,300 per year of three terms.

4. Summary of Fees

The following tabulation summarizes the foregoing as to total fees per year:

	Yearly	Per Term
Comprehensive	\$2,250	\$750
Tuition	9,741	3,247
Total per Day Student	\$11,991	\$3,997
Board and Room	6,300	2,100
Total per Dormitory Student	\$18,291	\$6,097
Less New Church Grant <i>OR</i> Transition Grant	\$1,050	\$350
Total per New Church Grant or Transition Grant Day Student	\$10,941	\$3,647
Total per New Church Grant or Transition Grant Dormitory Student	\$17,241	\$5,747

5. These fees are subject to revision.

Special Fees

1. Part-Time College Students

The tuition fee for a part-time student is \$375 per credit. In addition, all part-time students will pay a comprehensive fee of \$66 per credit hour.

Part-time students aged 55 years and older may apply to the College Office for a reduction in fees. A 50% discount on the tuition fee may be granted. The discount does not apply to the comprehensive fee.

2. Auditors

The tuition fee per term for an auditor is \$181 per credit, plus any cost of materials supplied to the student or auditor. In general, studio and laboratory courses are not open to auditors. Senior citizens (60 and up) may audit classes for \$100 per credit on a space-available basis.

3. Graduation Fee

The graduation fee for those receiving baccalaureate or associate degrees is \$50 and is due by May 1st. The fee covers cost of diplomas, cap and gown rental, and

the graduation dinner. Graduates receive a refund of \$20 after they have returned the cap and gown.

4. Tuition & Housing Deposit

All new students, including transfers, are required to submit a non-refundable tuition deposit of \$100 to reserve a place in the new entering class. Students who are moving into the dormitory or other on-campus housing are also required to pay a one-time housing deposit of \$100. When the student moves out of the dorm and does not plan to return, the housing deposit is refunded, less any fees or fines that may still be owed to the dormitory or the College at the time of the student's departure.

5. Miscellaneous Expenses

The above fees do not include the costs of text books, educational trips, stationery, clothing, student association dues, recreation, or housing on campus during vacations. The total of these costs per student varies widely, but a yearly minimum is roughly estimated at \$1,600. In addition, the costs of travel, if any, and of such medical or nursing services as may prove necessary, are to be paid by the student or the parents.

6. Overload Credits

Students who take overload credits (above 14.5 per term) are charged the part-time per credit rate for these credits in addition to the standard full time fees. Students may apply federal student aid to these additional fees if they are eligible, but no Bryn Athyn College need-based financial aid is available to assist with the cost of overload credits. Also, the tuition remission benefit will not apply to the expense of overload credits. Students must pay for these additional credits through arrangement with the Student Fees and Financial Aid Office, typically by modifying their payment arrangement for the term to cover the additional fee. See the policies about payment of fees, below.

Payment of Fees

Students are required to make arrangements to pay fees for the academic year by August 15th. Initial billing for the payment due will be mailed to the student by July 15th. Students starting in the winter or spring terms are required to make payment arrangements by their first day of classes. Failure to make the required payment will delay admission to classes.

An extended payment plan is available from Tuition Management Systems, Inc. whereby the parents or student may spread payment of the full year student fees over 3 terms or 10 months starting August 15th. There is a nominal application fee of

\$55 per student for the ten-month extended payment plan, or \$40 for the three-term extended payment plan. Information about TMS can be obtained via their website, www.afford.com, or by calling 1-800-722-4867.

Students who have an outstanding balance due or are not following a payment plan will not be allowed to register for courses or receive transcripts until the balance is paid or a payment contract is signed at the Student Fees and Financial Aid Office. Students having trouble making payments are strongly encouraged to communicate their problem to the Student Fees and Financial Aid Office to get help and avoid punitive action.

Refunds

1. Withdrawal

If a student withdraws for any reason, the payment of those fees which have become due is not subject to cancellation or reduction. However, upon written application, and entirely at the option of Bryn Athyn College, the following refunds may be allowed:

- Withdrawal within 2 weeks—50% of tuition costs for the term.
- Withdrawal within the 3rd week—25% of tuition costs for the term.
- No refund of tuition costs after the 3rd week.
- Comprehensive fee prorated to the end of the term during which the student withdraws.
- All Academy-awarded assistance will be prorated based upon actual fees charged. Federal financial assistance will be adjusted based on the conditions and timing of the student's withdrawal, according to the regulations of the U.S. Department of Education.
- Board and room fees prorated to the actual date of withdrawal, plus an overhead charge made by the food service organization.
- Payment of refunds will be made only after the end of the term during which a student withdraws from school.

2. Moving to Part-time

If a student changes from full-time to part-time status during the eligible refund period (the first three weeks of the term), the bill will be prorated such that the

student is charged the full-time rate up to the date of the change, and the part-time rate from the date of the change through to the end of the term. Changes in status after the end of the eligible refund period (three weeks) will not result in an adjustment to the bill.

The Self-Supporting College Student

The financial aid offered by Bryn Athyn College is from private sources, and therefore we reserve the right to use our own definition of a self-supporting student. When a student is eligible for federal financial aid, we will adhere to the standard used by the U.S. Department of Education for determining independent status. In all other cases, the following points (among others) will be considered in our decision:

1. Will the student be 24 years of age by December 31, 2009?
2. Is the student a veteran of the U.S. Armed services?
3. Is the student an orphan or ward of the court or an emancipated minor?
4. If the student is single and requests to be considered self-supporting, then the following must be substantiated:
 - a. The student shall have earned income in excess of \$7,000 in 2007 and 2008.
 - b. The student shall not have been claimed as a tax exemption by his/her parents during 2008, and shall not be so claimed in their 2009 tax return.
 - c. Student shall have evidence of monthly rental payments for 2007 and 2008.

Resident Student Work Requirements

All resident students are required to contribute one hour per week of cleaning and maintenance to their residence space.

Student Employment

The student employment program is in place to assist those in financial need with meeting their educational expenses. Employment is assigned on the basis of availability of positions on campus. Students may apply for 10-12 hours per week dependent upon availability, with a limit of 12 hours. Students are expected to

prioritize the fulfillment of their educational financial obligations including tuition, room and board fees, book room charges, and student health charges.

Students are expected to apply to the student employment program prior to entrance to the College. Student employment applications are sent directly to students in the information packets mailed prior to the start of the term. Employment assignments are distributed at the beginning of each term. Employment assignments are distributed at the beginning of each term. The availability of work and number of hours for students may vary from term to term.

Financial Aid

Financial aid is available for those students who need financial assistance. Admission to the College does not guarantee receipt of financial aid. The limited funding is derived from contributions from the Theta Alpha, Sons of the Academy, and from the following endowment funds:

- | | |
|------------------------------|----------------------------|
| The Academy Scholarship Fund | S.S. and H.K. Lindsay Fund |
| Phoebe Bostock Fund | Vera Pitcairn Fund |
| C.E. Doering Fund | Charles S. Smith Fund |
| Wilhelmina Doering Fund | Fred Synnestvedt Fund |
| Captain Dandridge Ebert Fund | Richard A. Walter Fund |

Bryn Athyn College Scholarships

Bryn Athyn College offers scholarships to students who demonstrate exemplary attributes in the fields of academics, leadership, community service, or other areas. These awards are not based on financial need; candidates are selected from the pool of applicants based on information supplied in the application for admission. Scholarships are renewable for up to four years of attendance, provided the student continues to meet the necessary criteria. For additional information, contact Sean Lawing, Director of Admissions.

Student Loans

A number of loan programs are available to families in cases where student employment and financial aid are not sufficient to meet financial need. The parents of students who are eligible for Federal State Aid may apply for a parent PLUS loan (see information about Federal Student Aid, below). Also, a number of financial institutions offer private alternative loans for educational expenses. Comparative information about these programs is available from the Student Fees and Financial Aid Office.

Bryn Athyn College's own Asplundh Loan program is available to students who have exhausted all other avenues for aid and still have financial need. Asplundh Loans are non-interest bearing while the student is still in college or professional school. Interested students may apply by sending a letter describing their financial situation to the Student Fees and Financial Aid Office.

Need-Based Financial Aid

Need-based financial aid from our private funds is available when students are not eligible for federal financial aid, or when federal financial aid and grants from other sources do not fully meet the student's financial need as determined by our internal formula. (See below, Requirements for Federal Student Aid.)

The *Application for Financial Aid* should be submitted to:

Bryn Athyn College Student Fees and Financial Aid Office
P.O. Box 717
Bryn Athyn, PA 19009-0717, USA

Complete financial aid information and links to application forms are available at Bryn Athyn College's website, or the Student Fees and Financial Aid Office will mail out the Application for Financial Aid on request. The material furnished in this application provides a basis for allotting financial aid by the Financial Aid Committee. The information provided by parents and students is held in strict confidence by those directly responsible for these funds.

The application should be completed and returned to the Student Fees and Financial Aid Office. Financial assistance is available to qualified students and is awarded in the order in which requests are received. Because of limited financial aid funds, admission to the College does not guarantee financial aid. Applications for financial aid should be received by:

March 1st (priority deadline)
July 1st to enter Fall Term

The application deadline for students who begin their attendance in the winter or spring terms is one week before the start of classes. Applications for financial aid received after July 1st will receive aid only if funds are available.

Applications received more than two weeks after the start of a term will be considered only for the following term.

Questions about financial assistance or completing the application should be addressed to the Associate Director of Financial Aid, Wendy E. Cooper. Phone

number: Overseas code 001 (267) 502-2630. Fax number: (267) 502-4866. E-mail: financialaid@brynthyn.edu.

Financial Aid Policy

The Financial Aid Committee uses a methodology adapted from the United States Department of Education to process all applications. This method to compute financial need has proven to be the most equitable.

This methodology is based on a four-point philosophy of financial aid:

1. Parents have the primary responsibility to pay for their children's education, and will, as they are able, contribute funds for such education.
2. Students, as well as their parents, have a responsibility to help pay for their education.
3. The family should be accepted in its present financial condition.
4. A need analysis system must evaluate families in a consistent and equitable manner, while recognizing that special circumstances can and do alter a family's ability to contribute.

Criteria for Awarding Financial Aid

1. Financial aid is awarded on the basis of a family's demonstrated financial need as computed from the information supplied in the Application for Financial Aid, and the family's Federal Income Tax return.
2. The method for evaluating financial aid takes into account factors such as: the number, ages, and schools of children, additional dependents, long-distance travel to attend, number and ages of cars, insurance and other assets; as well as the extent of contribution to family income by a second working parent, or the aid recipient, where the family situation permits.
3. Financial aid is awarded on an annual basis; thus an application for aid must be made as soon as possible and no later than July 1st for the fall term.
4. In the matter of divorce or separation of parents, the Financial Aid Committee will (in most instances) consider the total income and assets of the custodial parent and step parent, if applicable.
5. Financial aid applications can be considered by the Committee only after the student has been offered admission to the College by the Admissions

Committee

6. Financial aid depends upon the student's remaining in good standing as determined by the Academic Advising Committee.
7. Visiting students are not eligible for financial aid.

Requirements for Federal Student Aid

Bryn Athyn College participates in Title IV federal financial aid programs. To complete an application for federal student aid (FAFSA), go to www.fafsa.ed.gov. Assistance with the FAFSA is available if needed; call 1-800-4-FED-AID, or contact Wendy Cooper in the Student Fees and Financial Aid Office (see contact information above). Students should use the school identification code 003228 to designate Bryn Athyn College as the school they wish to attend. Students who complete a FAFSA may become eligible for several types of grants and loans, including Pennsylvania State Grants. See www.studentaid.ed.gov for details.

Bryn Athyn College encourages students to file a FAFSA as early as allowed (Jan. 1st). Pennsylvania residents must file prior to the May 1st deadline in order to also be considered for a state grant. Students are required to meet the following standards in addition to any federal requirements for receiving aid:

Eligibility: Students must be admitted to full time degree-seeking status.

Continuing Eligibility: To continue receiving FSA (Federal Student Aid), the student must make satisfactory academic progress (SAP). This includes both qualitative and quantitative measures. Bryn Athyn College defines SAP as completing a minimum of 27 credits per year (or 9 credits per term for those completing fewer than 3 terms) and achieving a GPA of at least 2.0. Satisfactory academic progress will be checked on an annual basis.

The associate dean of academic affairs monitors the progress of all students. Students who have not met SAP will be notified by mid June. If a student becomes ineligible for FSA, he/she may become eligible again by continuing in Bryn Athyn College and meeting cumulative SAP standards.

Appeals: A student who becomes ineligible for FSA because of not meeting SAP may appeal to the dean of the college within one month of being notified. The dean will meet with a committee consisting of the three deans. The student has the option to meet with any of the deans prior to that meeting. The deans will review all factors and decide on the final eligibility of the student.

The full text of the SAP policy is available from the College website or upon

request from the Student Fees and Financial Aid Office.

Return of Federal Student Aid when Students Withdraw

The U.S. Department of Education has special formulas in place to determine how much of a student's federal student aid funds were earned at the time of the student's withdrawal. All unearned funds are required by law to be returned. Students who are concerned about how a mid-term withdrawal might affect their student fee balance are encouraged to contact Wendy Cooper in the Student Fees and Financial Aid Office to see the return of federal funds policy, or to review the details of their specific case.

Wendy E. Cooper, Associate Director of Financial Aid
Ph: (267) 502-2630
Email: financialaid@brynathyn.edu

Financial Policy for Education Majors and Students Seeking Secondary Certification

What Bryn Athyn College covers:

Bryn Athyn College pays for any courses students need to take at Holy Family University to qualify for state certification in their chosen education major. As of the 2006-07 academic year all coursework for a K-6 education degree is offered at Bryn Athyn College. Degrees in early childhood, special education, and secondary certification in English, biology and history require students to take 2-3 courses at Holy Family, depending on the major. Students should contact the education division head for additional information.

What students cover:

When all coursework is completed, students seeking state certification are eligible to do their senior teaching through Holy Family University by taking EDSUN 402/404 (15 credits). A consortium agreement allows Bryn Athyn College students to attend Holy Family on a full-time basis. Students must complete a consortium agreement form, available from Bryn Athyn College's Student Fees and Financial Aid Office, in order to participate. This form must be completed and returned to the Student Fees and Financial Aid Office at least two weeks before the Holy Family tuition fees are due for the term. Bryn Athyn College will submit payment to Holy Family on the student's behalf, and the student will then be billed for the Holy Family fees via their Bryn Athyn College student fee account. Any financial aid for which the student is eligible may be applied to these fees. Students pursuing a senior teaching experience retain their status as full-time students at Bryn Athyn College, even though they are attending Holy Family University.

DEGREE PROGRAMS

Core Program (Goals & Requirements)

The *Core Program* refers to the foundational skills, knowledge, and perspectives every student engages in gaining a Bryn Athyn College education. Every major builds upon the Core Program, and every course in the curriculum addresses Core goals directly and indirectly.

Our Core Program serves students in three ways: it helps them develop spiritual purpose; it teaches them to think broadly and critically from a variety of perspectives; and it empowers them with specific skills so that they may act effectively in society and the workplaces of the 21st century.

Core Goals

Bryn Athyn College prepares willing students to become reflective individuals and useful citizens, conscious of spiritual reality and responsive to local, national, and international contexts. The Core Program encourages faculty to place each subject of study within a New Church spiritual context. The program develops across four years, with every course in the curriculum addressing (directly or indirectly) one or more of the following six goals:

1. Strengthen analytical, information, technological, quantitative, and scientific reasoning skills
2. Develop liberal arts skills in a focused field of study
3. Develop critical thinking skills across disciplines
4. Explore the diversity and commonality of human experience and values in order to enrich understanding of what is human
5. Nurture an inquiring spirit in the classroom and well beyond in relation to God, society, nature, and self
6. Foster personal ethics and encourage responsibility for the wellbeing of others

Taken together, these goals underscore our commitment to all three dimensions of the Core Program: a New Church world view, liberal arts perspectives, and skills associated with the ways educated people participate in society.

Core Requirements

Proficiency requirements in information literacy (IL), public presentation (PP), quantitative reasoning (QR), and writing (W). Students fulfill the IL, PP, QR, and W requirements by attaining certain performance standards in these skill areas. To fulfill each requirement students must pass both the course and the skill component embedded in the course. The specific skill-area requirements are:

Information Literacy (IL). Ability to locate, evaluate, and use information effectively.

Pass a college entry level IL test.

Two IL-certified courses, in different disciplines, one at the 200-level or higher.

IL component of the capstone project.

Public Presentation (PP). Oral presentation.

Speech 105 or one course (excluding capstone) with a certified public presentation component. This requirement provides the underpinning for the oral presentation component in the capstone.

Quantitative Reasoning (QR). Application of mathematical concepts and skills to solve problems. Two QR-certified courses. Students who do not pass the QR portion of the mathematics placement test must complete Mathematics 100 (an introductory QR course) before taking any other QR course.

Writing (W) (15 credits; spans four years)

Wr 101 (first year)

Wr 202 (second year)

200- or 300-level Religion (writing about theology, embedded in upper-level religion courses, to be taken in the third year.)

Capstone writing project combined with public/oral presentation: 400-level religion course, the ID paper, or a senior writing project in any major.

Additional 3-credit Writing Intensive (W) course in any discipline, at any level.

Experiential Education. Experiential education combines academic instruction, meaningful service, and outside-the-classroom experience to enhance students' learning and civic responsibility. Students complete two courses with a certified Experiential Education Component (EEC), or participate in any combination of designated Experiential Education (EE) offerings totaling at least one credit. These EE offerings include service trips, internships, service projects, and designated EE courses.

Language, Mathematics, or Programming (using a symbolic system outside of one's native language)

Modern or sacred language (through first term of 200-level)

or

Calculus I (Math 150 or Advanced Placement (AP) equivalent)

or

Any 200-level mathematics or computer science course of at least three credits.

Note: Non-native English speakers who pass Writing 101 and 202 are exempt from this requirement of Language, Mathematics, or Programming.

Liberal Arts Perspectives. Students fulfill the perspective requirement by completing the designated number of course credits in each area listed below. Credit applied to fulfill one perspective may not be used to fulfill another perspective.

Aesthetic (human creativity in the arts)

Art history, studio art, music, theater, or English 3 credits

Civil (courses whose primary focus is on civic engagement)

Philosophy 220, Political Science 101 3 credits

History & Social Science (human society)

History 3 credits

Social Sciences (political science, psychology, sociology, anthropology, geography, and economics)

3 credits

Moral (courses whose primary focus is on fostering personal ethics)

Philosophy 111, Psychology 341 3 credits

Physical (physical fitness, skill, kinesthetic awareness, sportsmanship, and health)

3 credits

Scientific (nature and scientific investigation)

Biology, chemistry, earth science, or physics 4 credits

Spiritual (courses in religion)

12 credits

Worldviews (perspectives on human experience and values)

Philosophy 102 3 credits

Applying credits to more than one requirement of the Core Program. Except for restrictions on liberal arts perspectives (see above), courses may be used to fulfill multiple requirements of the Core Program. Students may fulfill all Core requirements through completing a minimum of 46 credits.

