

HOPE COLLEGE

2005-2006 CATALOG



Volume No. 141

Published August 1, 2005

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HOPE COLLEGE

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*a four-year coeducational liberal
arts college affiliated with the
Reformed Church in America*

The mission of Hope College is to offer, with recognized excellence, academic programs in liberal arts, in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith.

The “Hope People” personality profiles in this catalog were written by Melissa S. Sexton, a 2005 Hope College graduate from Kalamazoo, Mich.

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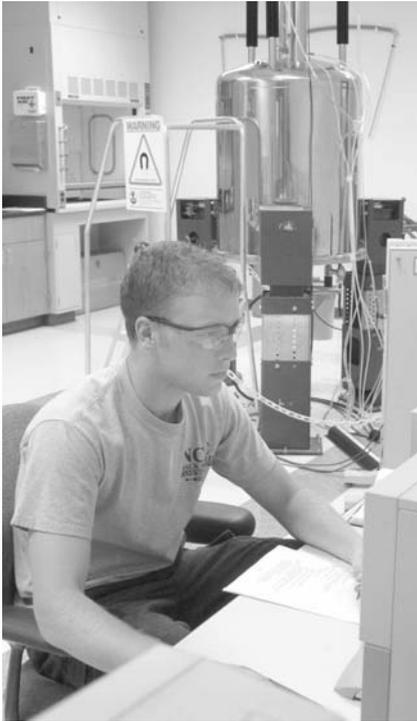
In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan, a school was established to meet the educational needs of the young colony. Battling hostile forces in an untamed land, the Dutch settlers were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. This Pioneer School evolved into the Holland Academy, which in 1862 enrolled its first college class. On May 14, 1866, the institution was chartered as Hope College, and on July 17, 1866, the first class of eight students graduated.

Today Hope College is a distinguished and distinctive four-year, liberal arts, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community of students and teachers vitally concerned with a relevant faith that changes lives and transforms society.

The curriculum offers a variety of courses in 83 majors leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing degree. The college has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate and professional schools in this country and abroad; others directly enter professions.

Hope College is accredited by The Higher Learning Commission and a member of the North Central Association, 30 North LaSalle St.; Suite 2400; Chicago, IL 60602; phone 800-621-7440. Hope is also accredited by the American Chemical Society, the Commission on Accreditation of Allied Health Education Programs, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the National Association of Schools of Art and Design, the National Association of Schools of Dance, the National Association of Schools of Music, the National Association of Schools of Theatre, the National Council for Accreditation of Teacher Education, the Engineering Commission of the Accreditation Board for Engineering and Technology for the Bachelor of Science Degree with a major in engineering, and other agencies.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 18 sports. An active intramural program is also offered.



Hope occupies a special place in the vast array of educational opportunities offered in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. As a liberal arts college offering education within the context of the historic Christian faith, Hope is a place of open inquiry, acceptance of intellectual challenge, rigorous engagement with hard questions, and vigorous but civil discussion of different beliefs and understandings; in the words of the Covenant of Mutual Responsibilities between the Reformed Church in America and its colleges, it is a place characterized by “an atmosphere of search and confrontation that will liberate the minds, enhance the discernment, enlarge the sympathies, and encourage the commitments of all students entrusted to (it).” For more than a century, Hope has cherished the conviction that life is God’s trust, a trust which each of us is called to personally activate by an insistent concern for intelligent involvement in the human community and its problems.

Hope’s Reason for being is each individual student. It seeks to develop the growth of each student as a competent, creative, and compassionate person. Its design is to provide a complete opportunity for the fulfillment of each individual student, not only for his or her self-gratification, but also for what can be given to others in service to God and humanity.

Hope Believes that a vital faith, which provides both the incentive and dynamic for learning and living, is central to education and life.

HOPE'S REASON FOR BEING



Hope Welcomes capable men and women of all social and economic levels. Hope is interested in students who sincerely seek to enlarge their minds, to deepen their commitments, and to develop their capacities for service.

Hope Provides an adventure in learning and living, not only for knowledge and wisdom, but also for understanding, meaning, and purpose.

As partners in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total development of each student. Hope's finest professors teach introductory as well as advanced courses. Independent work on a self-directed basis is encouraged.

Hope Offers a well-equipped and friendly environment. Campus life pivots around residence halls, which serve as social centers and provide congenial surroundings for students to learn with one another. The diversity of student backgrounds, geographic and ethnic origins, and personal interests adds variety and richness to the group living experience. The campus is 75 percent accessible to students who are mobility impaired. Examples of all housing options (residence hall, apartment and cottage), as well as most major academic buildings, are accessible to mobility-impaired persons.

Many co-curricular activities and cultural events provide a variety of rich opportunities for learning and personal development.

Hope Prepares men and women who are persons in their own rights — uncommon men and women who have a personal dignity based on intelligence, a sense of responsibility, and a deeply rooted faith. For more than a century, Hope has prepared alumni to go to the four corners of the world — alumni who have enriched their professions and humanity far out of proportion to their numbers. Hope graduates aim to go beyond specialization toward a synthesis of all learning in life.

ACADEMIC EXCELLENCE



Hope has long been recognized as a leading educational institution whose alumni have gone on to achieve distinction in their chosen professions. Distinguished academic, religious, political and business leaders are among Hope's graduates.

Government and foundation grants to individuals, to departments and to the college demonstrate the quality of the institution: outside grants to departments and faculty have totaled more than \$8.4 million in the past two years.

Hope tied for fourth nationally in the "Undergraduate research/Creative projects" category in the *America's Best Colleges 2003* guide published by *U.S. News and World Report* for its success in teaching through active learning; Hope was also named to the listing in 2004 and 2005, although the schools weren't ranked. In addition, the guide in 2005 included Hope among the top 100 liberal arts colleges in the nation.

The 2005 *Fiske Guide to Colleges* includes Hope as one of "the country's best and most interesting" schools, not only emphasizing academic strengths but also highlighting the college's friendly environment and sense of community through which, as one student put it, "People intentionally seek out students to support, encourage, and challenge in and out of the classroom." Kaplan Publishing's *The Unofficial, Unbiased Guide to the 328 Most Interesting Colleges, 2004 Edition* rated Hope as a top school with popular drug-free and alcohol-free activities for students. In the book *Colleges That Change Lives*, Loren Pope cites Hope as one of 40 schools that "develop the qualities needed to see opportunities in a changing world and to be smart and resourceful enough to act on them."

Evidence of excellence abounds at Hope. For example, Hope is the only private, four-year liberal arts college in the United States with national accreditation in art, dance, music and theatre. Hope is also the only college or university in Michigan where business students can participate in the George F. Baker Scholars Program, which provides a wide range of real-world experiences beyond the classroom.

The Van Wylen Library was named the national winner in the college category of the 2004 "Excellence in Academic Libraries Award" presented by the Association of College and Research Libraries (ACRL). The award recognizes staff for programs that deliver exemplary services and resources to further the educational mission of the institution.

Hope's department of education is currently accredited by the National Council for Accreditation of Teacher Education. The department received one of only six "Distinguished Achievement Awards" nationwide from the International Society for Technology in Education in 2002 for effectively blending technology into the college's teacher education program.

Todd Van Wieren, executive chef at the Haworth Inn and Conference Center, was named "Chef of the Year" by the Greater Grand Rapids chapter of the American Culinary Federation. Tom Renner, associate vice president for public and community relations and sports information director, received a "Hall of Honor" award from the Basketball Coaches Association of Michigan for his outstanding and long-time service on behalf of the game of basketball.