Courses fulfilling the Core Program

Writing Intensive (W) Courses

Anthropology/History 211; English 235, 314, 315; History 225; Political Science 232; Writing 101, 202, 213

Information Literacy (IL) Courses

English 360; History 114, 350; Mathematics 130; Psychology 305; Writing 202

Quantitative Reasoning (QR) Courses

Biology 110; Chemistry 111; Computer Science 180; Mathematics 100, 115, 125, 130, 135, 230; Physics 210; Sociology 110

Public Presentation (PP) Courses

Biology 232; Psychology 205; Speech 105

Language

Any 200+ level language course, or Mathematics 150 or any 200+ level mathematics/computer science course

Experiential Education

Courses with an Experiential Education Component (EEC)

Two of any of the following EEC offerings fulfill the Core EE requirement
Theater 120, 150

Experiential Education (EE) Courses

One credit of any of the following EE offerings fulfill the Core EE requirement

Service Trips: Experiential Education 100

Internships: Experiential Education 198, or any 298, 398, 498

Service Projects: Experiential Education 197

Others: Physical Education 101, 230; Leadership 100, 101; Education 402;
Psychology 341; Science 290

Liberal Arts Perspectives

Courses fulfilling disciplinary requirements of Core perspectives are titled with a discipline listed as a Core perspective (e.g. history, fine arts, social science), and have three or more credits (except PE courses, which can be 1.5 credits).

Internships do not fulfill Core perspective requirements, but do fulfill the experiential education requirements of the Core Program.

Aesthetic Courses

Any fine arts, music, theater, or English course of three or more credits

Civil Perspective Courses

Philosophy 220; Political Science 101

History Courses

Any history course of three or more credits

Moral Perspective Courses

Philosophy 111; Psychology 341

Physical Education Courses

Any physical education course of 1.5 or more credits

Scientific Courses

Any biology, chemistry, earth science, or physics course of three or more credits

Social Science Courses

Any anthropology, economics, geography, political science, psychology, social science, or sociology course of three or more credits

Spiritual Perspective Courses

Doctrinal: Religion 101, 102, 105, 110, 125, 210, 215, 273, 305, 306, 310, 315, 320, 335, 380

Scriptural: Religion 123, 220, 221, 222, 223

Comparative: Religion 193, 283, 284, 295, 296

Application: Religion 160, 171, 172, 278, 370

Worldviews Courses

Philosophy 102

Associate in Arts Degree

The associate in arts (AA) is a two-year liberal arts degree, requiring 62 credits and significant portions of the Core Program. The AA is not prerequisite for bachelor of arts or bachelor of science degree at Bryn Athyn College. For students planning to complete degrees elsewhere, the AA degree can be a good guide for course selection.

A student must attend the College for at least three full-time terms and have a cumulative GPA of 2.00 or better to receive the AA degree.

Core Requirements:

[1] Religion (including service and religion internships) (six credits must be in religious doctrine)	9 credits
[2] Moral or Civil course (may overlap history/social science)	3 credits
[3] Worldviews	3 credits
[4] Writing 101 and 202	6 credits
[5] Fine arts, music, theater, or literature	3 credits
[6] Science (not computer science)	4 credits
[7] History or social science (may overlap Moral/Civil)	3 credits
[8] Physical education	3 credits
Total	34 credits

Additional Core skill requirements: one course in QR and one course in either PP or IL.

<p>Artistic Emphasis Fine Arts, Music, or Theater* 6 cr. (at least three credits at 200-level) Art history 3 cr. *Aesthetic requirement replaces [5]</p>	<p>Biological Sciences Emphasis Bio* 120 plus 2 later courses 10 cr. (at least three credits at 200-level biology) Physical Science or Math 3 cr. *Science requirements replace [6]</p>
<p>Education Emphasis Education 9 cr.</p>	<p>English Emphasis Additional English Literature* 6 cr. *beyond [5]</p>
<p>History Emphasis History* 9 cr. (at least three credits at 200-level) *History requirement replaces [7]</p>	<p>Language Emphasis 200-level in one language 6 cr.</p>
<p>Mathematical Sciences Emphasis Calculus (Math150 and 151) 8 cr. 200-level Math or Comp Sci. 3 cr.</p>	<p>Philosophy Emphasis Philosophy 101 3 cr. Philosophy 102* 3 cr. Philosophy 111** 3 cr. 200-level Philosophy 3 cr. *replaces [3] **replaces [2]</p>
<p>Physical Education Emphasis Physical Education* 8.5 cr. (Includes PE 101, 120, and three credits at the 200-level.) Bio⁺ (Bio120 & Bio125 or 220) 8 cr. Psychology or Education** 3 cr. *Physical Education requirement replaces [8] ⁺Biology requirement replaces [6] **May overlap [7]</p>	<p>Physical Sciences Emphasis Calculus (Math150) 4 cr. Physical Science* 8 cr. Additional Sci or Comp Sci* 3 cr. (at least three science credits at 200-level) *Science requirements replaces [6]</p>
<p>Psychology Emphasis Psychology* 9 cr. *Psychology requirement replaces [7]</p>	<p>Religion Emphasis Doctrinal* 6 cr. Scriptural* 3 cr. Comparative* 3 cr. Additional Religion* 3 cr. (at least six religion credits at 200-level) Moral Course⁺ 3 cr. Civil Course⁺ 3 cr. *Religion requirements replace [1] ⁺Replace [2] and may overlap [7]</p>
<p>Social Science Emphasis Social Sciences* 9 cr. (at least three credits at 200-level) *Social science requirement replaces [7]</p>	

Bachelor of Arts and Bachelor of Science

The College requires 130 credits* for graduation, in addition to satisfying the Core Program (see pp. 36-40) and a chosen major. On the satisfactory completion of these credits, and with the recommendation of the faculty, the degrees of bachelor of arts or bachelor of science will be granted. Majors are offered in Biology (BA or BS); English, History, Interdisciplinary Studies, and Religion (BA); and in Education (BS). Students interested in the BA or BS degrees should meet with the appropriate program advisor as early as possible. BA/BS students must earn 66 credits in residence (see residency requirements p 15).

When students have completed 66 credits they must apply to one of the baccalaureate programs. If students are not ready to declare a major but are in good academic standing and intend to complete a baccalaureate degree, they may continue until they have accumulated 99 credits. No full time student may accumulate more than 99 credits without having been accepted into a major.

* Students entering programs adhere to degree requirements for the year of entrance. See appropriate catalog and baccalaureate program requirements for given year.

BIOLOGY MAJOR

The Biology Major is a four-year program leading to a baccalaureate. Students may choose from three degree programs: a bachelor of science (BS), a bachelor of arts (BA), and a bachelor of science with secondary education certification. The BS degree program is recommended for those who plan to continue their education in graduate school or medical school. The BA degree is a general liberal arts program that prepares graduates for a variety of career fields. The BS with secondary education degree is a degree offered in partnership with Holy Family University and prepares students for Pennsylvania State certification to teach biology and science courses to grades 7-12.

Applicants for the BS and BA programs should have completed at least 18 credits, 7 in science, and compiled a minimum overall GPA of 2.0 and a minimum of 2.5 in science courses. As part of the four-year degree requirements, students must complete a senior project (Biology 495). The project is under the supervision of a faculty member at Bryn Athyn College or another institution. Proposals for this project must be submitted by the students in the spring of the junior year.

Applications (available in the College Office) should be addressed to the Biology Program Director, Dr. Sherri Cooper.

Course Requirements: Bachelor of Science Degree

- Principles of Biology (Biology 120), Genetics (Biology 230), Cell Structure and Function (Biology 232), Ecology (Biology 235), and an organismal biology (Biology 125, 240, or 245).
- General Chemistry (Chemistry 110-111) and one term of Organic Chemistry (Chemistry 210).
- Statistics (Mathematics 130) and Calculus (Mathematics 150).
- Physics 210.
- Biological Laboratory Techniques (Biology 373 and 375, for a total of 4 credits).
- Seminar (490, 491, 492) required in senior year. Total of 3 credits only count toward the degree.
- Four additional 200/300-level biology courses, one of which must be 300-level.
- Senior project (Biology 495).

Course Requirements: Bachelor of Arts Degree

The requirements for the BA degree are the same as those for the BS degree except for the following:

- Mathematics 140 may be taken in the place of Mathematics 150.
- Physics is not required.
- Only one term (2 credits) of biological laboratory techniques (Biology 373 or 375) is required.
- Four additional biology courses. These four courses may include one of either Earth Science 110 or Biology 110, if taken before junior year.
- Two additional science or mathematics courses (Mathematics 151 or higher, Computer Science 180 or higher, Physics 210-211, Chemistry 211, or any 200-level or higher biology).

Course Requirements: Bachelor of Science Degree with Pennsylvania Secondary Education Certification

The requirements for the BS degree with secondary education (grades 7-12) teaching certification are the same as for the straight BS degree except for the following:

- Additional biology course requirements include human physiology (Bio 220), vertebrate anatomy (Bio 210), and molecular genetics (Bio 310).
- Only one additional 200/300-level biology course beyond requirements.
- Math 151 may be taken in place of statistics (Math 130).
- Senior project is replaced by a semester at Holy Family University for supervised field experience and secondary education seminar (EDUN 402 and EDUN 404).
- Speech 105 and English Lit 200-level are required.
- Education courses at Bryn Athyn College (Ed courses) and at Holy Family University (EDUN courses) are required, including Foundations of Education (Ed 301/501), New Church Principles on Structure and Growth of the Mind (Ed 304), Education as a Development Process (Ed 340), Introduction to Special Education (Ed 311), General Methods and Management (Ed 401), seminars in field experience and differentiated learning (Ed 225 and 325), reading in the content area (Ed 245), General Secondary Education Methods and Technology (EDUN 331), and Secondary Education/Curriculum in the Content Area (EDUN 332).

All course work for the BS with secondary education certification is covered under Bryn Athyn College tuition except for the one semester at Holy Family University for supervised field experience and secondary education seminar (EDUN 402 and EDUN 404). Enrollment and tuition at Holy Family University are required for one semester. Students can apply for financial aid.

EDUCATION MAJOR

The elementary education program involves cooperation between Bryn Athyn College and Holy Family University. It enables students to fulfill the full academic requirements for the bachelor of science degree under the aegis of New Church educational philosophy, and, if they choose to, apply for Pennsylvania certification. Students graduating before June 2013 can pursue certifying degrees in K-6 elementary education or dual certification in K-6 elementary and special education or early childhood education. Pennsylvania certification requirements have recently been updated. Students graduating after June 2013 will follow new program requirements to be outlined in the 2010-11 catalog. Upon completion of the full required program as outlined below, which includes courses at Holy Family University, students receive their degrees from Bryn Athyn College and apply for certification* through Holy Family University. Application for certification is not a degree requirement, nor is it automatic. Secondary certification in biology, English, and history can be earned through the respective majors.

Students completing an education degree at Bryn Athyn College are also prepared for New Church teacher certification. This certification recognizes that teachers have demonstrated the knowledge, skills, and dispositions as outlined in *New Church Teaching Competencies*. New Church teacher certification is granted by the General Church Office of Education, and students may apply for this certification upon graduation.

The program emphasizes New Church and secular educational principles as well as knowledge of subject matter and skill in teaching. It seeks to foster personal qualities expected of good teachers: intelligent love of children, ability to work well with adults, ability to accept and grow from constructive support, and capacity to develop professional attitudes and behavior.

Because the course requirements are quite specific and may include courses to be taken at Holy Family University, close consultation with the program advisor is essential. Students considering a major in elementary education must plan their program of study carefully from the beginning of their college careers. When taking courses that require field experience (designated by FE) schedules must be arranged to provide for observational student teaching during elementary school hours. Occasionally a student may find it necessary to carry more than the normal load of four courses per term or to take one or more summer courses to complete the program in four years. In some cases, additional terms beyond four years may be necessary.

* All students are required to participate fully in the complete program, but it should be noted that international students do not qualify for certification, as Pennsylvania school law requires United States citizenship. If students become United States citizens within ten years from graduation, their degree and their National Teachers' Exams test scores will still be valid. They may then apply for certification.

Admission Requirements and Procedures

Upon entry applicants should possess a GPA of 2.8 and SAT/ACT scores indicating aptitude for success in both mathematical and verbal areas. Certification (New Church and Pennsylvania State) requires students to have a 3.0 GPA upon graduation. Students should demonstrate the personal qualities expected of good teachers as outlined above.

An applicant should first arrange an introductory interview with the Education Division Head to discuss general aspects of the program. Applicants who are not students in the College should apply for admission to the director of admissions before making formal application to the major.

By the end of their second year, applicants should submit to the education division head a current copy of the student's transcript, a letter of application clearly stating reasons for seeking admission to education major, and a copy of passing PRAXIS I (national tests) scores in reading, writing and mathematics. PRAXIS scores should also be submitted to Holy Family University. Students seeking state certification must receive passing scores in order to continue as an education major.

A non certifying bachelor of science degree in education is available to students who do not qualify for state certification. The number of total credits remains the same. All programs will be approved by the division head and the associate dean of academic affairs. For more information, please consult the division head.

Course Requirements

Of the total credits required for the degree, 67.5 are to be earned in education and the remainder in required and elective courses in the liberal arts as indicated below. Courses to be taken at Holy Family University are designated "HFC - EDUN."

A. General Education

A minimum of 50 credits is required from among humanities, social sciences, mathematics, and natural sciences. In addition, students must complete religion residency credits*. Specific requirements include:

		Credits
Religion	residency requirements, Religion 330 required	
Philosophy	102	3
English/Writing	101, 202, Speech 105, & a 200-level literature course (245 recommended)	12
History	225 or 230	3

* Education majors are exempt from the comparative religion Core requirement.

Geography	110	3
Mathematics*		6
Psychology	101	3
Biology	(Environmental Biology recommended)	4
Physical Science	Chemistry, Earth Science, or Physics	4
Physical Education	(see section C)	
Electives**		12
Total (in addition to religion residency credits) = 50		

B. Foundational Education Courses (21 credits)

Education 128	Introduction	3
Psychology/ Education 204	Human Development: Childhood and Adolescence	3
Education 235	Developmental Reading	3
Education 240	Assessment Based Reading Instruction for Diverse Learners	3
Education 301	Foundations of Education	3
Psychology/ Education 340	Educational Psychology	3
Education 401	General Methods & Management	3
Total = 21		

C. Elementary Education Course Requirements for K-6 Education Degree (46.5 credits)

Education 225	Field Experience for First or Second-Year Students	2
Fine Arts/ Education 251	Integrating Art into the Curriculum	3
Education 252	Teaching Music	3
Physical Education/ Education 253	Health and Physical Education for Diverse Learners	3
Education 260	Technology Integration in the Classroom	3
Education 310	Methods for Teaching Mathematics to Diverse Learners	3
Education 311	Special Education	3
Education 321	Methods for Teaching Language Arts to Diverse Learners	3
Education 325	Field Experience: Multi-graded Classroom	1
Education 354	Student Centered Approach to Social Science Instruction	3

* Students need six credits in math courses approved for state certification to be completed before junior year.

** Electives are to be chosen from courses in 3 of the following 4 areas:

- (1) Humanities & Sacred Languages
- (2) History & Social Sciences
- (3) Science & Mathematics
- (4) Fine Arts

Education 355	Student Centered Approach to Elementary Science Instruction	3
Education 424	Teaching the Letter of the Word	1.5
*HFC - EDUN 402	Student Teaching	12
*HFC - EDUN 404	Senior Seminar	3
Total =		46.5

** Students should see Holy Family University's catalog for a description of these courses and the requirements for admission. Students' financial responsibilities to HFU are described on p. 35. The equivalent of EDUN 402 and EDUN 404 will be offered by Bryn Athyn College education division if a student chooses not to become PA state certified. See education division course offerings for descriptions.*

Field Experience Requirements

Most education courses at Bryn Athyn College require observation and/or practice teaching, some of which will be in a public school setting. All of these experiences should be documented by students and will become part of a portfolio requirement for the Senior Seminar course.

National Teachers' Examinations

Education majors seeking PA state certification will be required to take the National Teachers' Examinations (PRAXIS) at their own expense. We require students to take the first three exams (General Knowledge Tests in Reading, Writing, and Mathematics) before the end of their second year. These scores are required for students to be formally accepted into the program. Education majors who wish state certification will be required at the end of their program to take two additional national exams (PRAXIS # 30511 and 10011). Education majors are required to have two formal observations done during the senior teaching experience by a faculty member from the Bryn Athyn College education division and participate in an exit interview prior to graduation. (Note: The above requirements are for students seeking PA state certification who plan to graduate before 2013. In response to current legislation, there will be significant changes to the education program.)

ENGLISH LANGUAGE AND LITERATURE MAJOR

The English Language and Literature program leading to the baccalaureate degree gives the student a firm background and skills in reading, writing, and criticism—tools that are vital for effective work in many segments of society. The program also provides a solid foundation for graduate study in a number of disciplines. The major immerses the student in the cultural wealth of literature written in or translated into English.

The major offers three tracks: language and literature, Pennsylvania certification for teaching grades 7-12 English, and writing. These tracks are outlined below.

Applicants should have compiled a minimum GPA of 2.5 overall, and 2.7 in English courses. Certification requires a GPA of 3.0. 130 credits are required for graduation.

Applications for admission should be addressed to the English program advisor, Dr. Thane Glenn.

Course Requirements

Language and Literature Track

one of: Speech 105
 one of: 211, 213
 two of: 218, 219
 two of: 220, 221
 five of: 300-Level in English or Humanities
 one of: 235
 two of: English electives (200-level)

Supporting Requirements:

Concentration area: Four courses to be chosen from one area other than the major (two courses at the 200-level or higher; two courses at the 300-level or higher). The chosen area must be approved by the program advisor. 12 credits total.

Religion (Upper level): 9 credits

Total specified: 63 credits

Core plus electives: 67 credits

Graduation total: 130 credits

Writing Track

Speech 105
 English 220 & 221
 English 218 & 219
 Writing 211 & 213 & one additional writing course
 English 235 & 320
 Two additional 300-level English or Humanities courses
 English 490/491 Senior writing project*

Supporting Requirements:

Same requirements as literature track

Total specified: 63 credits
 Core plus electives: 67 credits
 Graduation total: 130 credits

B.A. English with Pennsylvania Certification in English (grades 7-12)

Creative Writing: Writing 211
 Advanced Exposition: Writing 213
 American Literature: English 218 & 219
 British Literature: English 220 and 221
 World Literature: Two of Hum 215/216/217
 Shakespeare: English 235
 Three English or Humanities Courses (300-level+)
 English Language: English 320
 Upper-Level Religion (6 credits)
 Electives including philosophy; social science; fine arts or music; physical education; and 6 credits of foreign language (26 credits)

Additional required courses:

Writing 101 & 202, Speech 105, Math 130 & a 2nd Math, English 204

Education Courses at Bryn Athyn College:

Ed 204, 225, 245, 301/501, 311, 340, 401

Education courses at Holy Family University:

EDUN 331, 332, 412 (6 cr), 414

For certification, students must pass national teaching exams (PRAXIS) and earn a 3.0.

* The senior writing project involves a major effort in some area of writing to be produced under the supervision of an advisor. The project could include a collection of short fiction, poems, or essays, critical analysis, a segment of a novel or play, or some other project that reflects the student's best focused efforts in writing. The project involves the student over a two-term period of the senior year.