ACADEMIC EXCELLENCE



Six departments in the sciences (biology, chemistry, computer science, the geological and environmental sciences, mathematics, and physics and engineering) held grants through the NSF-REU (National Science Foundation Research Experiences for Undergraduates) program for the summer of 2005. Hope has consistently held more of the grants than any other liberal arts college in the country, and more than all but a handful of institutions of any type — including research universities — nationwide.

The college's program in the sciences and mathematics was recognized as a "Program That Works" by Project Kaleidoscope of Washington, D.C., and identified as a model for other institutions to consider. The Research Corporation ranked Hope eighth out of 136 institutions in research publications per faculty member from 1991 to 2000.

According to a study of 518 baccalaureate institutions released by Franklin and Marshall College, Hope ranked in the top six percent in the nation in producing future Ph.D. holders between 1920 and 1995. The department of chemistry was in the top one percent. Data collected by the National Center for Education Statistics of the Department of Education and reported in *Chemical & Engineering News* showed that Hope produced more chemistry graduates than all but one other undergraduate liberal arts college nationwide between July of 1999 and June of 2000.

A report from the National Science Foundation placed Hope in the top 25 nationally among baccalaureate colleges as a source of future Ph.D. recipients in the natural, physical and social sciences, and engineering, after examining the undergraduate origins of doctorate recipients from 1991 to 1995. Hope ranked third nationally in chemistry, and 14th in psychology.

ACADEMIC EXCELLENCE



There is a wide diversity of honor societies at Hope. These organizations, open by invitation, give recognition to superior academic achievement and enable Hope's outstanding students to communicate with each other and discuss matters of mutual interest. Two national honor societies, Phi Beta Kappa and Mortar Board, are chartered at Hope. Hope received its Phi Beta Kappa charter in 1971, and is one of 270 institutions in the U.S. and only eight in the state of Michigan able to grant this distinction. Students are elected to Phi Beta Kappa in the spring of their senior year. A complete list of the honor societies at Hope follows:

Phi Beta Kappa (national honorary)	Phi Epsilon Kappa (kinesiology)
Mortar Board (national honorary)	Pi Delta Phi (French)
Alpha Epsilon DeltaPi	Pi Kappa Lambda (music)
(premedical, pre dental)	Pi Mu Epsilon (mathematics)
Beta Beta Beta (biology)	Pi Sigma Alpha (political science)
Chi Omicron Gamma (computer science)	Psi Chi (psychology)
Delta Omicron (music)	Sigma Beta Delta (business)
Delta Phi Alpha (German)	Sigma Delta Pi (Spanish)
Eta Sigma Phi (classical languages)	Sigma Gamma Epsilon (geology)
Kappa Delta (forensics)	Sigma Omicron (dance)
Lambda Pi Eta (communication)	Sigma Pi Sigma (physics)
Omicron Delta Epsilon (economics)	Sigma Theta Tau (nursing)
Phi Alpha (social work)	Sigma Xi (science)
Phi Alpha Theta (history)	

Hope has a strong commitment to those students that are admitted to its degree programs. This is demonstrated in the fact that its retention rates are excellent and that its graduation rates are very high. In a study done to demonstrate compliance with the Student Right-to-Know and Campus Security Act of 1992, the registrar reported that by 2004 Hope had graduated 73.4 percent of those students admitted as first-year students in the fall of 1998. This figure does not include those students admitted as transfers to Hope. Hope compares favorably with other highly selective institutions in the degree-completion rates of its first-year students.

ACADEMIC EXCELLENCE



Approximately one-third of Hope's graduates enter graduate schools to pursue advanced training for careers in medicine, science, business, education, economics, the humanities, psychology, and all areas of the performing and fine arts. Many of these graduates have received national awards for advanced study in fields as diverse as chemistry, social psychology, foreign languages, history, biology, education and physics.