HISTORY MAJOR

(BA AND BA WITH SECONDARY EDUCATION CERTIFICATION)

The course offerings for the history major have been selected in accordance with the philosophy that a broad study of the narrative and social history of the human race, together with an understanding of its intellectual and spiritual history, will prepare students in a unique way, not only to teach or pursue research in a variety of historical subject areas, but also to gain an understanding of the general trends, both natural and spiritual, present throughout the history of the human race.

Because our culture today is a product of the experiences and attitudes of past cultures, the student will, through this process of discovery, gain a better understanding of what we are as a society today, and what we may become.

The major offers two programs: a BA in History and a BA in History with secondary education certification. Both of these programs are outlined below. A minimum of 130 credits is required for graduation.

Admission Requirements and Procedures

Applicants should have compiled a minimum overall GPA of 2.0 and a minimum of 2.5 in history courses. Certification requires a GPA of 3.0. Applications for admission should be addressed to the history program advisor, Dr. Wendy E. Closterman.

Common Requirements for BA and BA/Certification Programs

100-Level Requirements: History 114, 115, 117

Distribution Fields

Minimum of one course in each distribution field. Students choose one area of concentration in which to take a minimum of three courses. Required concentration in American History for certification program.

At least three courses overall must be taken at the 300-level.

Ancient History: History 207, 208, 240, 310

Eighteenth Century Europe and Its Origins: History 215, 216, 250/350, 290, 315

American History: History 225, 230, 232, 330, (330 and Holy Family University History 315: History of Pennsylvania req. for certification)

Non-Western History: History 209, 235, 245, 295, 346

Seminars and Applied Learning: History 211, 301, 402

Religion

Religion 210

Church History course related to chosen area of concentration: Ancient History:

Religion 283; Eighteenth Century Europe and its Origins: Religion 284 or 320;

American History: Religion 380; Non-Western History: Religion 296

Additional Requirements for BA in History

History Internships (History 298, 398, 498) or Senior Research Paper (History 490, 491) (6 credit min.)

Supporting Fields (minimum 9 credits at the 200-level or above from the following fields; student and advisor together select courses to support the area of concentration)

Art History; Literature; Philosophy; Political Science; Sociology

Additional Requirements for BA in History with Secondary Education Certification

General Requirements

Anthropology 110, Economics 131 or 132; Education 128, Geography 110, Literature elective, Mathematics 130, Mathematics elective, Philosophy elective, Political Science 210, Speech 105

Education

Education 204, 225, 245, 301, 311, 326, 340, 401

Education Courses at Holy Family University*

HFU Education 331: General Secondary Education Methods and Technology

HFU Education 332: Secondary Education/Curriculum Content Area

HFU Education 402: Supervised Field Experience

HFU Education 404: Secondary Education Seminar

* See p. 35 for details about paying for Holy Family University classes.

INTERDISCIPLINARY MAJOR

The Interdisciplinary (ID) Major presents a unique opportunity for students to combine studies in any two of a number of selected liberal arts areas and develop in a structured way the interrelationships of different fields of knowledge.

Of the credits required for the bachelor of arts degree, a minimum of 30 credits must be taken in the two areas, a minimum of six credits above the 200-level and 15 credits beyond the 100-level in each area. Each academic area of the ID Program has its own list of course requirements. See the ID Program Director, Dr. Soni Werner, for a list of available areas and the specific requirements in each.

In addition to completing course requirements in each academic area, students in the ID major also undertake a capstone experience involving a senior research essay. This essay brings together the two academic areas within the context of New Church doctrine. The senior research essay must be completed during the junior and senior year under the guidance of a faculty member (essay advisor), with support from two other faculty members (secondary readers). The three faculty members together evaluate the final product. The capstone experience involves a total of eight credits:

Junior year, Spring term, 1 credit	ID 390. Research Seminar
Senior year, Fall term, 3 credits	ID 490. Senior Essay: Research
Senior year, Winter term, 3 credits	ID 491. Senior Essay: Written Product
Senior year, Spring term, 1 credit	ID 492. Senior Seminar

Beyond the above specified requirements, students need to complete the Core requirements, the requirements of each ID area, and a total of at least 130 credits. Students must earn a GPA of at least 2.0 in each academic area and a GPA of 2.0 overall in order to graduate.

Application to the ID Program may be made after earning at least 50 college credits. For entrance, the College requires an overall 2.0 GPA minimum, with a 2.5 minimum in each of the intended areas (based on at least two courses in each area). Because the capstone experience in the ID Major depends heavily on research and writing ability, students must earn a minimum score of 2 in at least two Writing or Writing Intensive (W) courses and a minimum score of 1 in one Information Literacy (IL) course before acceptance into the major.

Students who have applied for entrance to the major but do not meet all of the entrance requirements will not be admitted to the major on any sort of provisional basis.

Inquiries regarding an ID Major should be made to the director of the program, Dr. Soni Werner.

RELIGION MAJOR

The Religion Major provides disciplined and systematic instruction in religion, with the aim of an overall comprehension of the doctrines of the New Church, in a sphere of rational discussion and creative thinking. Topics include the meaning of the New Church in relation to faith, the Word of the Lord, marriage and the home, creation, the Lord's providence, world religions, and sacred languages. Students have the opportunity to integrate their religious faith in ways that contribute to their own regeneration, their religious community, and the world.

Of the total 130 credits required for the bachelor of arts degree, 42 must be taken in religion and major-related subjects as set out below:

- These 42 credits shall be beyond the courses taken to satisfy the religion residency requirements in the freshman and sophomore years.
- Of these 42 credits, 15 may be taken in major-related subjects in philosophy, educational philosophy, history, or sacred language. See details below.
- Religion courses taken to meet major requirements must be beyond the 100-level, with at least 12 credits at the 300-level or above.
- At least one term of Religion Senior Project (490/491) must be included in the program. Credits received shall count towards the major requirements.
- At least 3 credits in a World Religions course must be included (Rel. 193, 283, 284, 295, 296), 3 credits may be from Religion 298, Religion Internship.
- For entrance into the religion major, students apply to the program director, Rev. Stephen Cole. The division requires an overall GPA of 2.00, with 2.50 in religion courses and in those courses within the intended major-related fields of study.

Courses which qualify as major- or minor-related are as follows:

History

- 240 Ancient Israel
- 250/350 Swedenborg's Life and Times
- 310 Religion in Ancient Greece and Rome

Philosophy

- 310/311 Topics in Contemporary Philosophy I and II
- 320/321 Swedenborg's Philosophy

Sacred Languages

- Hebrew 110, 111, 250
- Greek 110, 111, 250, 251
- Latin 200+

Sociology

340 Seminar in the Sociology of Religion

In planning a degree program, pre-theological students should note that the Academy Theological School requires MDiv candidates to have taken certain courses in religion, philosophy, education, and Latin. Other courses are recommended. (See Theological School Catalog.) Those wishing entrance into Theological School should interview with the dean of that school as early as possible.

RELIGION MINOR

A religion minor is offered with most other majors. Students should apply to the head of the Religion and Sacred Language Division no later than the end of junior year.

Of the total 130 credits required for bachelor of arts degree, 15 credits (5 courses) must be beyond the courses taken to satisfy the religion residency requirements in the freshman and sophomore years.

Course Requirements:

- Two must be in 300-level religion.
- One must be in a World Religions course (Rel. 193, 283, 284, 295, 296)
- One must be in an Old Testament or a New Testament course (Rel. 123, 220, 221, 222, 223, or History 240)
- No more than two from major or minor related courses (see religion major)

To enter and remain in the religion minor, the division requires an overall GPA of 2.00, with 2.5 in religion courses.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

Air Force Reserve Officers' Training Corps (AFROTC)

Students are eligible to participate in the AFROTC through a cross-enrollment agreement with St. Joseph's University. All aerospace studies courses will be held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for a baccalaureate degree.

The AFROTC program at St. Joseph's University offers a curriculum leading to a commission as a second lieutenant in the Air Force. In the standard four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. However, students may begin the program as long as they have at least two years left before graduation. In the shortened curriculum, students will take a combination of aerospace studies courses depending on their class standing. They then attend a five-week summer training program and enter the POC. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship.

The subject matter of the first two years is developed from a historical perspective and focuses on the scope, structure, and history of military power, with an emphasis on the development of air power. During the last two years, the curriculum concentrates on the concepts and practices of leadership and management and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a leadership laboratory for two hours each week during which the day-to-day skills and working environment of the Air Force are explored. The leadership lab uses a student organization designed for the practice of leadership and management techniques.

AFROTC offers scholarships on a competitive basis to qualified applicants participating in the program. All scholarships cover tuition, lab fees, and books, plus a tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the tax-free monthly stipend.

For further information on the cross-enrollment program, scholarships, and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det 750, Saint Joseph's University, Philadelphia, PA 19131; (610) 660-3190; rotc@sju.edu; <http://www.sju.edu/afrotc/>.

Army Reserve Officers' Training Corps (AROTC)

The military science courses are held at Temple University's main campus and are taught by the University's Department of Military Science. Students enroll for the courses at Bryn Athyn College and pay Bryn Athyn College tuition fees. Credit is earned both at Bryn Athyn College and Temple University. Before enrolling in a course, a student must get permission from the Temple Department of Military Science (Room 410, Ritter Hall Annex, 215-204-7480).

AROTC is an elective curriculum taken along with required college classes. It gives the tools, training, and experiences to build success in any competitive environment. Along with leadership training, AROTC can pay for college tuition. Because AROTC is an elective, students can participate during freshman and sophomore years without any obligation to join the Army. Students have a regular college experience like other students on campus, but upon graduation they become commissioned officers in the Army. At that point, students will have a wide range of interest areas (called branches) for specialization.

The Basic Course takes place during the first two years in college as elective courses. It normally involves one elective class and lab each semester along with the requisite physical training and field training exercises. Students learn basic military skills and the fundamentals of leadership, and they start the groundwork toward becoming an Army leader. Students may take AROTC Basic Courses without a military commitment.

Basic Course subjects include: Introduction to Army Leadership, Army Customs and Traditions, Military Operations and Tactics, Goal Setting and Mission Accomplishment, Applied Leadership Theory, Principles of War, Stress Management, and Health and Physical Fitness.

The Advanced Course takes place during the last two years in college as elective courses. It normally includes one elective class and lab each semester in addition to the requisite physical training and field training exercises, plus a summer leadership camp. Students learn advanced military tactics and gain experience in team organization, planning, and decision-making. To benefit from the leadership training in the Advanced Course, all Cadets must have completed either the Basic Course or have attended the Leader's Training Course. Entering the Advanced Course requires a commitment to serve as an Officer in the U.S. Army after graduation.

Advanced Course subjects include: Command and Staff Functions, Law of War, Weapons, Team Dynamics and Peer Leadership, Military Operations and Tactics, Training the Force, Military Justice, Ethical Decision Making, Personnel Management, Cultural Awareness, and Post and Installation Support.

Two-, three-, and four-year scholarships are available for students who meet qualification standards. Contact Major Will Griffin, Asst. Professor of Military Science, Temple University. Email: wgriffin@temple.edu. Ph: (215) 204-4453.

SECOND BACCALAUREATE

Students with a baccalaureate (from Bryn Athyn College or elsewhere) who wish to earn another baccalaureate from Bryn Athyn College must do the following:

1. Apply for admission to the degree program and satisfy all admission requirements.
2. With the appropriate major advisor, work out a program that
 - a. satisfies all the requirements of that major (by transfer and by completing courses at Bryn Athyn College)
 - b. satisfies all Core requirements (this may be done by transfer, proficiency tests, and completing courses at Bryn Athyn College)
 - c. includes an additional 30 credits at the 200-level or higher beyond the previous baccalaureate.
3. Obtain approval from the associate dean of academic affairs, who will consult with the Curriculum and Academic Policy Committee. A written statement confirming the approved requirements will be placed in the student's file.

Students whose first degree is from Bryn Athyn College will not be eligible for financial aid.

EXPERIENTIAL EDUCATION

Experiential education includes both internships and service learning opportunities. These opportunities provide students with the experience of combining academic work and experience outside of the classroom. Students learn through participation and reflection. In exchange, the students add value to the organizations that co-sponsor these learning experiences. These personalized learning endeavors are a specialty of the College.

The Core Program requires every baccalaureate graduate to complete a minimum of one credit in experiential education for graduation:

For most 100-level internships and service learning contact:

Director of Experiential Education
 Box 717, Bryn Athyn College
 Bryn Athyn, PA 19009-0717
 (267) 502-2412

Internship Program

Internships are generally used for career exploration and self exploration. Students are eligible for internships once they have completed two full terms at Bryn Athyn College, have earned a GPA of 2.7 or better, and are in good academic and disciplinary standing. Internships may be paid or unpaid and generally last an entire term, but other schedules can be arranged with faculty approval. An intern should be enthusiastic, punctual, and reliable.

For 100-level internships, students apply to the director of experiential education. For 200-level and higher, students apply to the faculty member in charge of the subject area. While students will be offered guidance and contacts in designing an internship, the student is responsible for securing internship openings. Internships are awarded credit at approximately 67 hours per credit, thus a 3 credit internship requires 200 hours. Students may not apply more than 12 credits in internships toward the credit requirement for a baccalaureate. Each field has unique internship requirements, including papers and presentation, but all require a learning plan and a reflective component.

Summer internships are Bryn Athyn College courses and are recorded for the summer session. Students pay an internship fee equivalent to 0.5 credits, regardless of the number of credits earned, plus any additional costs needed to cover faculty oversight, as relevant. The registration deadline for summer internships is May 1. Internships performed during the summer may not be recorded in a term other than the summer session, even if preparatory work is undertaken in an earlier term.

Service Learning

Service learning is designed to enhance a student's civic and societal awareness by combining academic instruction, purposeful service, and critical reflection. Service learning assists students in thinking broadly about a particular subject area and can often help students define career interests. Current offerings include such things as coaching and student teaching. Service credits are awarded at approximately 67 hours per credit. Some service learning opportunities are embedded in academic courses, such as health, psychology, and leadership, where service is done through a component of the course outlined in a syllabus. Students may also participate in the service learning program through college sponsored service trips by registering for Experiential Education 100. To qualify for off campus service learning projects students must be in good academic and disciplinary standing.

International Opportunities

The College offers two opportunities for international experience, internships (see above) and study abroad.

Study Abroad

Bryn Athyn College students create for themselves an appropriate program of study in their area of interest. Preparations should begin at least one year in advance. Credits earned off campus can be applied to majors at Bryn Athyn College subject to approval. Bryn Athyn College faculty offer guidance in choosing between a study abroad program administered through another institution and the College's own exchange programs.

International Student Exchange Program

Bryn Athyn College currently maintains two international exchange programs. During the 2003-2004 academic year Bryn Athyn College entered into a formal student exchange program with the Université de Michel Montaigne-Bordeaux, Bordeaux 3 (France). In the 2008-2009 academic year Bryn Athyn College entered into a similar agreement with the Universitat Osnabrück (Germany). Bryn Athyn College students who apply must be full-time students who have completed at least three terms at Bryn Athyn College. In addition, students must be in good academic and disciplinary standing with a cumulative GPA of 2.5 or higher. They must also meet the minimum academic standards of the host institution prior to acceptance for study. Bryn Athyn College students who participate will be responsible for all transportation, living expenses, and costs involved in travel to and from the host institution. In addition the student is responsible for all personal expenses such as a passport, telephone calls, books, etc. Students are required to have health insurance

for the duration of their exchange period.

Université Michel Montaigne-Bordeaux (France). Students from Bryn Athyn College may apply to attend the Université for one or two terms, and Bordeaux students may apply to attend Bryn Athyn College for a comparable period of time. Knowledge of French is highly desirable, but students may take courses in the North American Studies Department at the Université, which are taught in English.

Universität Osnabrück (Germany). Students from Bryn Athyn College may apply to attend the Universität for one or two terms, and Osnabrück students may apply to attend Bryn Athyn College for a comparable period of time. Knowledge of German is highly desirable, but students may take courses in the Department of Language and Literature at the Universität, some of which are taught in English.

For additional information please contact:

Dr. Jane Williams-Hogan.
jane.williams-hogan@brynathyn.edu
P.O. Box 717, Bryn Athyn College
Bryn Athyn, PA 19009-0717
(267) 502-2501

COLLEGE COURSES

The College administration will make every effort to offer the courses listed in this catalog but reserves the right to cancel those courses which do not receive sufficient enrollment.

Students may take courses above their year level only with the permission of both the instructor and the appropriate division head.

Descriptors in parentheses following a title indicate which skills or disciplines the course fills in the Core requirements:

- (EE) Experiential Education
- (EEC) Experiential Education Component
- (IL) Information Literacy
- (PP) Public Presentation
- (QR) Quantitative Reasoning
- (W) Writing Intensive

Anthropology

Anthropology 110. An Introduction to Cultural Anthropology.

Focus on the concept of culture, the methods of anthropological study, and some of the basic institutions of culture such as family, religion, and economic life. Particular emphasis on using the study of other cultures as a basis for understanding complex modern society.

3 Credits.

(Not Offered 2009/10)

Anthropology/History 211. Artifacts, Archaeology, and Museums. (W)

Introduction to the theories and methods used to interpret how objects provide evidence for history and express a culture's values, ideas, and attitudes. Includes examination of archaeological method and ethics, and the use of objects in a museum setting. Hands-on projects and visits to local museums and historical sites.

3 Credits. Spring.

W.E. Closterman

Biology

Biology 110. Environmental Science. (QR)

Geared for non-majors. Includes basic biological and chemical principles as well as concepts from ecology, earth science, and conservation biology. Discussion of the impact of industrial society on the quality of our environment (land, air, water, and natural ecosystems). Laboratory included.

4 Credits. Spring.

S.L. Cooper

Biology 120. Principles of Biology.

This introductory course is for students planning to major in biology and for students in other majors who may want to take more than one science course as undergraduates or pursue a postgraduate degree in the life sciences. Provides an integrated overview of biology, covering basic principles in cell and molecular biology, energy transport, genetics, microevolution, macroevolution, phylogenetics and biological diversity. Laboratory included.

4 Credits. Fall.

A.F. Bryntesson, S.L. Cooper

Biology 125. Introductory Ornithology.

Introduction to classical ornithology with elements of comparative anatomy. Course topics include physiology, development, behavior, and ecology. Laboratory exercises include fundamentals of bird anatomy, comparative anatomy, identification of local birds, introduction of fundamental field techniques, especially those related to biodiversity surveys and experimental studies. Laboratory included.

4 Credits. Spring.

E.R. Potapov

Biology 210. Vertebrate Anatomy.

Vertebrate form in the context of the evolutionary model. Anatomy of the human contrasted with other vertebrates, with attention to the integration of form and function at all organizational levels. Prerequisite: Biology 120. Laboratory included.

4 Credits.

(Not Offered 2009/10)

Biology 220. Human Physiology.

General study of function in human systems through organizational levels from the molecular to the organismic. Particular emphasis on control mechanisms and homeostasis. Prerequisite: Biology 120.

3 Credits.

(Not Offered 2009/10)

Biology 230. Genetics.

Study of the process of heredity at a more advanced level than Biology 120. A problem-solving, seminar-oriented course integrating principles of evolution, classical Mendelian genetics, and the molecular biology of the gene. Prerequisite: Biology 120, or Biology 115 (Biology 115 was offered in 2006/07 and 2007/08).