In recent years, approximately 83 percent of those graduating seniors registered with the prelaw advisor were accepted into law schools. Among the law schools that have accepted these graduates are: American, Boston College, Boston University, Case Western, Chicago, Chicago-Kent, Columbia, Cornell, Denver, Detroit, Duke, Emory, Florida State, Fordham, Georgetown, George Washington, Harvard, Illinois, Indiana (Bloomington), Iowa, Loyola-Chicago, Marquette, Miami, Michigan, Minnesota, New York University, North Carolina, Northwestern, Notre Dame, Ohio State, Pittsburgh, St. John's, Southern Illinois, Tennessee, Texas, Toledo, UCLA, University of Southern California, Valparaiso, Vanderbilt, Washington and Lee, Washington University-St. Louis, Wayne State, William and Mary, and Wisconsin.

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past 10 years (1995 through 2004), 90 percent of the Hope applicants whose grade point averages were 3.4 or above were accepted by medical schools. During that same period, another 36 students were accepted who had grade point averages below 3.4.

During the past 10 years (1995 through 2004), 97 percent of the Hope applicants with a grade point average of 3.2 or better were accepted into dental schools.

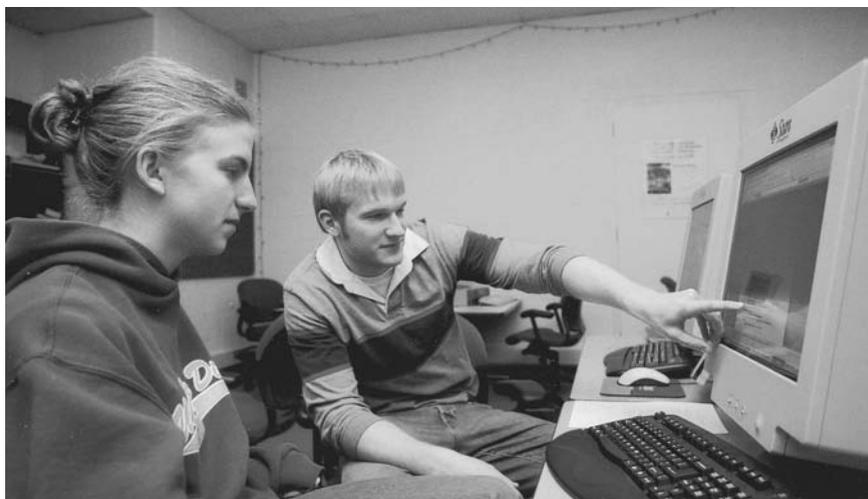
The college emphasizes a solid program in the liberal arts as a base for both life and career. Career planning and job placement are regarded as important facets of the college experience.

ACADEMIC EXCELLENCE



Curriculum — Hope’s educational program offers a variety of courses in 83 majors. Throughout this educational program, Hope is concerned with developing intellectual discipline and fellowship in inquiry. (See “The Degree Program,” page 97 and departmental listings in “The Curriculum,” beginning on page 116.)

Students are given many opportunities to grow and develop within the academic structure. An active performance/exhibition program in the arts provides professional experiences. Science and social science students conduct research side-by-side with faculty members. Humanities students are encouraged to conduct independent study projects, and each year these students present their papers at divisional colloquia.



ACADEMIC EXCELLENCE



For students with unusual academic maturity, several challenging programs have been designed, as well as independent and tutorial study during all four years. (See "Opportunities for Talented Students," page 337.)

Research opportunities for students in all disciplines are available both on and off campus. Cross-cultural and language programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.