3 Credits. Winter.

A.F. Bryntesson

Biology 232. Cell Structure and Function. (PP)

Study of the structure-function relationship in cells. Illustration of molecular principles upon which cellular structure and function depend. Foundation course for all other molecular biology courses. Prerequisite: Biology 120.

3 Credits.

(Not Offered 2009/10)

Biology 235. Ecology.

Study of the physical, chemical, and biological processes that determine the distribution and abundance of plants and animals. Energy flow, food webs, adaptation of species, population dynamics, species interactions, nutrient cycling, and ecological succession. Prerequisite: Biology 120.

3 Credits. Fall.

S.L. Cooper

Biology 240. Botany.

Introductory study of plant diversity, form, and function. Topics include evolution, classification, structure, reproduction, development, and physiology in plants. Prerequisite: Biology 120. Laboratory included.

3 Credits.

(Not Offered 2009/10)

Biology 245. Zoology.

Exploration of the animal kingdom, including: systematics, anatomy, and physiology. Topics consist of basic concepts of zoology, diversity of major groups of invertebrate and vertebrate animals, evolutionary relationships, structure and function of vertebrate and invertebrate organ systems, and evolutionary development of organ systems. Includes a lab with hands-on activities focused on selected taxa. Prerequisite: Biology 120. Laboratory included.

4 Credits.

(Not Offered 2009/10)

Biology 250. Microbiology.

Introduction to the morphology, physiology, genetics, and ecology of bacteria and fungi, as well as the structure and replication of viruses. Overview of microorganisms, with emphasis on those organisms involved in the natural history of human disease. Prerequisite: Biology 120. Laboratory included.

3 Credits.

(Not Offered 2009/10)

Biology 310. Molecular Genetics.

Introduction to nucleic acid structure, function, and chemistry; molecular genetics; DNA replication, repair and recombination; mechanism and control of DNA, RNA, and protein synthesis; and control of cell growth and division. Prerequisite: Biology 230 and Chemistry 210.

3 Credits.

(Not Offered 2009/10)

Biology/Chemistry 315. Principles of Biochemistry.

Protein structure, dynamics, folding, and methods of purification and analysis. Methods of enzymology and a review of representative enzyme mechanisms. Membrane structure and function and the operation of membrane proteins in the electron transport chain and oxidative phosphorylation. A special topic of protein science explored in student projects. Prerequisite: Biology 232 and Chemistry 210.

3 Credits. Spring.

A.J. Bedford

Biology 335. Limnology.

Lakes, ponds, and streams; their origin, development, geochemistry, energy balance, productivity, and the dynamics of plant and animal communities. Prerequisite: Biology 235, Chemistry 111, and Mathematics 140.

3 Credits.

(Not Offered 2009/10)

Biology 340. Marine (and estuarine) Ecology.

Factors that influence the distribution, abundance, and diversity of marine organisms. Topics include physical characteristics of marine and coastal habitats, larval recruitment, and community interactions. Habitats include rocky shore, tidal flats, beaches, mangrove, subtidal areas, estuaries, and coral reefs. Prerequisite: Biology 235 (Ecology) and Chemistry 110.

3 Credits. Winter.

S.L. Cooper

Biology 355. Cancer Biology.

Focus on how cells and organs interact via biochemical signaling mechanisms. Special attention to the mechanisms that govern the cell cycle and how a disrupted cell causes cancer. Cancer and various treatments discussed. Prerequisite: Biology 230, Biology 232, and Chemistry 210.

3 Credits.

(Not Offered 2009/10)

Biology 360. Environmental Science.

Study of local, regional, and global environmental issues primarily from a biological and chemical perspective. May include issues of environmental policy and economics, engineering, and ethics. Course project and presentation required. Prerequisite: Biology 235 and Chemistry 111.

3 Credits.

(Not Offered 2009/10)

Biology 373. Biological Laboratory Techniques: Molecular Biology.

Junior level biology laboratory course supporting Biology 230, 232, 310, 315, and 355. A mixture of theoretical and practical experience in techniques used in molecular biology, including PCR and cell-based cloning, nucleic acid hybridization, genomic structure analysis, proteomics, bioinformatics, protein expression and analysis, and culturing and identifying microbiological organisms. Laboratory reports and scientific writing skills integral. Co-requisite or Prerequisite: Biology 230 and Biology 232.

2 Credits. Spring.

A.F. Bryntesson

Biology 375. Biological Laboratory Techniques: Ecology.

Junior level biology laboratory course supporting Biology 235, 240, 335, and 360. Topics include various methods of field and aquatic sampling for soils, sediments, plants, and animals; algae, plant, and invertebrate identification using taxonomic keys; laboratory and data analyses of soils, sediments, community structure, and diversity. Laboratory reports and scientific writing skills integral. Prerequisite or co-requisite: Biology 235.

2 Credits. Fall.

S.L. Cooper, E.R. Potapov

Biology 490. Biology Seminar I.

Broadened exposure to active areas of biology and reading current literature. Required of seniors in the biology major and open to seniors in the ID major who are studying biology.

1 Credit. Fall.

Staff

Biology 491. Biology Seminar II.

Review of current ethical issues in science. Integrity in biological research and publication. Required of seniors in the biology major and open to seniors in the ID major who are studying biology.

1 Credit. Winter.

S.L. Cooper

Biology 492. Biology Seminar III.

Public presentation of undergraduate biological research. Required of seniors in the biology major and open to seniors in the ID major who are studying biology.

1 Credit. Spring.

E.R. Potapov

Biology 495. Senior Project.

Independent research project or scholarly study under the supervision of a faculty member. Topic chosen by mutual agreement between student and supervisor. Limited to and required of biology majors. Senior project proposals are required in Spring of junior year.

3 Credits.

Staff

Biology 298, 398. Biology Internship. (EE)

Credit and requirements variable. Proposals must be approved by head of major. Students may apply for Biology 298 after one year and at least two 200- or 300-level biology courses, and for Biology 398 after two years of study and at least three 200- or 300-level biology courses and Chemistry 110/111. Course may be repeated for credit. Internships at other institutions must be applied for and arranged by the student.

Credit variable. By arrangement.

Staff

Business

Psychology/Business 202. Psychology Applied in the Workplace.

(Also known as industrial and organizational psychology.) Exploration of the application of psychology to the workplace environment, such as business, government, and non-profit organizations. Major areas of study include work motivation, teams and teamwork, personnel decision-making, performance appraisal, leadership, and diversity in terms of gender, race, and personality type. Attention given to New Church concepts of conscience, discriminatory charity, and use as they apply to adult employment in our current workforce. Prerequisite: Psychology 101, a business/economics course, or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Business 241. Accounting I.

Introduction to basic financial accounting principles, the accounting cycle, the preparation of financial statements, and the use of computer spreadsheets.

3 Credits. Fall.

Staff

Business 242. Accounting II.

Interpretation of financial statements and the use of accounting information as a tool for making business management decisions. Use of computer spreadsheets emphasized. Prerequisite: Business 241.

3 Credits. Winter.

Staff

Business 251. Introduction to Business Law.

Legal enforcement of obligations and the function of law in modern business. The establishment and enforcement of contractual obligations. The establishment of an agency relationship and its effect on third parties.

3 Credits.

(Not Offered 2009/10)

Business 254. Principles of Marketing.

Focus on customer behavior, promotion, channels of distribution, product, and pricing, with emphasis on formulating marketing plans and strategies in a global and culturally diverse environment.

3 Credits. Winter.

W.C. Childs

Business 257. Principles of Management.

Fundamentals of management including the contributions of F.W. Taylor, Peter F. Drucker, and W. Edwards Deming. Special attention to business ethics, leadership, the Quality Movement, and ISO Teamwork 9000 certification. Group projects, business seminars.

3 Credits.

(Not Offered 2009/10)

Business 301. Business Ethics.

Analysis of moral principles and their application to decision making in business. Includes an overview of philosophical and theological ethical theories, including New Church ethics. Major focus on the analysis of ethical concerns in actual case studies from business, involving issues such as down-sizing, whistle-blowing, competition vs. cooperation, and social responsibility.

3 Credits. Spring.

W.C. Childs

Business 320. Financial Management.

Introduction to business finance, role of the chief financial officer, and financial tools used by management. Emphasis on management of revenue and expenses, application of basic financial concepts to the solution of organizational problems, analysis of the short and long-term financial needs of an organization, and selection of most feasible course of action to secure best possible financial outcome and allocation of resources. Topics of present value, stock and bond valuation, capital budgeting, financial forecasting, and capital structures also examined. Prerequisite: Economics 131 and Economics 132.

3 Credits.

(Not Offered 2009/10)

Business 298, 398, 498. Business Internship. (EE)

Proposals must be approved by the head of major. Course may be repeated for credit.

Credit variable. By arrangement.

Staff

Chemistry

Chemistry 110. General Chemistry I.

First year chemistry course for science majors. Topics include atomic structure, quantum mechanics, electron configuration, chemical bonding, molecular geometry, the periodic table, classifications of matter, stoichiometry, reactions in solution, gases, and thermochemistry. First half of sequence with Chemistry 111. Prerequisite: One year of high school chemistry or Earth Science 110. Laboratory included.

4 Credits. Winter.

A.J. Bedford

Chemistry 111. General Chemistry II. (QR)

Continuation of Chemistry 110. Topics include intermolecular forces, physical properties of solutions, chemical kinetics, chemical equilibrium, acids and bases, solubility, thermodynamics, and electrochemistry. Prerequisite: Chemistry 110. Laboratory included.

4 Credits. Spring.

A.J. Bedford

Chemistry 210. Organic Chemistry I.

Second year chemistry course for science majors. Topics include molecular orbital and hybrid orbital theory and bonding, chemical energetics, alkanes, alkenes, haloalkanes, alcohols, alkynes, dienes, stereochemistry, and classes of reactions and reaction mechanisms. Laboratory includes basic techniques in organic chemistry and computer based molecular modeling. First half of sequence with Chemistry 211. Prerequisite: Chemistry 111. Laboratory included.

4 Credits. Fall.

A.J. Bedford

Chemistry 211. Organic Chemistry II.

Continuation of Chemistry 210. Topics include spectrophotometric identification of organic compounds, arenes, esters, epoxides, aldehydes and ketones, carboxylic acids and acid derivatives, and condensation reactions. Emphasis on biological applications of organic chemistry. Laboratory includes synthetic techniques and computational chemistry. Prerequisite: Chemistry 210. Laboratory included.

4 Credits. Winter.

A.J. Bedford

Biology/Chemistry 315. Principles of Biochemistry.

Protein structure, dynamics, folding, and methods of purification and analysis. Methods of enzymology and a review of representative enzyme mechanisms. Membrane structure and function and the operation of membrane proteins in the electron transport chain and oxidative phosphorylation. A special topic of protein science explored in student projects. Prerequisite: Biology 232 and Chemistry 211.

3 Credits. Spring.

A.J. Bedford

Computer Science

Computer Science 105. Introduction to Information Processing Systems.

This course includes three major areas of study: how computers and networks work, how data is stored and retrieved in a database, and how software is designed. Students are given practical exposures in all three areas and are challenged to develop and utilize database and programming skills.

3 Credits. Fall.

Staff

Computer Science 160. World Wide Web Development.

Introduction to the elements of web site design. The course includes technical aspects of web creation and design considerations for information delivery and usability. Prerequisite: Computer Science 105 or familiarity with computers.

3 Credits. Spring.

G.F. Bongers

Computer Science 180. Structured Programming. (QR)

Language elements and applications. Algorithm development. Introduction to data structures. Prerequisite: Some experience with programming or permission of instructor.

3 Credits. Winter.

N. Simonetti

Computer Science 210. Additional Languages.

A guided self study course in which students learn an additional language or the advanced features of a language they already know. May be taken, with different languages, up to three times. Prerequisite: Computer Science 180 and permission of instructor.

Credit variable.

(Not Offered 2009/10)

Computer Science 220. Introduction to Data Structures.

Stacks, Queues, Linked Lists, Trees, Heaps, Sorting, Searching, Complexity, Dynamic programming. Prerequisite: Computer Science 180.

3 Credits. Spring.

N. Simonetti

Mathematics/Computer Science 235. Discrete Structures.

Mathematical foundations for the analysis of computer systems. Recursive functions, sets, graph theory, and combinatorics. Prerequisite: Computer Science 180 or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Computer Science 240. Computer Organization and Architect.

Fundamental concepts of computer structure and components, information representation, Assembly language programming, and performance as a function of architecture. Prerequisite: Computer Science 220 or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Mathematics/Computer Science 321. Introduction to Numerical Methods.

Finite differences, interpolation, solutions of equations, numerical integration, curve fitting, linear equations, numerical solution of differential equations. Prerequisite: Mathematics 250 and competence in programming.

3 Credits.

(Not Offered 2009/10)

Earth Science

Earth Science/Geography 105. Geographical Information Systems.

Laboratory course using geographical information systems including ArcView and virtual globe software. Pass/Fail.

2 Credits.

(Not Offered 2009/10)

Earth Science 110. Introduction to Physical Geology and Meteorology.

Introduction to mineralogy; igneous, sedimentary, and metamorphic petrology; and structural geology. The evolution of continents. The atmosphere and atmospheric motion. Laboratory included.

4 Credits. Winter.

E.R. Potapov

Economics

Economics 131. Macroeconomics.

Study of the fundamentals of economic analysis with emphasis upon national output, employment, and price levels. Exploration of the monetary and financial system together with problems of economic stability. Special attention to the role of government fiscal and monetary policy. Consideration of current issues such as economic growth, federal budget deficits, and the impact of corporate scandal. Course includes student-led seminars and a trip to the Federal Reserve Bank.

3 Credits. Fall.

C.W. Lindsay

Economics 132. Microeconomics.

Study of the fundamentals of economic analysis with particular emphasis upon consumer demand behavior and the output and pricing decisions of business firms under various market structures. Introduction to international economic theory. Group projects.

3 Credits. Winter.

Staff

Education

*course requires field experience

***Education 128. Introduction to the Theory and Practice of Education.**

Aspects of a career in teaching are explored within the context of New Church and secular education philosophy. Topics include teaching as a profession, the diverse needs and abilities of students at various developmental stages, the design and application of instructional practices, history of education, and organizational structures. Brief observation and optional practice teaching in an elementary or secondary classroom. Prerequisite for many education courses.

3 Credits. Winter.

K.R. Alden

Psychology/Education 204. Human Development: Childhood and Adolescence.

Study of human development, focusing on the most significant changes that occur between the ages of 5 and 18. Topics include theories of physical-motor, cognitive, language, creative, social, emotional, moral and spiritual development.

3 Credits. Winter.

S.S. Werner

***Education 225. Seminar in Observation and Teaching.**

17 hours of observation, teaching of 3-5 single lessons, completion of interactive journal and eight seminars based on *Beginning with the Brain*. Students must have enough open times in their schedule to complete the observation requirements.

Prerequisite: Education 128.

2 Credits. Spring.

N.G. Phillips

***Education 235. Developmental Reading.**

Theory and approaches to the teaching of reading, pre-kindergarten to sixth grade, including areas of readiness, phonics and comprehension skills, and materials currently available. Students must have space for 10 hours of morning observation time. Prerequisite: Education 128.

3 Credits. Fall.

N.G. Phillips

***Education 240. Assessment Based Reading Instruction for Diverse Learners.**

Application of techniques acquired in previous course work as well as mastery of assessment theory in practice. Exploration of material in the Writings bearing on the validity of assessment and individual differences in performance among students. Formal, informal, and portfolio assessment methodology presented to assist pre service teachers in constructive evaluation. Exploration and selection of instruction methods and material congruent with the assessment findings. Case studies and current experience integrated throughout the course. Prerequisite: Education 128, Education 235. Psychology 101 recommended.

3 Credits. Winter.

Staff

***Education 245. Content Area Literacy.**

Basic ideas, goals and frameworks to improve and teach reading and writing in the content areas, support critical thinking, and enhance literacy across the curriculum. Study skills in content areas. Reading, writing, listening, and speaking within the culture of the discipline studied or taught. Required course for pre-service secondary school teachers, but also recommended for all education students. Alternates with Education 317. Prerequisite: Education 128 or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Education/Fine Arts 251. Integrating Art into the Curriculum.

Examination of how integrating art into all the subjects areas of the elementary school curriculum can enrich children's learning. Classes involve looking at examples of children's art, reading about issues involved with elementary art education and creating a portfolio of projects. Two lecture and two laboratory periods. Alternated with Education 252.

3 Credits.

(Not Offered 2009/10)

Education 252. Music Education.

Preparation for the elementary school teacher as a music leader in the classroom and as an assistant to the music specialist. Includes curriculum guidelines; basic music and note reading skills; sight-singing; simple accompanying skills on piano and guitar; teaching of singing techniques; the use of the recorder, autoharp, xylophones, and percussion instruments; the contributions of Gordon, Orff, Kodaly, Dalcrose and Suzuki to classroom music. Alternates with Education 251.

3 Credits. Spring.

C.W. Simons

Education/Physical Education 253. Physical Education for Diverse Learners.

Theory and practice of teaching physical education, health, and dance to diverse learners (K-8). Focus on planning developmentally-appropriate and fun movement experiences that enable students to learn through movement. Instruction strategies, management and motivation of students, and a short practicum of a total of four classes observing, assisting, and teaching at the Bryn Athyn Church School.

3 Credits (academic). Winter.

H.J. Bryntesson

Education 260. Technology Integration in the Classroom.

Examination of the use of technology as a critical component of the learning environment for both students and teachers. Focus on concepts, skills, and issues impacting integration. Focus on the six areas identified by the National Education Technology Standards project for teachers: technology operations and concepts; planning and designing learning environments and experiences; teaching, learning, and curriculum; assessment and evaluation; productivity and professional practice; social, ethical, legal and human issues.

3 Credits. Fall.

J.C. Hyatt

Education 301. Foundations of Education

Study of the influence of cultural, philosophical, political, and social changes on the development of education. Emphasis on issues in United States schools today and on potential future developments. Prerequisite: for non-majors Education 128 and permission of the instructor. Permission of instructor for students not in 3rd year or higher.

3 Credits. Spring.

N.G. Phillips

***Education 310. Methods for Teaching Mathematics to Diverse Learners.**

Introduction to teaching mathematics. Emphasis on helping all children make mathematical connections through the use of manipulatives, problem solving, estimation, mental math, and technology in accordance with the General Church Schools Math Curriculum. Includes classroom observations and teaching. Prerequisite: Education 128.

3 Credits. Fall.

M.H. Greer

***Education 311. Special Education.**

Background in the complex nature of students with special needs. Examination of issues and trends in special education and characteristics of persons with disabilities. Issues and theories relating to special education explored from both secular research and New Church doctrine. Planning and adapting to needs and abilities of these students in the inclusive classroom. Some classroom observation required. (For certification in special education, a reading/research component will be required for an additional credit.)

3 Credits. Spring.

B.R. Rydstrom

***Education 317. Human Development: Early Childhood**

Overview of the moral development of the young child, ages 2-6: physical-motor, emotional, social, moral, cognitive/intellectual, spiritual, and creative development. Basic techniques for systematically observing and recording the behavior of young children. Review of secular writings in the light of New Church concepts. (Counts towards dual certification in Elementary/Early Childhood Education). Alternates with Education 245. Prerequisite: Education 128 or Psychology 101 or permission of the instructor.

3 Credits. Fall.

N.G. Phillips

***Education 321. Methods for Teaching Language Arts to Diverse Learners (FE).**

Study of language development and literacy skills needed for elementary school students to construct meaning through reading, writing, listening, and speaking. Education 235 and Education 240 highly recommended. Prerequisite: Education 128 or permission of instructor.

3 Credits. Spring.

K.R. Alden

***Education 325. Field Experience in a Multi-graded Classroom.**

30 hours of observation and teaching in a New Church school with multi-graded classrooms. Interactive journal required. To be taken before the end of third year.

1 Credit. Fall, Winter, Spring.

N.G. Phillips

***Education 326. Field Experience in Differentiated Learning in Secondary Education.**

30 hours of observation and teaching in a New Church secondary school using the principles of differentiated learning. Interactive journal and some required reading. To be taken before the end of third year.

1 Credit. Fall, Winter, Spring.

N.G. Phillips

Education/Psychology 340. Educational Psychology.

Study of secular psychology as it is applied to children and adolescents in the classroom setting. Major areas of study include classroom management, learning, and motivation. New Church doctrines include innocence, charity, development of the rational mind, and conscience. Prerequisite: Psychology 101 or Education 128.

3 Credits. Fall.

S.S. Werner; Staff

***Education 354. Student-Centered Approach to Social Science Instruction.**

Study of philosophies, methods, and materials and technologies for teaching social studies, including use of museum resources. Preparation and teaching of a unit in an elementary school classroom with formal observation and evaluation. Prerequisite: For non-majors Education 128 or permission of instructor.

3 Credits. Winter.

N.G. Phillips

***Education 355. Student-Centered Approach to Elementary Science Instruction.**

Overview of New Church elementary school science curriculum (K-8) focusing on earth, life, physical sciences, and practical applications in teaching. Emphasis on scientific processes, planning, classroom strategies and techniques, hands-on activities, peer teaching, and multiple use of materials and technology to facilitate learning in both classroom and laboratory. Includes classroom observation. Prerequisite: Education 128.

3 Credits. Winter.

K.A. Harantschuk

*** Education 401. General Methods and Classroom Management.**

Classroom observations, readings, practical assignments and discussion of the application of New Church and secular educational philosophy in the daily life of the school and classroom. Emphasis on designing effective curriculum-based instruction and classroom management skills. Prerequisite: Education 128 or permission of instructor.

3 Credits. Fall

K.R. Alden

***Education 402. Student Teaching. (EE)**

For students not pursuing Pennsylvania State Certification. Taken in conjunction with Education 404 in lieu of HFC-EDUN 402 and 404. Includes at least 11 weeks of combined observation and teaching in an elementary classroom setting, supervised by a teacher from Bryn Athyn College Education Division and by a classroom teacher in the cooperating school. Offered when required. Open only to seniors in the education major.

3-12 Credits. Fall, Winter, Spring.

K.R. Alden

Education 404. Senior Seminar.

Meets once a week while students do senior teaching. Taken in conjunction with Education 402. Requirements include: creating a professional teaching portfolio, reflective documentation of the senior teaching experience, research project, creation of a full unit which the student teacher will teach during their senior teaching. Offered when required. Open only to seniors in the education major.

3 Credits. Fall, Winter, Spring.

K.R. Alden

Education 424. Teaching the Letter of the Word (K-8).

Review of the General Church K-8 religion curriculum. Emphasis on how to draw meaning from stories in the Old and New Testament to conduct classroom worship, teach religion, lead discussions, and integrate religion with the teaching of other subjects. Students are exposed to a variety of resources and materials. Assignments include class presentation, unit building, brief observation, and leading one worship. Required of elementary education majors. Open to Theological School students. Taken in conjunction with Education 401. Prerequisite: Education 128.

1.5 Credits. Fall.

K.R. Alden

Education 430. Teaching in a Multi-Age Classroom.

Forty-five hour course designed to help teachers teach two or more ages or levels in elementary school simultaneously. Emphasis on organization and management as well as special teaching techniques relating to each subject area. Participants are encouraged to relate assignments to their own teaching situations. Prerequisite: Education 401 and student teaching, or permission of instructor.

3 Credits.

Offered as needed

Education 298, 398, 498. Education Internship. (EE)

Proposals must be approved by the head of major. Course may be repeated for credit.

Credit variable. By arrangement.

Staff

English

Literature courses in this discipline fill the aesthetic requirement of the Core Program. 200-level English courses require Writing 101 as prerequisite. 300-level and higher require 200-level English.

English 100. English as a Second Language.

Designed for all incoming non-native English speaking students to facilitate their transition into the American academic environment, as well as the College's unique religious culture. Focus on both written and spoken American English. Emphasis on American literature, library research skills, and writing as a process that leads to proficiency.

3 Credits. Fall.

N.G. Phillips

English 204. Communications: Modern Film and the Mythological Hero's Journey.

Study of eight to ten 20th and 21st century films whose narratives demonstrate the archetypal pattern of the Hero's Quest, seen in ancient myths, fairy tales, folk tales, and sacred texts from around the world. Drawing upon J. Campbell's *The Hero with a Thousand Faces*, students examine the twelve stages of the hero's journey and unravel narrative constructs such as character arc, change and transformation, departure, initiation, and rites of passage. Comparison and contrast of these constructs with what revelation teaches about the journey of regeneration.

3 Credits.

(Not Offered 2009/10)

English 215. Great Books I. Classical Literature.

Study (in English) of selected texts from the Greeks and Romans, including works by such authors as Homer, Hesiod, the Greek dramatists, Virgil, and Ovid. Emphasis given to the themes of Classical mythology.

3 Credits. Winter.

W.E. Closterman

English 216. Great Books II. Renaissance and Neoclassical Literature of Western Culture.

Study (in English) of selected texts from the Renaissance and the Enlightenment, including works by Cervantes, Shakespeare, Moliere, Milton, Voltaire, Goethe, and others. Lecture/discussion.

3 Credits. Spring.

R.S. Cooper

English 217. Great Books III. 19th and 20th Centuries.

Study (in English) of selected 19th- and 20th-Century texts, including works by such authors as Shelley, Forster, Flaubert, Henry James, Dostoevsky, and Tolstoy.

3 Credits.

(Not Offered 2009/10)

English 218. American Literature I.

Chronological survey of 19th-Century American writers up to the rise of realism. Emphasis given to major figures in the American Renaissance: Hawthorne, Poe, Dickinson, Melville, Emerson, Thoreau, Whitman. Some lesser known writers included.

3 Credits.

(Not Offered 2009/10)

English 219. American Literature II.

Chronological survey of late 19th-Century and early 20th-Century American authors from Twain and the rise of Realism to Willa Cather, Edith Wharton, and Henry James.

3 Credits.

(Not Offered 2009/10)

English 220. English Literature Survey I.

Chronological overview of the development of English literature in England from the early medieval period through the civil war (mid 17th century). Lecture and discussion on such authors as Chaucer, Shakespeare, John Donne, Ben Jonson, and more. One student report and one research paper.

3 Credits. Winter.

R.S. Cooper

English 221. English Literature Survey II.

Chronological overview of the development of English literature in England from the late 17th century through the early 20th century. Lecture, discussion, guest speakers, student reports or projects, research paper on a chosen period or author. Continuation of English 220; English 220 not prerequisite.

3 Credits. Winter.

K. King

English 235. Shakespeare. (W)

Study of selected Shakespearean tragedies, comedies, and histories. Lectures and collateral readings. Some films and group work. Background of the Elizabethan world.

3 Credits.

(Not Offered 2009/10)

English 245. Children's Literature.

Study of the textual characteristics of children's literature and the role this literature has played historically. Picture books, readers, stories, and adventure novels. May include authors such as Caxton, Grimm, MacDonald, Milne, and New Church writers. Written work includes projects and a children's story reflecting the trends studied.

3 Credits.

(Not Offered 2009/10)

English 310. Chaucer and Medieval English Literature.

Study of Chaucer as the major literary figure and influence from medieval English literature. Chaucer and his major works against the background of Anglo-Saxon and Norman culture and against fourteenth-century literary and religious movements as presented in such works as *Sir Gawain and the Green Knight*, *The Wyclif Bible*, and *The Book of Marjory Kempe*. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 314. The Poetry of Devotion. (W)

Examination (in English) of how the poetry of various times and cultures has served as a locus for the human soul's encounter with the Divine. May include authors such as St. John of the Cross, Herbert, Blake, Hopkins, Novalis, and Rilke, along with such non-Western poets as Mirabai, Kabir, and Rumi. Explores the poetry of temptation, ecstasy, and Scripture. Alternates with English 315. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 315. Modern American Poets. (W)

In-depth study of American poets of the twentieth century, including Robert Frost, Wallace Stevens, Ezra Pound, Langston Hughes, and Sylvia Plath, reflecting the range and variety of expression in modern American culture. Prerequisite: any 200-level English course.

3 Credits. Winter.

A. Rogers-Petro

English 320. The English Language.

Study of the historical development of the language from Anglo-Saxon to Modern English, with some particular attention given to the development and characteristics of American English. Prerequisite: any 200-level English course.

3 Credits. Fall.

T.P. Glenn

English 330. Elizabethan Literature.

Literary renaissance in England, together with its backgrounds and influence. Focus on representative writers in one of the major genres. Seminar presentations required. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 350. Eighteenth-Century English Prose and Poetry.

Study of the major writers of the period, including Defoe, Swift, Pope, Gibbon, Boswell, and Johnson, together with others whose works characterize the age. The literature is integrated with other aspects of culture—music, art, philosophy, and science—to offer a view of the England that Swedenborg found in his visits, including those to publish his theological works. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 360. Victorian Literature. (IL)

Study of selected literary figures of England from 1830 to 1900, with emphases on trends in religion, philosophy, and science, and on the literary form of the novel. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 365. Henry James Seminar: American Subjects in Italian Settings.

Exploration of James's works in which Italian art and culture play significant roles: Roderick Hudson, Daisy Miller, The Portrait of a Lady, and selected short stories and criticism. Emphases on Jamesian themes of marriage, the reach of consciousness, art and the market place, innocence and experience, and the juxtaposition of cultures. Swedenborgian threads traced. Reading load demanding. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 367. The Modern Novel.

Study of selected early 20th-century novels. Emphasis on how these works reshape 19th-century forms and subjects to reflect changes (demographic, political, social) in the modern world. Includes such writers as James, Woolf, Faulkner, Hurston, and Hemingway. Prerequisite: any 200-level English course.

3 Credits.

(Not Offered 2009/10)

English 370. Twentieth Century Authors (after 1950).

Major British and American authors, and others, writing in the post-World War II era. Focus on the novel. Includes such authors as Steinbeck, Maclean, Morrison, and O'Brien. Prerequisite: any 200-level English course.

3 Credits. Spring.

K. King

English 490. English Major Writing Project.

Writing project for the writing track of the English major. Independent work in criticism, fiction, or poetry, guided by an advisor. Involves student over a two-term period of the senior year.

3 Credits. Fall, Winter, Spring.

K. King

English 491. English Major Writing Project.

Completion of the senior writing project.

3 Credits. Fall, Winter, Spring.

K. King

English 298, 398, 498. English Internship. (EE)

Proposals must be approved by the head of major. Prerequisite: 2 courses in English above the 100-level. Course may be repeated for credit.

Credit variable. By arrangement.

Staff

Experiential Education

Experiential Education 100. Service Trip. (EE)

College sponsored trip. Minimum of four days on location in a college-prescribed service. Students submit learning plan to the director of experiential education prior to the trip and a reflection component upon completion. Special and often substantial charge to defray expenses may be necessary for enrollment. Pass/Fail. Course may be repeated for credit.

1 (non-academic) Credit. By arrangement.

Staff

Experiential Education 197. Service Learning Project. (EE)

Service learning project requiring 60-70 hours/credit of involvement devoted wholly to service. The course includes a learning plan and reflection component, which are outlined in the syllabus. See Experiential Education section for policies governing service learning projects.

0.5-1.5 (non-academic) Credits. By arrangement.

Staff

Experiential Education 198. Internship. (EE)

Proposals must be approved by the director of experiential education. See Experiential Education section for policies governing internships. Course may be repeated for academic credit.

Credit variable. By arrangement.

Staff

Fine Arts

*course has a laboratory fee for materials used

Fine Arts 101. Aegean to Early Christian. (IL)

Introductory survey of architecture, sculpture, and painting covering Aegean, Greek, Etruscan, Roman, Early Christian, and Byzantine art. Study of works from Glencairn's collection. Trip to the Metropolitan Museum of Art in New York.

3 Credits. Fall.

M. Gyllenhaal

Fine Arts 102. Renaissance and Baroque Art. (IL)

Introductory survey of the architecture, sculpture, and painting covering Renaissance, Reformation, and Counter-Reformation art. Includes artists such as Vermeer, Rembrandt, Michelangelo, da Vinci, Bernini, Caravaggio, and others. Trip to Metropolitan Museum of Art in New York.

3 Credits. Winter.

M. Gyllenhaal

***Fine Arts 120. Metal Work I.**

Introduction to basic techniques in metal working including sawing, piercing, embossing, raising a bowl, cold joining, and soldering.

3 Credits. Fall, Winter.

M. Gyllenhaal

***Fine Arts 125. Photography.**

Introduction to the use of various cameras, darkroom techniques, alternative processing, and basic design.

3 Credits. Winter.

C.S. Orthwein

***Fine Arts 130. Ceramics.**

Introduction to clay work including hand building, wheel throwing, slip casting, glazing, and firing processes. Also form function and representation.

3 Credits. Spring.

C.S. Orthwein

***Fine Arts 140. Drawing and Painting.**

Introduction to basic techniques in drawing and painting. Oil painting project. Discussion of the development of the history of painting.

3 Credits. Fall, Spring.

M. Gyllenhaal

Fine Arts/History 160. Art, Culture and History: Studies Abroad.

Examination of the art, culture, and history of various periods. Special attention will be given to art as a form of religious and cultural expression. Offered in conjunction with the Glencairn Museum. Course will be followed by a faculty-led, 2-3 week optional trip to study the chosen period and culture on site. Students finishing the course with the trip will receive one additional credit.

3-4 Credits.

(Not Offered 2009/10)

Fine Arts 201. Aegean to Early Christian. (II)

Introductory survey of architecture, sculpture, and painting covering Aegean, Greek, Etruscan, Roman, Early Christian, and Byzantine art. Study of works from Glencairn's collection. Trip to the Metropolitan Museum of Art in New York.

3 Credits. Fall.

M. Gyllenhaal

Fine Arts 202. Renaissance and Baroque Art. (II)

Introductory survey of the architecture, sculpture, and painting covering Renaissance, Reformation, and Counter-Reformation art. Includes artists such as Vermeer, Rembrandt, Michelangelo, da Vinci, Bernini, Caravaggio, and others. Trip to Metropolitan Museum of Art in New York.

3 Credits. Winter.

M. Gyllenhaal

Fine Arts/History 208. The Art and Culture of Ancient Egypt.

Examination of ancient Egyptian culture as revealed through art and archaeology. Special attention given to art as a source of historical information. Topics include the influence of natural resources and the environment, principles of artistic representation, problems with interpreting evidence, the origin and nature of Egyptian hieroglyphic writing, and the Egyptian world view. Trip to the Metropolitan Museum of Art in New York.

3 Credits. Spring.

C.E. Gyllenhaal

Fine Arts 210. Nineteenth and Twentieth Centuries. (II)

Examination of the architecture, sculpture, and painting of the late eighteenth, nineteenth, and twentieth centuries in Europe, England, and America. Special attention given to artists influenced by Swedenborg, including Flaxman, Blake, Powers, Page, Gauguin, Inness, Pyle, and Burnham.

3 Credits. Spring.

M. Gyllenhaal

Fine Arts 212. Medieval Art.

Using one of the finest collections of medieval art in the world (Glencairn Museum) this course surveys the art of Medieval Europe, particularly that of France, focusing on the evolution of sacred imagery, and how it effects and shapes the attitudes of the period. Highlights include: Early Christian sculpture, Celtic manuscripts, Romanesque sculpture, and Gothic cathedrals. Students solve problems posed by some of Glencairn's pieces and develop a research topic related to a piece of their choice.

3 Credits. Winter.

M. Gyllenhaal

Fine Arts 213. Topics in Twentieth-Century Architecture: Bryn Athyn Cathedral.

Study of the conception of Bryn Athyn Cathedral and the architecture of the surrounding community within the context of architectural developments at the turn of the twentieth century. The course used resources in the Cathedral, John Pitcairn Archives, Glencairn, and the Raymond and Mildred Pitcairn archives, from which the students do original research on a topic of their choice.

3 Credits.

(Not Offered 2009/10)

***Fine Arts 220. Metal Work II.**

Advances projects using the skills covered in Fine Arts 120 with introduction to techniques such as the setting of gemstones and use of exotic woods.

3 Credits. Fall, Winter.

M. Gyllenhaal

***Fine Arts 230. Intermediate Ceramics.**

Further development of individual skills and sensitivities in the medium of clay. Prerequisite: Fine Arts 130.

3 Credits. Spring.

C.S. Orthwein

***Fine Arts 240. Intermediate Painting.**

Introduction of more materials and techniques as well as more advanced use of concepts learned in Fine Arts 140. Prerequisite: Fine Arts 140.

3 Credits. Fall, Spring.

M. Gyllenhaal

Fine Arts/History 260. Art, Culture and History: Studies Abroad. (Medieval France).

Using one of the finest collections of medieval art in the world (Glencairn Museum) this course surveys the art of Medieval Europe, particularly that of France, focusing on the evolution of sacred imagery, and how it effects and shapes the attitudes of the period. The course is followed by a faculty led, two-week optional trip to France. Students who go on the trip receive one additional credit.

4 Credits.

(Not Offered 2009/10)

Fine Arts 313. Topics in Twentieth-Century Architecture: Bryn Athyn Cathedral.

Study of the conception of Bryn Athyn Cathedral and the architecture of the surrounding community within the context of architectural developments at the turn of the twentieth century. The course used resources in the Cathedral, John Pitcairn Archives, Glencairn, and the Raymond and Mildred Pitcairn archives, from which the students do original research on a topic of their choice.

3 Credits.

(Not Offered 2009/10)

French

French 201. Intermediate French I.

The French program is based on the four term video/textbook series *French in Action*. Students who have taken French previously will take a placement test to determine the appropriate course level. Middle terms of *French in Action*. French is the language of instruction.

3 Credits. Winter.

E.E. Kim

French 202. Intermediate French II.

The French program is based on the four term video/textbook series *French in Action*. Students who have taken French previously will take a placement test to determine the appropriate course level. Completion of *French in Action*. French is the language of instruction.

3 Credits. Spring.

E.E. Kim

French 203. Intermediate French III.

Emphasis on why French is still considered one of the world's most important languages. Exploration of French's vast influence over the globe through reading stories, viewing films, using the internet, writing, and discussion. French is the language of class instruction. Prerequisite: French 202.

3 Credits.

(Not Offered 2009/10)

Geography

Earth Science/Geography 105. Geographical Information Systems.

Laboratory course using geographical information systems including ArcView and virtual globe software. Pass/Fail.

2 Credits.

(Not Offered 2009/10)

Geography 110. World Regional Geography.

Study of world regions with emphasis on the geographic relationships – physical and cultural – that give them their character.

3 Credits. Fall.

Staff

Greek

Greek 110. Beginning New Testament Greek I.