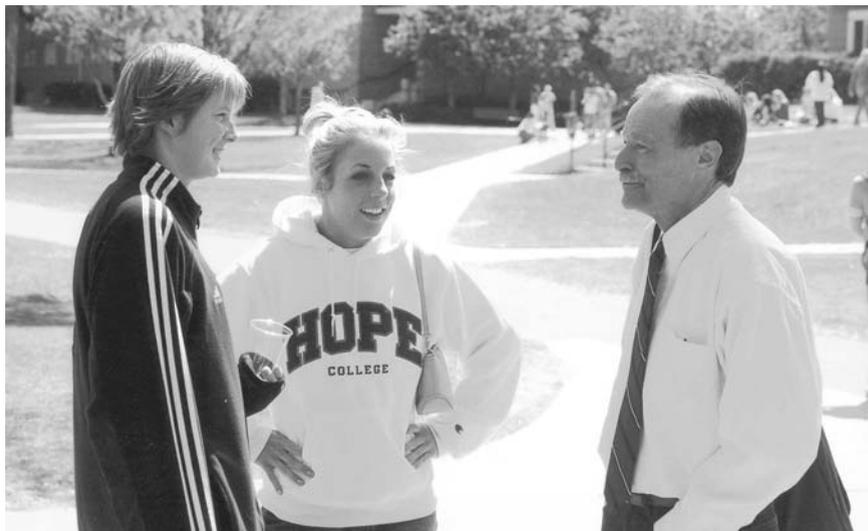
A far-reaching internship program is available in many majors. These internships, available in major U.S. cities as well as Western Michigan, enable students to apply theory in practice and to learn from professionals outside the classroom.

The Hope College Summer Sessions On Campus — Hope offers four-week May, June and July Terms for intensive study in one subject, and one-week concentrated humanities seminars later in the summer. (See "Academic Sessions," page 114.)

Domestic Off-Campus Programs — Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 326.)

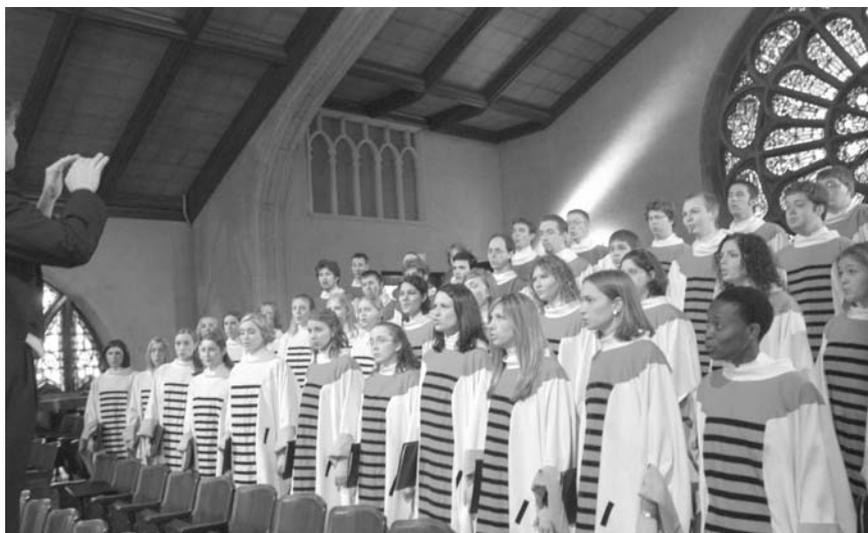
International Education — The scope of the college's involvement in international education is broad. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and their own individual identity. (See "Overseas Study Opportunities," page 327.)

Scholarships, Honors, Awards — Hope's aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a work-study program. In addition to serving financially worthy students, the aid program is designed to recognize students for outstanding academic achievement. (See "Financial Aid for Students," page 71.)



Hope College will be recognized nationally for its academic excellence as an undergraduate liberal arts college. Hope will be noted for its emphasis on active learning, whether through collaborative research, internships, off-campus study, cooperative learning or other modes. Hope will have critically examined and incorporated advances in pedagogy through information technology. Hope's academic program will provide the foundation and the intellectual excitement essential to a lifetime of learning.

Hope will be recognized nationally as a leading Christian college, ecumenical in character while rooted in the Reformed tradition. Hope will offer students outstanding opportunities for development in Christian faith through study, worship and service.