Introduction to the language of the New Testament. A study of the basic forms and syntax of Greek grammar.

3 Credits. Winter.

W.E. Closterman

Greek 111. Beginning New Testament Greek II.

Continuation of Greek 110. Prerequisite: Greek 110.

3 Credits. Spring.

W.E. Closterman

Greek 250. Readings in New Testament I.

Review of the Greek grammar, followed by translation of the Apocalypse and the Gospel of John. Prerequisite: Greek 111.

3 Credits.

(Not Offered 2009/10)

Greek 251. Readings in New Testament II.

Translation of the synoptic gospels (Matthew, Mark and Luke). Prerequisite: Greek 111.

3 Credits.

(Not Offered 2009/10)

Health

Physical Education/Health 101. Health. (EE)

Study of contemporary issues in health in the light of the Heavenly Doctrines and current research. Areas include nutrition, eating disorders, fitness, mental health, medicine, and cultural norms in relation to health, sexuality. One credit service learning laboratory component gives opportunities to volunteer, lead, or mentor others in an area of health interest.

4 Credits (academic). Spring.

H.J. Bryntesson

Hebrew

Hebrew 110. Beginning Hebrew I.

Introduction to the language of the Old Testament. A study of the basic forms and syntax of Hebrew grammar, with graduated readings adapted from Genesis.

3 Credits.

(Not Offered 2009/10)

Hebrew 111. Beginning Hebrew II.

Continuation of Hebrew 110, with graduated readings adapted from Genesis, Exodus, Deuteronomy, Joshua, Judges, and other books of the Old Testament.

3 Credits.

(Not Offered 2009/10)

Hebrew 250. Intermediate Hebrew.

Review of Hebrew grammar, followed by readings in the Old Testament with special attention to forms and syntax. Prerequisite: Hebrew 111.

3 Credits. Spring.

S.I. Frazier

History

History 114. The Classical World. (IL)

Historical survey of ancient Greece and Rome from Minoan civilization to the fall of the Roman Empire in the west. Consideration given to the contributions of this period to the history of western civilization. Particular attention to the role of religion and political trends. Use of Glencairn Museum's collections.

3 Credits. Spring.

W.E. Closterman

History 115. The Medieval World.

Historical survey of medieval Europe from the fall of Rome through the fourteenth century. Consideration given to the contributions of this period to the history of western civilization. Particular focus on religion and the role of the church throughout the middle ages. Use of primary texts and Glencairn Museum's collections. Students participate in Glencairn's Medieval Sunday program.

3 Credits. Winter.

B.D. Henderson

History 117. The Contemporary World.

Global examination of the post-World War II era. Includes survey of political and economic developments in the different regions of the world and thematic approach to the contemporary global situation. Potential topics include: globalization and democratization. Current events discussions.

3 Credits. Fall.

D.G. Rose

Fine Arts/History 160. Art, Culture and History: Study Abroad.

Examination of the art, culture, and history of various periods. Special attention will be given to art as a form of religious and cultural expression. Offered in conjunction with the Glencairn Museum. Course will be followed by a faculty-led, 2-3 week optional trip to study the chosen period and culture on site. Students finishing the course with the trip will receive one additional credit.

3-4 Credits.

(Not Offered 2009/10)

History 207. Ancient Mesopotamia.

Examination of the history and culture of ancient Mesopotamia (modern Iraq and the surrounding region) from the Neolithic period through the Persian Empire. Particular focus on Mesopotamian archaeology and texts as historical sources. Use of Glencairn Museum's Near Eastern collection and field trip to the University of Pennsylvania Museum.

3 Credits.

(Not Offered 2009/10)

Fine Arts/History 208. The Art and Culture of Ancient Egypt.

Examination of ancient Egyptian culture as revealed through art and archaeology. Special attention given to art as a source of historical information. Topics include the influence of natural resources and the environment on Egyptian culture and art, principles of artistic representation, challenges with interpreting the archeological and textual evidence, the origin and nature of Egyptian hieroglyphic writing, the New Church perspective on Egyptian religion, and the Egyptian world view as revealed in the structure and decoration of tombs and temples. Trip to the Egyptian Collection at the University of Pennsylvania Museum of Archeology and Anthropology.

3 Credits. Spring

C.E. Gyllenhaal

History 209. Asia.

Introduces themes important for understanding Southeast Asia's modern history with a focus on the cultural and religious traditions of Vietnam. Explorations of the impact of Vietnam War 1950-1975 on East-West relations. Special Glencairn museum exhibit on contemporary Hindu and Buddhist practice including guest lectures. Field trips, course projects, and group work.

3 Credits. Spring

B.L. Schnarr

Anthropology/History 211. Artifacts, Archaeology, and Museums. (W)

Introduction to the theories and methods used to interpret how objects provide evidence for history and express a culture's values, ideas, and attitudes. Includes examination of archaeological method and ethics, and the use of objects in a museum setting. Hands-on projects and visits to local museums and historical sites.

3 Credits. Spring.

W.E. Closterman

Sociology/History 212. Marriage and the Family.

Analysis of marriage and the family as fundamentally moral institutions; that is, institutions that thrive when the focus is on "giving" not "getting." And exploration of the history of marriage and the family, as these institutions moved from traditional patterns focused on family dictates and necessity to modern patterns focused on individual choice and freedom.

3 Credits. Spring.

J.K. Williams-Hogan

History 215. Renaissance and Reformation.

Examination of the intellectual, religious, political, and cultural developments in European society from the fourteenth through the early eighteenth century, with special focus on the contributions of the Renaissance and Reformation on western civilization. Topics include the emergence and spread of Renaissance culture, the Renaissance state, the Protestant Reformation, and the wars of religion. Use of primary texts as historical sources.

3 Credits.

(Not Offered 2009/10)

History 216. The Making of Modern Europe, 1715-1918.

Study of political, social, economic, and cultural developments in the major European powers from the eighteenth century through World War I. Topics include the Industrial Revolution, the French Revolution, Romanticism, Nationalism, Modern Mass Society, Imperialism, and World War I. Lectures and class presentations.

3 Credits.

(Not Offered 2009/10)

History 225. History of Colonial America 1607-1763. (W)

Examination of the establishment and development of the British colonies in North America through a topical exploration of the religious, social, political, and economic framework of several key colonies and the nature of the evolving strain between the colonies and England. Particular attention given to the distinct founding goals and values each colony as well as the evolution of unifying American identity by the middle of the 18th century. Special attention to analyzing sources and developing skills in historical writing.

3 Credits. Fall.

B.D. Henderson

History 230. United States History 1763-1877.

Examination of the historical development of American society from the eve of the American Revolution through the Civil War. Particular focus on political ideology, national identity, and societal values with special attention given to the events leading up to the Revolution, the political ideologies of the founding fathers, and the causes of the Civil War. Analysis of scholarly articles by leading historians in the field.

3 Credits. Winter.

B.D. Henderson

Political Science/History 232. Issues in American Foreign Policy. (W)

Examines the dominant themes in American foreign policy from the post-WWII period. Considers the consequences of the end of the Cold War for American foreign policy and examines specific policy issues facing the U.S. at the beginning of the twenty-first century such as terrorism, nation building, and humanitarian efforts. Prerequisite: Political Science 101, History 117, or instructor permission.

3 Credits.

(Not Offered 2009/10)

History 235. Africa: An Introduction to African History.

Focus on traditional societies of sub-Saharan Africa, the impact of European expansion on such societies, and the legacy of colonialism on independent African states. Ethnographies and art used to supplement historical texts. Field trips, group projects, and use of Glencairn Museum.

3 Credits.

(Not Offered 2009/10)

History 240. Ancient Israel.

Study of the ancient Israelites from the time of their formation as a social group through 70 A.D. Emphasis on government, religion, and intercultural relationships between Israel and its neighbors, and context of the Old Testament.

3 Credits.

(Not Offered 2009/10)

History 245. The Middle East.

Surveys political, social, and cultural developments in the greater Middle East from approximately 600 A.D. to the modern era. Focus on the advent of Islam and the waxing and waning of selected Islamic Empires. Concludes with a consideration of the effect of World War I on the region.

3 Credits. Winter

D.G. Rose

Fine Arts/History 260. Art, Culture and History: Study Abroad.

Examination of the art, culture, and history of various periods. Special attention will be given to art as a form of religious and cultural expression. Offered in conjunction with Glencairn Museum. Course will be followed by a faculty-led, 2-3 week optional trip to study the chosen period and culture on site. Students finishing the course with the trip will receive an additional credit.

3-4 Credits.

(Not Offered 2009/10)

Social Science/History 290. Social Movements.

Comparative exploration of the development of Christianity in the Roman World (40 A.D. to 350 A.D.) to the development of New Christianity in Western Europe and America (1757-present). The history of these two movements will be used to understand the sociological factors that contributed to their development.

3 Credits. Fall.

J.K. Williams-Hogan

Religion/History 295. Islam. (Comparative)

Study of Islam: Muhammad and the origins of Islam, the Qur'an and Hadith, theology and doctrine, outline of history of Islam, Muslim divisions, world-outlook and modern impact. Comparison with New Church perspective.

3 Credits.

(Not Offered 2009/10)

History 301. Historical Methods.

Designed for history majors and upper-class students with an interest in the methodology of historical research. Exploration of the craft and tools of historical research and writing. Topics include: the philosophy of history, the use of primary sources as historical evidence, archival research, historical writing, and historiography. Original archival research on a topic of local history.

3 Credits. Fall.

B.D. Henderson

History 310. Religion in Ancient Greece and Rome.

Investigates the nature of Greek and Roman religious practices and beliefs through a close study of primary texts and archaeological evidence. Examines the role of religion in Greek and Roman society. Introduction to various methodological approaches to the study of ancient religions. Consideration of the development of early Christianity and Judaism. Topics include sacrifice, gods and heroes, festivals, myth, oracles and divination, temples, and mystery cults.

3 Credits. Fall.

W.E. Closterman

History 315. Seminar on The Age of Enlightenment.

Exploration of the leading intellectual, sociocultural, and political developments in Europe between the end of the Wars of Religion and the French Revolution (1648 and 1789). Focus on the rise of the modern.

3 Credits. Winter.

J.K. Williams-Hogan

History 330. Twentieth-Century American History Seminar.

Thematic approach to selected topics in twentieth-century America. Potential topics include foreign policy; economic, social, and political change; and wars of the 20th century.

3 Credits.

(Not Offered 2009/10)

Political Science/History 346. Issues in the Contemporary Middle East.

Examination of political and social developments in the greater Middle East in post-World War II era. Survey of governments and domestic political processes of selected countries as well as key issues currently facing the region. Prerequisite: Political Science 111, History 245, or instructor permission.

3 Credits. Spring

D.G. Rose

History 350. Swedenborg's Life and Time.

Exploration of the Swedish context of Swedenborg's intellectual and spiritual development, his call, and his revelatory works. Examines the geography, history, culture, and society of Sweden and the Baltic world in the eighteenth century.

3 Credits.

(Not Offered 2009/10)

History 402. Senior Seminar.

Thematic or topical investigation with an emphasis on historical criticism and analysis. Capstone seminar integrating the history student's experiences in the discipline.

3 Credits. Winter.

W.E. Closterman

History 490. Senior Research Paper I.

Independent historical research project guided by an advisor. For History Majors. Takes place over two terms in the senior year.

3 Credits. Fall, Winter, Spring.

Staff

History 491. Senior Research Paper II.

Independent historical research project guided by an advisor. For History Majors. Takes place over two terms in the senior year.

3 Credits. Fall, Winter, Spring.

Staff

History 298, 398, 498. History Internship II. (EE)

Proposals must be approved by head of major. History internships are open to students in second year or above who have completed at least two history courses. Description of requirements available from head of major. Course may be repeated for credit.

Credit variable. By arrangement.

Staff

Independent Studies

In addition to the listed courses all divisions offer independent studies in a variety of fields. The purpose of an independent study is to allow well-qualified students to study beyond the regularly offered courses. Independent studies are numbered 299 or 399, depending on the appropriate level. Academic divisions are under no obligation to meet requests for independent studies. Students who undertake independent studies must be able to work independently between meetings with the instructor. A full set of guidelines for setting up an independent study is available at the College Office. Briefly, in order to qualify to take an independent study a student must:

- Have completed at least 32 credits with a GPA of 2.7 or better
- Submit a proposal to the division head during the week prior to registration for the term in which the independent study is to occur.
- Submit an independent study approval form (signed by the division head and instructor) to the academic advisor.
- The student and the instructor will complete a syllabus which will be submitted to the office before or during registration.

Interdisciplinary Studies**Interdisciplinary Studies 390. Research Seminar.**

For juniors in the Interdisciplinary Major. Focus on preparing to do the senior essay during senior year. Project management and information literacy: define scope, generate possible topics, analyze scholarly resources, select one topic and identify research questions in cooperation with essay advisor. Pass/Fail.

1 Credit. Spring.

S.S. Werner

Interdisciplinary Studies 490. Senior Paper.

For seniors in the Interdisciplinary Major. Clarify thesis, collect and analyze scholarly resources, produce extensive outline according to required time line, in cooperation with essay advisor. Pass/Fail. Prerequisite: Interdisciplinary 390.

3 Credits. Fall.

S.S. Werner

Interdisciplinary Studies 491. Senior Paper.

For seniors in the Interdisciplinary Major. Produce senior essay according to requirements, in cooperation with essay advisor. Prerequisite: Interdisciplinary 490.

3 Credits. Winter.

S.S. Werner

Interdisciplinary Studies 492. Senior Seminar.

For seniors in the Interdisciplinary Major. Public presentation of senior essay. Critical analysis of ethics in various disciplines. Career planning and portfolio development. Pass/Fail. Prerequisite: Interdisciplinary 491.

1 Credit. Spring.

S.S. Werner

Latin

Latin 110. Beginning Latin I.

Introduction to the elements of Latin grammar and syntax to be used in translating classical authors and Swedenborg.

3 Credits. Fall.

S.I. Frazier

Latin 111. Beginning Latin II.

Continuation of Latin 110. Prerequisite: Latin 110.

3 Credits. Winter.

S.I. Frazier

Latin 250. Swedenborg's Theological Latin I.

Intensive review of Beginning Latin, followed by varied readings in the Writings. Various styles of writing distinguished (expository, philosophical, descriptive, narrative). Special attention to non-Classical constructions. Prerequisite: Latin 110 and 111.

3 Credits. Winter.

S.I. Frazier

Latin 251. Swedenborg's Theological Latin II.

Continuation of Latin 250. Includes examination of original manuscripts and editions. Prerequisite: Latin 110 and Latin 111.

3 Credits. Spring.

S.I. Frazier

Latin 360. Swedenborg's Philosophical Latin I.

Varied readings in the scientific and philosophical works from the period preparatory to Swedenborg's commission as revelator, with review of grammar as the need arises. Analysis of Swedenborg's style, methods of reasoning, and conclusions during this period. Prerequisite: Latin 250 and Latin 251.

3 Credits. By arrangement.

(Not Offered 2009/10)

Latin 361. Swedenborg's Philosophical Latin II.

Continuation of Latin 360. Prerequisite: Latin 250 and Latin 251.

3 Credits.

(Not Offered 2009/10)

Leadership

Leadership 100. Student Development: Theory and Practice. (EE)

All students who desire to contribute to others while exploring their leadership capacity are encouraged to enroll. Focus on developing leadership in an area of their choice, support skills, leadership theory, and managing inter-cultural challenges. Laboratory work involves active service in programs of their choice and will help participants understand and serve the needs of others. Prerequisite: 2.5 GPA or permission of instructor.

1 Credit. Winter.

L. Nash

Leadership 101. Student Development: Theory and Practice. (EE)

Continuation of Leadership 100/200 for students interested in further development of leadership and support skills. Individual project development. Prerequisite: Leadership 100.

1 Credit.

(Not Offered 2009/10)

Mathematics

Mathematics 100. Introduction to Quantitative Reasoning. (QR)

Introduction to mathematical concepts to improve basic skills in computation, algebra, graphing, and quantitative applications. This course prepares students for other mathematics courses and courses involving quantitative reasoning. Topics include logical fallacies, units of measure and currency, simple and compounding interest, and statistical reasoning.

3 Credits. Fall, Winter, Spring.

A.F. Bryntesson, N. Simonetti

Mathematics 115. College Algebra. (QR)

Algebraic topics designed to assist in the use of mathematics in science courses. Topics include exponents and radicals, rational expressions, inequalities, complex numbers, polynomial analysis and advanced factoring, rational functions and asymptotes, and quantitative reasoning applications. Because of duplication of subject matter, students may not receive credit for both Mathematics 115 and Mathematics 120. Prerequisite: Mathematics 100 or appropriate score on placement test.

3 Credits.

(Not Offered 2009/10)

Mathematics 120. Pre-calculus. (QR)

Course in college algebra designed to assist in the use of mathematics in science courses by reviewing the behavior of several families of simple and composite functions, and fitting these functions to data. Study of linear, exponential, power, logarithmic, polynomial, and rational functions. Includes quantitative reasoning applications. Because of duplication of subject matter, students may not receive credit for both Mathematics 115 and 120. Prerequisite: Mathematics 100 or appropriate score on placement test.

3 Credits. Winter.

C.B. Bongers

Mathematics 124. Trigonometry.

Course in trigonometric functions. In conjunction with Mathematics 120, this course prepares students for Calculus I (Mathematics 150). One lecture meeting per week. Because of duplication of subject matter, students may not receive credit for both Mathematics 124 and Mathematics 125. Prerequisite: Mathematics 120 or appropriate score on placement test.

1 Credit. Spring.

C.B. Bongers

Mathematics 125. Transcendental Functions. (QR)

Investigation of transcendental functions with applications, useful in preparing students for calculus. Topics include exponential and logarithmic functions, trigonometric functions and identities, inverse functions, and quantitative reasoning applications. Because of duplication of subject matter, students may not receive credit for both Mathematics 124 and 125. Prerequisite: Mathematics 115 or appropriate score on placement test.

3 Credits.

(Not Offered 2009/10)

Mathematics 130. Introduction to Statistics. (IL, QR)

Introduction to data analysis, random variables and their distributions, and statistical inference. Use of current statistical software. Independent research project. Recommended for students of business, education, or the social and natural sciences. Prerequisite: Mathematics 100 or appropriate score on placement test.

3 Credits. Spring.

C.W. Lindsay

Mathematics 140. Elements of Calculus.

Derivatives with applications, exponential functions, integration with applications, and functions of several variables. Not recommended for students pursuing a degree in mathematics, engineering, or the physical sciences. Because of duplication of subject matter, students may not receive credit for both Mathematics 140 and Mathematics 150. Mathematics 140 does not fulfill prerequisite requirements for Mathematics 151. Prerequisite: Mathematics 115 or appropriate score on placement test.

3 Credits. Spring.

C.B. Bongers

Mathematics 150. Calculus I.

Limits, differentiation, maxima-minima, integration with applications, transcendental functions. Because of duplication of subject matter, students may not receive credit for both Mathematics 140 and Mathematics 150. Prerequisite: Mathematics 125 or appropriate score on placement test.

4 Credits. Fall.

C.B. Bongers

Mathematics 151. Calculus II.

Methods of integration, improper integrals, power series, Taylor polynomials, and parametric equations. Prerequisite: Mathematics 150.

4 Credits. Winter.

N. Simonetti

Mathematics 205. History of Mathematics.

The development of the major mathematical concepts from ancient times to the present, emphasizing topics in the standard undergraduate mathematics curriculum. Prerequisite: Any mathematics course numbered 140 or higher.

3 Credits. Winter.

C.B. Bongers, N. Simonetti

Mathematics 230. Linear Algebra. (QR)

Vector spaces, matrices, linear transformations, systems of linear equations, determinants, and eigenvalue problems. Introduction to mathematical proofs. Prerequisite: Mathematics 125, Mathematics 140 or Mathematics 150.

3 Credits. Fall.

N. Simonetti

Mathematics/Computer Science 235. Discrete Structures.

Mathematical foundations for the analysis of computer systems. Recursive functions, sets, graph theory, and combinatorics. Prerequisite: Computer Science 180 or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Mathematics 250. Calculus III.

Functions of several variables, partial differentiation, multiple integration, vector calculus. Prerequisite: Mathematics 151.

4 Credits. Spring.

G.L. Baker

Mathematics 311. Ordinary Differential Equations.

Linear, second-order, and systems of differential equations and Laplace transforms. Prerequisite: Mathematics 151.

3 Credits.

(Not Offered 2009/10)

Mathematics 315. Introduction to Probability Theory.

Probability spaces, random variables, moments, transformations and moment-generating functions, conditional distributions, and central limit theorems. Prerequisite: Mathematics 151 and Mathematics 230.

3 Credits. Fall.

N. Simonetti

Mathematics/Computer Science 321. Introduction to Numerical Methods.

Finite differences, interpolation, solutions of equations, numerical integration, curve fitting, linear equations, numerical solution of differential equations. Prerequisite: Mathematics 250 and competence in programming.

3 Credits.

(Not Offered 2009/10)

Mathematics 340. Modern Algebra.

Introduction to the abstract concepts of groups, rings, and fields. Prerequisite: Mathematics 230 or Mathematics 235.

3 Credits.

(Not Offered 2009/10)

Mathematics 360. Advanced Calculus.

Formal definitions of limits, continuity, differentiation and integration. Prerequisite: Mathematics 230 and Mathematics 250.

3 Credits.

(Not Offered 2009/10)

Mathematics 380. Linear Models and Methods for Optimization.

Introduction to basic methods of operations research. Review of linear systems; linear programming, including the simplex algorithm, duality, and sensitivity analysis; formulation of integer programs; transportation and scheduling problems. Prerequisite: Mathematics 230 and competence in programming.

3 Credits.

(Not Offered 2009/10)

Music

Music 100. College Chorale.

Development and performance of choral repertoire from Renaissance to Modern. Instruction in the development of vocal techniques. Course may be repeated for credit.

1 (non-academic) Credit. Fall, Winter, Spring.

C.W. Simons

Music 110. Introduction to Western Music.

Survey of the composers, styles, and genres from western civilization with a focus on developing listening skills and understanding.

3 Credits. Spring.

C.W. Simons

Music 113. Music Theory I.

Study of music theory and harmony, progressing from basic notation to advanced musical structures. Includes styles from the 18th-20th centuries.

3 Credits. Fall.

C.W. Simons

Music 114. Music Theory II.

Continuation of Music 113. Prerequisite: Music 113 or permission of instructor.

3 Credits. Winter.

C.W. Simons

Music 185. Private Music Lessons or Choirs. (EE)

Privately arranged music instruction. Instructor provides a written assessment of the student's progress at the end of the term. Private lessons are the financial responsibility of the student. Prerequisite: Consent of division. Course may be repeated for credit.

1 Credit. Fall, Winter, Spring.

Staff

Philosophy

Philosophy 101. Critical Thinking.

Development of students' reasoning skills through analysis and evaluation of arguments. Diagramming arguments, identifying mistakes in reasoning, and writing arguments. Emphasis on issues encountered in everyday experience and in courses across the curriculum, primarily through classical deductive logic.

3 Credits. Fall.

S.D. Cole

Philosophy 102. Introduction to Philosophy. (W'view)

Survey of some major philosophers and theories in metaphysics, epistemology, and the philosophy of religion.

3 Credits. Winter.

D.A. Synnestvedt

Philosophy 111. Introduction to Moral Philosophy. (Moral)

Survey of some major philosophers, problems (Euthyphro, relativism, egoism), and theories (aretaic, deontic, utilitarian) in moral philosophy. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits. Spring.

D.A. Synnestvedt

Philosophy 210. Ancient Philosophy.

Historical consideration of ancient Greek philosophy (with emphasis on Socrates, Plato, and Aristotle) or Roman philosophy (with emphasis on Cicero, Aurelius, and Seneca). Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits.

(Not Offered 2009/10)

Philosophy 211. Modern Philosophy.

Historical consideration of modern and Enlightenment philosophy, including Descartes, Locke, Leibniz, Rousseau, and Voltaire. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits. Spring.

D.A. Synnestvedt

Philosophy/Political Science 220. Political Thought. (Civil)

A consideration of political thinkers and theories, both ancient and modern, along with perennial issues in politics, such as justice, authority, liberty, order, equality, power, law, and forms of government. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits. Spring.

D.A. Synnestvedt

Philosophy 310. Topics in Contemporary Philosophy I.

Exploration of themes and problems in contemporary philosophy. Readings from analytic, continental, postmodern, or neo-pragmatist philosophers in areas such as the philosophy of ethics, politics, language, mind, law, science, religion, or other sub-fields. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits. Fall.

D.A. Synnestvedt

Philosophy 311. Topics in Contemporary Philosophy II.

Complement to Philosophy 310, but may be taken independently. Topics and emphases change periodically. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits.

(Not Offered 2009/10)

Philosophy 320. Swedenborg's Philosophy.

Swedenborg's cosmology. Consideration of 18th-century cosmological concepts (Descartes, Leibniz, Wolff) and Swedenborg's unique answers to the issues raised. Particular emphasis on Swedenborg's *Principia* and *The Infinite*. Cosmological views developed in the *Doctrines of the New Church* and by New Church students of Swedenborg.

3 Credits.

(Not Offered 2009/10)

Philosophy 321. Swedenborg's Philosophy.

Swedenborg's thought upward from the human body in his "search for the soul." Main text taken from the sections on Series and Degrees and The Human Soul in *The Economy of the Animal Kingdom*, terminating in applications in *The Rational Psychology*.

3 Credits.

(Not Offered 2009/10)

Philosophy 330. The Human Form.

The philosophy of the human form and organism. Nature and origin of organic forms. Formation of the human body and its correspondences. Illustrations and comparisons from science. Prerequisite: Philosophy 111 and laboratory science course.

3 Credits.

(Not Offered 2009/10)

Philosophy 331. Organic Forms.

Correspondences of the human body compared with other human organisms: cells, societies, the mind. Illustrations from natural science, social studies, and psychology. Prerequisite: Philosophy 330, or Philosophy 102 and Philosophy 111 and laboratory science course.

3 Credits.

(Not Offered 2009/10)

Physical Education

*course is a team activity with scheduled practices and contests

Physical Education/Health 101. Health. (EE)

Study of contemporary issues in health in the light of the Heavenly Doctrines and current research. Areas include nutrition, eating disorders, fitness, mental health, medicine, and cultural norms in relation to health, sexuality. One credit service learning laboratory component gives opportunities to volunteer, lead, or mentor others in an area of health interest.

4 Credits (academic). Spring.

H.J. Bryntesson

Physical Education 110. Tennis.

Instruction in basic and intermediate individual skills. Practice in singles and doubles tennis play, including game strategy, rules, and etiquette. *Minimum* of 8 students. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall.

M. DeBaise

Physical Education 111. Running and Walking for Fitness and Fun.

A range of walking/running activities designed to develop strength and endurance, for all abilities. Students required to run/walk three times a week in scheduled class time and to keep an exercise log. Course may be repeated for credit.

1.5 (non-academic) Credits. Spring.

H.J. Bryntesson

***Physical Education 115. Intercollegiate Men's Soccer.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall.

E. Steiner

***Physical Education 116. Intercollegiate Women's Volleyball.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall.

N. Dewees

Physical Education 120. Physical Fitness.

Student-designed individual program based on theoretical and practical fitness concepts. Workouts during class twice a week in the fitness center. Cardiovascular element required. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

M. Thomas

Physical Education 121. Contemporary Modern Dance.

A technique class suitable for both beginner and intermediate students. Healthy physical workout while developing knowledge of contemporary modern dance as an art form. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall.

J. Bostock

***Physical Education 123. Indoor Soccer.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

E. Steiner

***Physical Education 124. Intercollegiate Badminton.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Prerequisite: Physical Education 130 or permission of the coach. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

A.I. Smith

***Physical Education 125. Men's Intercollegiate Ice Hockey.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

L. Wheatley

Physical Education 127. Kickboxing.

Basic instruction in a power-punching, non-choreographed martial arts workout. Emphasis on proper technique and execution of skills. Each class includes a total-body warm-up, a cardiovascular workout, strength training, and cool-down/stretching period. Adaptable to any lifestyle, body type, age, or fitness level. Course may be repeated for credit.

1.5 (non-academic) Credits. Spring.

R. Rose

Physical Education 130. Badminton and Archery.

Basic instruction in skill techniques, rules, strategies, and competition in both badminton (5 weeks) and archery (5 weeks). Enrollment limited to eighteen students. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall.

F. Reinprecht, A.I. Smith

Physical Education 133. Yoga/T'ai Chi Ch'uan.

Introduction to Yoga (5 weeks) and T'ai Chi (5 weeks). Fitness for the whole person. Power Yoga (ashtanga) emphasizes balance, breathing, focus, strength and flexibility, and connection between body and spirit. T'ai Chi emphasizes balance, posture, visual and mental concentration, breath control, and complete relaxation. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

M. Synnestvedt, K.F. Kearns

***Physical Education 135. Intercollegiate Men's Lacrosse.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits. Spring.

J.S. King

***Physical Education 136. Intercollegiate Women's Lacrosse.**

Attendance and participation in both practice and contests required. All players must register either for credit or to audit the course in the usual manner. Course may be repeated for credit.

1.5 (non-academic) Credits.

(Not Offered 2009/10)

Physical Education 183. Independent Study in Physical Education.

Individualized program open to students who have medical reasons for deferment which preclude their participation, or to students who are unable to participate in the regular curriculum. Prerequisite: Consent of head of division. Course may be repeated for credit.

1.5 (non-academic) Credits. Fall, Winter, Spring.

H.J. Bryntesson

Physical Education 222. Hip-Hop Dance.

Intermediate/Advanced course in jazz with an emphasis on hip-hop. Students learn advanced technique and develop creativity, flexibility, coordination, and rhythm while dancing to popular music with a positive message. Student choreography projects and a public performance. Prerequisite: Physical Education 121. Course may be repeated for credit.

1.5 (non-academic) Credits. Winter.

J. Bostock

Physical Education 230. Coaching. (EE)

Coaching a minimum of three high school or elementary school sessions per week for the duration of the season. Attend all games. Students required to keep a training diary of coaching plans, performance evaluations, and weekly targets. Prerequisite: Consent of head coach and head of division. Course may be repeated for credit.

3 (non-academic) Credits. Fall, Winter, Spring.

H.J. Bryntesson

Education/Physical Education 253. Physical Education for Diverse Learners.

Theory and practice of teaching physical education, health, and dance to diverse learners (K-8). Focus on planning developmentally-appropriate and fun movement experiences that enable students to learn through movement. Instruction strategies, management and motivation of students, and a short practicum of a total of four classes observing, assisting, and teaching at the Bryn Athyn Church School.

3 Credits (academic). Winter.

H.J. Bryntesson

Physics

Physics 210. Principles of Physics.

Calculus-based course providing an introduction to classical mechanics, waves, and heat. Problem and laboratory assignments complement the lectures. Co-requisite or Prerequisite: Mathematics 150. Laboratory included.

4 Credits.

(Not Offered 2009/10)

Physics 211. Principles of Physics II.

Continuation of Physics 210. Electromagnetism, optics, and introduction to modern physics. Co-requisite or Prerequisite: Mathematics 151 and Physics 210. Laboratory included.

4 Credits.

(Not Offered 2009/10)

Political Science

Political Science 101. Introduction to Politics and Governance. (Civil)

Examines the discipline of political science and the concepts involved in the study of politics and governance. Surveys the role and function of political institutions and organizations through the lens of contemporary issues. Focus on the potential for thinking about civic and political issues from a religiously-informed perspective.

3 Credits. Winter.

D.G. Rose

Political Science 111. Comparative Government.

Introduction to the comparative study of the politics of nations. Examines the underlying principles, machinery, and effectiveness of selected governments around the world. Current events discussions focus on the issues facing those governments.

3 Credits. Spring.

D.G. Rose

Political Science 210. American Government and Politics.

Examination of the American political system focusing on founding principles, national governmental institutions, and contemporary issues. Readings from original documents and historical and contemporary authors. Prerequisite: Political Science 101, History 230, or instructor permission.

3 Credits.

(Not Offered 2009/10)

Political Science/Philosophy 220. Political Thought. (Civil)

A consideration of political thinkers and theories, both ancient and modern, along with perennial issues in politics, such as justice, authority, liberty, order, equality, power, law, and forms of government. Strongly recommended: Philosophy 101. Prerequisite: Philosophy 102.

3 Credits. Spring.

D.A. Synnestvedt

Political Science/History 232. Issues in American Foreign Policy. (W)

Examines the dominant themes in American foreign policy from the post-WWII period. Considers the consequences of the end of the Cold War for American foreign policy and examines specific policy issues facing the U.S. at the beginning of the twenty-first century such as terrorism, nation building, and humanitarian efforts. Prerequisite: Political Science 101, History 117, or instructor permission.

3 Credits.

(Not Offered 2009/10)

Political Science 312. International Relations.

Examination of historical and theoretical foundations for thinking about international relations through a consideration of the wide range of international themes and events and their connections. Topics include: war, trade, globalization, international law, intervention, nuclear proliferation, and terrorism. Prerequisite: Political Science 101, History 117, or permission of instructor.

3 Credits. Fall.

D.G. Rose

Political Science/History 346. Issues in the Contemporary Middle East.

Examination of political and social developments in the greater Middle East in post-World War II era. Survey of governments and domestic political processes of selected countries as well as key issues currently facing the region. Prerequisite: Political Science 111, History 245, or instructor permission.

3 Credits. Spring.

D.G. Rose

Political Science 298, 398, 498. Political Science Internship.

Requirements variable. Proposals should be submitted to the Head of the History/Social Science Division. Political Science internships are open to students in sophomore year or above who have completed at least two political science courses.

Credits variable. By arrangement.

Staff

Psychology

Psychology 101. Introductory Psychology.

Introduction to basic constructs of psychology including scientific methodology, the brain, consciousness, memory, identity, learning, motivation, intelligence, and the nature of mental illness. Relevant New Church doctrines analyzed and compared to secular theories of psychology.

3 Credits. Fall, Winter, Spring.

Staff

Psychology 201. Abnormal Psychology.

Examination of mental disorders as classified by the medical model, including Schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, dissociative disorders, disorders of childhood, eating disorders, and personality disorders. Critical analysis of the principles and philosophy of the medical model, as well as the physiological underpinnings of certain disorders. Alternative views for the conceptualization of mental disorders explored. Prerequisite: Psychology 101.

3 Credits.

(Not Offered 2009/10)

Psychology/Business 202. Psychology Applied in the Workplace.

(Also known as industrial and organizational psychology.) Exploration of the application of psychology to the workplace environment, such as business, government, and non-profit organizations. Major areas of study include work motivation, teams and teamwork, personnel decision-making, performance appraisal, leadership, and diversity in terms of gender, race, and personality type. Attention given to New Church concepts of conscience, discriminatory charity, and use as they apply to adult employment in our current workforce. Prerequisite: Psychology 101, a business/economics course, or permission of instructor.

3 Credits.

(Not Offered 2009/10)

Psychology 203. Personality Theory.

Examination of both classical and current theories of personality. Focus on understanding terms and concepts of personality as well as their application to situational contexts. (Students who have taken Psychology 103 may not take Psychology 203 for credit). Prerequisite: Psychology 101 or permission of instructor.

3 Credits. Fall.

E. van Zyverden

Education/Psychology 204. Human Development: Childhood and Adolescence.

Study of human development, focusing on the most significant changes that occur between the ages of 5 and 18 years. Topics include theories of physical motor, cognitive, language, creative, social, emotional, moral, and spiritual development.

3 Credits. Winter.

S.S. Werner

Psychology 205. Social Psychology. (PP)

Study of behavior and cognition in social contexts. Topics include aggression, altruism, influence, love, prejudice, and conformity. New Church concepts of love, charity, and obedience analyzed. Prerequisite: Psychology 101 or permission of instructor.

3 Credits. Spring.

S.S. Werner

Psychology 298. Psychology Internship.

Proposals must be approved by a psychology professor. Psychology internships are open to students in sophomore year or above who have completed two psychology courses. Requirements are available from director of internships.

Credit variable. By arrangement.

Staff

Psychology 301. Counseling and Clinical Psychology.

Examination of psychological theories that inform the skills of counselors and clinical psychologists in various professional settings. Topics include psychological theories, the roles of the counselor, listening skills, case conceptualization, treatment methods and intervention strategies. Consideration of what it means to be a New Church therapist. Students participating in the optional lab will receive the fourth credit. Prerequisite: Two psychology courses, including either Psychology 103 or Psychology 203, or permission of instructor.

3-4 Credits.

(Not Offered 2009/10)

Psychology 305. Physiological Psychology. (II)

Exploration of the neural basis of behavior and motivation. Emphasis on the neurobiology of interpersonal experience. Topics include memory, attachment, emotion, representations, states of mind, and self-regulation. Prerequisite: Psychology 101.

3 Credits. Spring.

E. van Zyverden

Education/Psychology 340. Educational Psychology.

Study of secular psychology as it is applied to children and adolescents in the classroom setting. Major areas of study include classroom management, learning, and motivation. New Church doctrines include innocence, charity, development of the rational mind, and conscience. Prerequisite: Psychology 101 or Education 128.

3 Credits. Fall.

S.S. Werner

Psychology 341. Human Development: Adult Altruism. (EE, Moral)

Exploration of historical and contemporary psychological theories about moral development, character strengths, altruism, optimism, flourishing, flow, generosity and spiritual maturity. Major emphasis on the states of adults over 18 years of age. Examination of New Church doctrinal principles regarding adult human development: regeneration, opening of the rational mind, developing a new will, acquiring wisdom, and leading a life of useful service to the neighbor. Prerequisite: 3 courses in Psychology. Laboratory included.

4 Credits. Winter.

S.S. Werner

Religion

Religion 101. Introduction to New Church Doctrines. (Doctrinal)

Foundation course. Basic survey of the doctrines of the New Church. Presupposes little or no formal background in the study of the doctrines.

3 Credits. Fall, Winter.

R.J. Silverman, T.P. Glenn

Religion 102. Introduction to New Church Doctrines. (Doctrinal)

Continuation of Religion 101, with special emphasis on the doctrines of the New Church as they relate to marriage, the reading of the Word, and a life of useful service. Religion 101 is not a prerequisite.

3 Credits. Winter.

R.J. Silverman

Religion 103. Introduction to New Church Doctrine on Life after Death. (Doctrinal)

Follow-up of Religion 101 and 102, but may be taken independently. New Church teachings on the life after death studied in their own context and the context of the history of eschatology.

3 Credits. Spring.

R.J. Silverman

Religion 105. God, Man, and Creation. (Doctrinal)

Study of how the Lord created the spiritual and natural worlds, with emphasis on humans as the purpose of creation. Vital relationships between the Creator and His creation, with the special role played by humans. Focus on teaching about order, influx, degrees, forms of use, and correspondence. Form and operation of spiritual thinking. Text: *Divine Love and Wisdom*.

3 Credits. Fall.

R.J. Silverman

Religion 110. Systematic Theology. (Doctrinal)

A comprehensive overview of New Church doctrine and a comparison with the doctrine of other Christian denominations. Emphasis on core principles such as faith, charity, forgiveness, repentance, regeneration, the Word, the Lord, and the life after death. Presupposes a moderate familiarity with New Church teachings.

3 Credits. Fall.

S.I. Frazier

Religion 123. Introduction to the Old and New Testaments. (Scriptural)

Introduction to the various parts of the Bible, the history of the Israelites and Jews, the geography of Palestine, the different methods of biblical interpretation, and the major themes in scripture. Emphasis on New Church views.

3 Credits. Winter.

S.D. Cole

Religion 125. The Holy Scripture. (Doctrinal)

The symbolic nature of the Word and the spiritual meaning within. The importance of the literal meaning and its interpretation. The Word in heaven and the church. Dual expressions in the Word. Heresies. The Lord and the Word. The Word in very ancient times. The universal church. The necessity of revelation. Illustrations drawn throughout from the Old and New Testaments. Text: *The Doctrine of the Sacred Scripture*.

3 Credits. Spring.

S.D. Cole

Religion 160. Evangelization. (Application)

Introduction to the doctrine of evangelization, the philosophy and application of Church growth principles, and practical instruction in how to present the doctrines to inquirers. Exploration of the changing values of Western culture and the ways the Church can effectively respond to a new generation of seekers. The purpose and process of evangelization, and how to share the teachings of the New Church with confidence and care.

3 Credits. Spring.

D.H. Lindrooth

Religion 171. Moral and Spiritual Life. (Application)

Various approaches to morality. The spiritual foundation of moral virtues and moral living. Consideration of civil, moral, and spiritual questions dealing with both individual and institutional conduct, such as revolution and the rule of law, the relation of church and state, spiritual and natural freedom, war, race relations, ethics in business and labor, the use of alcohol and drugs, responsibility for others.

3 Credits.

(Not Offered 2009/10)

Religion 172. Perspectives on the Decalogue. (Application)

Study of the Ten Commandments as they appear in the religious writings of Hinduism, Buddhism, Judaism, Christianity, Islam, and other world faiths. Study of the literal and spiritual level of each commandment using selected texts from sacred and secular sources. Students encouraged to draw connections between the various levels of the commandments and their own lives.

3 Credits. Winter.

R.J. Silverman

Religion 193. Comparative Contemporary Religions. (Comparative)

Survey of religions in the United States today. What religion is, how the Lord views a multiplicity of religions, the human/cultural/social sides of religion, the rise of religious intolerance and fundamentalism, religious dialogue. Religions studied include Native American religion, Judaism, Roman Catholicism, various Protestant denominations, religions of the 19th century (Mormonism, Christian Science), Islam, Hinduism, and Buddhism.

3 Credits. Spring.

R.J. Silverman

Religion 210. Divine Providence and Human Prudence. (Doctrinal)

The laws and fundamental principles by which the Lord governs creation. How the Lord removes evil from people while preserving their freedom. How the Lord brings good out of evil. Eternal life as the goal of providence. How providence uses natural conditions to serve this end. Why providence operates in secret. Text: *Divine Providence*.

3 Credits. Fall.

K.H. Asplundh

Religion 215. The Lord. (Doctrinal)

Introduction to the New Church teachings about the Lord, His love and accommodation. The Incarnation. The steps and states of the Lord's life from infancy to the resurrection. His glorified Humanity and presence today. The primary focus is on the direct teachings in the doctrines, and on seeing the Lord in the Gospel accounts and in the Hebrew scriptures.

3 Credits. Spring.

T.P. Glenn

Religion 220. The Torah. (Scriptural)

Intensive study of Genesis to Deuteronomy in their historical and cultural context. Discussion of translations, certain critical theories, and other related ideas. Treatment of the literal meaning in relation to its higher meanings and other doctrinal considerations. The history of the canon of the Old and New Testaments.

3 Credits. Fall.

S.I. Frazier

Religion 221. The Histories and Prophets of the Old Testament. (Scriptural)

Intensive study of Joshua to 2 Kings, Psalms, and Prophets viewed in their historical and cultural context. Special attention to prophecies of the Lord's advent in Psalms and the Prophets.

3 Credits.

(Not Offered 2009/10)

Religion 222. The Gospels. (Scriptural)

Survey of the Four Gospels with attention to similarities and distinctions, historical context, and relationship to the Old Testament, Act, Epistles, and Revelation. Special attention to the nature of the First Advent and the testimony concerning Jesus Christ.

3 Credits.

(Not Offered 2009/10)

Religion 223. The Apocalypse. (Scriptural)

The Last Judgment on the human race, with analogy to spiritual crisis in the individual. The spiritual functions and impact of imagery in the book of Revelation and in the memorable relations in the Apocalypse Revealed. Text: *The Apocalypse Revealed*.

3 Credits. Spring.

K.H. Asplundh

Religion 270. New Church Religious Practices.

Both doctrinal study and practical application of teachings relating to New Church religious practices, using the Old and New Testaments and the theological Writings of Emanuel Swedenborg as source material. Special focuses on daily reading of the Word and prayer, on private and public worship, on the steps of repentance, and on the use and importance of Holy Supper.

3 Credits. Winter.

T.P. Glenn

Religion 273. Religion and Marriage. (W in Winter Term, Doctrinal)

New Church doctrine concerning marriage and preparation for marriage. The nature of man and woman, and their spiritual fulfillment in the married relationship. Children and their place in marriage. Responding to states of discord, coldness, and other problems in marriage. Adultery and other sexual disorders. Consideration of romantic passion, physical relations, birth control, repeated marriages, non-monogamous lifestyles, homosexuality. Text: *Conjugal Love*.

3 Credits. Fall, Winter.

K.H. Asplundh, R.J. Silverman

Religion 278. Religion and the Home. (Application)

Study of the eight stages of a family from leaving one's home of origin to an eternal home in heaven. Focus on the spiritual and psychological tasks a couple needs to face at each stage. The uses of a family and the responsibilities of being a parent, including such issues as mental growth, discipline, sex education, and adolescent growth. Extensive reading from selected volumes of the Doctrines of the New Church and other sources including the work of Erik Erikson.

3 Credits.

(Not Offered 2009/10)

Religion 283. Pre-Christian Church History. (Comparative)

Survey of the history of pre-Christian religions emphasizing the rise, development, and fall of religions from ancient times to Biblical Israel. Topics include the character of revelation and the response to it in each successive religion, the origin of mankind, the origin of evil, and the rise of monogamy and polygamy, of monotheism and polytheism, and of idolatry in the ancient world.

3 Credits. Winter.

S.D. Cole

Religion 284. Christian Church History. (Comparative)

Thorough grounding in Christian history. Survey of the personalities, theological and doctrinal issues, and events of Christianity. Christian divisions and present world-impact. Comparison with New Church perspective.

3 Credits. Spring.

A.M.T. Dibb

Religion/History 295. Islam. (Comparative)

Study of Islam: Muhammad and the origins of Islam, the Qur'an and other Muslim literature, main theology and doctrine, outline of history of Islam, Muslim divisions, world-outlook and modern impact, both in the East and West. Comparison with New Church perspective.

3 Credits.

(Not Offered 2009/10)

Religion 296. Eastern Religious/Philosophical Thought. (Comparative)

Introduction to the major Eastern religions and/or philosophies: Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Includes a survey and brief examination of each tradition's origins, development, values, beliefs, and ceremonial practices. Comparison with Western thought in general and with New Church thought in particular.

3 Credits.

(Not Offered 2009/10)

Religion 305. Universal Doctrines of the New Church I. (Doctrinal)

Systematic survey of the universal theology of the New Church: God the Creator, the Lord the Redeemer, the Holy Spirit, the Holy Scripture and Ten Commandments, and Faith. Text: *True Christian Religion*.

3 Credits.

(Not Offered 2009/10)

Religion 306. Universal Doctrines of the New Church II. (Doctrinal)

Continuation of Religion 305. Faith. Charity. Free will. Repentance. Reformation and regeneration. Imputation. Baptism and the Holy Supper. The Second Advent. The New Church. Text: *True Christian Religion*.

3 Credits.

(Not Offered 2009/10)

Religion 310. Studies in Arcana Coelestia. (W, Doctrinal)

Introduction to the celestial, spiritual, and spiritual-historical meanings of the Word. The ancient churches. The representation of Abraham, Isaac, and Jacob. The Exodus. The course aims for a general knowledge of this first of the published works of the Doctrines of the New Church and includes selected readings of approximately 500 pages.

3 Credits. Fall.

T.P. Glenn

Religion 315. The Spiritual World. (W, Doctrinal)

The nature, structure, life, and phenomena of the spiritual world. Consideration of the philosophical implications of the creation of that world and consideration of other beliefs about heaven and hell.

3 Credits. Spring.

G.H. Odhner

Religion 320. The Last Judgment, the Second Coming, and the New Church. (Doctrinal)

Consummation of the first Christian Church. The process of the Last Judgment. The Second Coming and its relation to the Doctrines of the New Church. The New Church and true Christianity.

3 Credits.

(Not Offered 2009/10)

Religion 335. The Human Mind. (W, Doctrinal)

Study of what the doctrines of the New Church teach about the structure and function of the human mind and how it relates to the brain. The discrete degrees of the mind. The faculties of will and understanding, their relationship and interplay.

3 Credits. Fall.

S.D. Cole

Religion 370. Topics in Applied Theology. (Application)

Content may vary from year to year. Consideration of the light shed by the doctrines of the New Church on the ethical and underlying philosophical concerns of different areas of study and occupations.

3 Credits.

(Not Offered 2009/10)

Religion 380. History of New Church Doctrine. (Doctrinal)

Seminar in the development of doctrinal thought in the history of the New Church. Considerations of various and divergent interpretations. The evolution of ideas and their impact on the Church. Reflection on the intellectual heritage of the Church from an historical perspective. Extensive research in New Church collateral literature.

3 Credits. Spring.

Staff

Religion 490. Religion Senior Project I.

For religion majors. One term is required. May be repeated for a second term with the consent of the division head.

3 Credits.

Staff

Religion 491. Religion Senior Project II.

For religion majors. One term is required. May be repeated for a second term with the consent of the division head.

3 Credits.

Staff

Religion 298, 398, 498. Religion Internship. (EE, Application)

Proposals must be approved by the head of division. Course may be repeated for credit.

Credit variable. By arrangement.

Staff

Reserve Officers' Training Corps (ROTC)

See pages pp. 58-59.

Science Education

Science Education 290. Science Education Project. (EE)

Under the supervision of a faculty advisor, students develop a hands-on science project for the purpose of teaching scientific practices and data analysis to elementary or secondary school students. The class meets once per week for 2 hours, but times are flexible to interface with school schedules. Grading is based on teamwork, project effectiveness, report (published on the web), and student notebook. Prerequisite: Biology 120, Chemistry 110, or Physics 210.

1 Credit.

(Not Offered 2009/10)

Social Science

Social Science 201. The Human: Integrating Social Science and New Church Perspectives.

Focus on the question “What does it mean to be fully human?” New Church concept of a hierarchy of uses provides the framework. These uses ascend from those of the body, through the material, the civic and moral, to the spiritual. Exploration of human life presented in this framework through the three different yet complementary lenses of Anthropology, Psychology, and Sociology.

3 Credits.

(Not Offered 2009/10)

Social Science 202. The Human in Postmodern Culture: Integrating Social Science and New Church Perspectives.

Continuation of Social Science 201, with special emphasis on the human, in terms of moral, civic, and social uses. New Church doctrine provides the framework for understanding current theories and research in the Social Sciences. Exploration of issues and problems facing men and women in the Modern/Postmodern World, using the three different yet complementary lenses of Anthropology, Psychology, and Sociology. Prerequisite: Social Science 201 or permission of the instructor.

3 Credits.

(Not Offered 2009/10)

Social Science/History 290. Social Movements.

Comparative exploration of the development of Christianity in the Roman World (40 A.D. to 350 A.D.) to the development of New Christianity in Western Europe and America (1757-present). The history of these two movements will be used to understand the sociological factors that contributed to their development.

3 Credits. Fall.

J.K. Williams-Hogan

Social Science 321. History of Social Science Theory.

Exploration of the context of the development of social theory with particular attention to the different nature of the roots of theory in Europe and America.

3 Credits.

(Not Offered 2009/10)

Sociology

Sociology 110. Introductory Sociology. (QR)

Research project utilizing techniques of participant observation, experimentation, survey/interview methods, and data analysis to discover the basic concepts of sociology: social structure, culture, and socialization. Laboratory included.

4 Credits. Spring.

J.K. Williams-Hogan

Sociology/History 212. Marriage and the Family.

Analysis of marriage and the family as fundamentally moral institutions; that is, institutions that thrive when the focus is on “giving” not “getting.” An exploration of the history of marriage and the family, as these institutions moved from traditional patterns focused on family dictates and necessity to modern patterns focused on individual choice and freedom.

3 Credits. Spring.

J.K. Williams-Hogan

Sociology 218. Topics in Sociology: Race and Ethnicity.

Survey of race and ethnicity as a recognized sub-field in sociology.

3 Credits.

(Not Offered 2009/10)

Sociology 340. Seminar in the Sociology of Religion.

Exploration of the relationship between the ideational and organizational components of religion and the major social variables, including gender, class, power, race and nationality. Historic and current religions and religious movements examined both theoretically and empirically, including the New Church.

3 Credits.

(Not Offered 2009/10)

Spanish

Spanish 201. Intermediate Spanish I.

The Spanish program is based on the four term video/textbook series *Destinos*. Students who have taken Spanish previously will take a placement test to determine the appropriate course level. Middle terms of *Destinos*. Spanish is the language of instruction.

3 Credits. Fall.

M.M. Walker

Spanish 202. Intermediate Spanish II.

The Spanish program is based on the four term video/textbook series *Destinos*. Students who have taken Spanish previously will take a placement test to determine the appropriate course level. Completion of *Destinos*. Spanish is the language of instruction.

3 Credits. Winter.

M.M. Walker

Spanish 203. Intermediate Spanish III.

Builds an awareness of our Latin American neighbors by viewing selected aspects of their culture and current developments, with accompanying readings, discussions, and writing activities for the advanced intermediate. Films and guest speakers. Prerequisite: Spanish 202.

3 Credits.

(Not Offered 2009/10)

Speech

Speech 105. Public Speaking. (PP)

Exposure to a variety of speaking situations designed to address inhibitions and develop self-confidence. Class work features impromptu and prepared speeches, as well as oral interpretation of literature and choral speaking. Work on voice and speech improvement as well as command of body language.

3 Credits. Fall, Spring.

S.V. Bernhardt

Theater

Theater 110. Introduction to Performance Arts.

Study and practice of elementary acting, movement, and voice skills. Students examine verbal and nonverbal communication in solo and group performance, along with scene and script analysis. Improvisation and work on studied pieces, leading to a final performance. Study of the history and philosophy of performance styles from the ancient Greeks to the Elizabethans and modern theorists (Stanislavski, Artaud, Brecht, et. al.). Enrollment limited.

3 Credits. Fall.

S.V. Bernhardt

Theater 120. Set Design and Production. (EEC)

Hands-on introduction to scene design and production. Overview of the history of scene design with emphasis on the process of creating a set from designer drawings and elevations. Research, sketching, drafting, model building, color application, and actual set construction within a budget. Students required to understand and use all of the equipment in the theater as it pertains to the design. Work with the play's director using the Mitchell Performing Arts Center as the classroom. Final project is the set for the College play. Course may be repeated for credit.

3 Credits. Fall.

N. Haus-Roth

Theater 150. Dramatic Performance. (EEC)

Students involved in the casts or technical aspects of certain dramatic productions may sign up for this course. Exposure to a variety of acting techniques, including the specialized work needed for productions that might range from Shakespeare's plays, to foreign plays in translation, to musicals. Script analysis, oral interpretation of character, performance movement, dance, and vocal techniques. Variable credit based on the student's involvement. 5-12 hours weekly in rehearsals/classes leading to a finished production. Course may be repeated for credit.

1-3 Credits. Winter.

S.V. Bernhardt

Theater 210. Original Performance: Theater as Spiritual Practice.

Builds on fundamental acting skills of Theater 110. Examines archetypal patterns found worldwide in myths, stories, plays and sacred ritual. Students explore archetypes in their own lives by writing, acting in, and producing original plays. Prerequisite: Theater 110, Theater 220, or permission of instructor.

3 Credits. Spring.

S.V. Bernhardt

Writing

Writing 101. Expository Writing. (W)

Development of skills in recognizing, evaluating, and writing about ideas drawn from readings in a variety of disciplines. Five to seven analytic essays. Emphases on rhetorical argument, revision strategies, and information literacy. Formal instruction about research skills (locating and evaluating secondary sources, and integrating, citing, and documenting these sources). Articulation, development, and support of thesis. Required of first year students. Non-native speakers of English take Writing 101 sophomore year.

3 Credits. Fall, Winter, Spring.

R.S. Cooper; T.P. Glenn, A. Rogers-Petro

Writing 202. Writing About Literature. (W) (IL)

Analytic study of literary genres, with emphases on writing and research skills. Assumes basic skills in writing and information literacy covered in Writing 101. Three papers, including substantial revision. One longer paper requires 2+ secondary sources and student evaluation of sources and research process. Individual conferences with instructor to discuss student's writing, research, and implementation of secondary sources. Required of sophomores. Prerequisite: Writing 101. Students who complete Writing 101 (or its equivalent) and Writing 202 satisfy an IL component for the Core Program.

3 Credits. Winter, Spring.

R.S. Cooper; K. King

Writing 211. Creative Writing.

Workshop approach to various forms of creative writing. Individual conferences in addition to class meetings. Class selection and publication of an anthology of student writing. Prerequisite: Grade of B or better in Writing 101 and Writing 202.

3 Credits.

(Not Offered 2009/10)

Writing 213. Advanced Exposition. (W)

Intensive study of writing for students interested in developing rhetorical skills in composition. Attention both to concepts of classical rhetoric and to issues arising in the context of contemporary cultural environments and communications practices.

3 Credits. Spring.

T.P. Glenn

Writing 311. Advanced Creative Writing Workshop.

Workshop for in-depth study of the craft of writing. Students will concentrate on one genre (poetry, fiction, or drama) and produce a polished portfolio of their work. Workshop sessions provide opportunity for rigorous and supportive feedback on works in progress with the goal of helping class members produce their best writing. Prerequisite: Writing 211 or 213.

3 Credits.

(Not Offered 2009/10)

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The Educational Council is a deliberative body of the General Church teachers, both of church society schools and the Academy and the Midwestern Academy. The Council meets periodically for the study and discussion of educational questions.

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