A VISION OF HOPE



The college will offer students effective support in meeting academic challenges as well as the challenges of personal and spiritual growth. The college's residential character will complement and enhance its academic program. Hope will be a community in which there will be effective care and concern for each individual and one in which the attitude of caring is shared by all members of the community.

The Hope experience will include encounter with the cultural diversity that is characteristic of our nation and world. Hope will increasingly reflect the presence and influence of students, faculty and staff from diverse racial and cultural backgrounds. Hope will also provide ample opportunities for study in off-campus settings where racial and cultural diversity will be encountered.

Recognizing that service to others is essential to a full and rewarding life, Hope will provide varied opportunities for growth and development through service and will challenge its graduates to seek opportunities for servant leadership while it prepares them for rewarding careers.

The faculty and staff of Hope College will be active lifelong learners, and the college will encourage and support their commitment to learning. Hope College will be a learning organization, committed to constantly examining and learning from its own institutional experience as well as from the best thinking of the academic and professional communities to which it belongs.

Hope College will have a strong financial base and will make effective provision for maintaining it. Hope will have a campus and campus facilities fully adequate to its academic and residential program. Hope will provide excellent value for its students.

Hope will have a relationship of mutual respect and support with its immediate community and will be known for its constructive contributions to the community, the state, the Reformed Church in America, the nation and the world.



One mark of an educated person is the capacity to participate thoughtfully in public discourse on a range of issues, expressing clearly one's own views while at the same time seeking to understand the various counter-positions held by others. The administration, faculty and student body of Hope College have affirmed a set of standards for the conduct of our public discussion of all issues. We call these the *Virtues of Public Discourse*. All members of the Hope community have opportunities to practice these qualities as participants in campus discussions, whether in the classroom, in conversations, or during public events.

Humility recognizes the limitations on any one person's knowledge, and thus makes it possible to learn from the insights of others. Humility says "No" to the pride that prevents open communication, thus encouraging a willingness to consider carefully others' opinions and perspectives. Humility does not mean, however, endorsement of every view encountered.

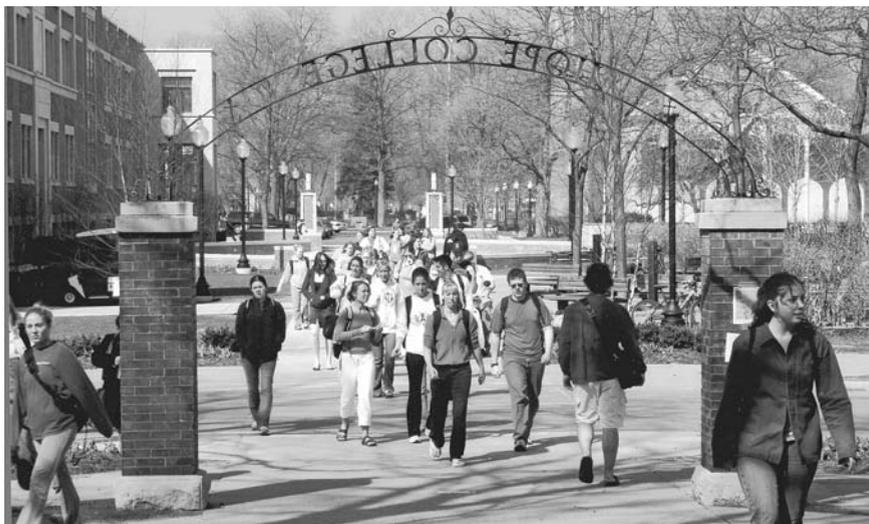
Hospitality is the virtue of welcoming the stranger — who might really be anyone whose ideas, beliefs, or morality might seem different, confusing, or discomfoting. Even more, it is the virtue of receiving others into our presence and offering a safe place for people to express ideas unlike our own.

Patience is the willingness and the fortitude to stay engaged, calmly persevering, with the knowledge that waiting is not merely doing nothing, but is a persistent determination which reveals and stretches our ability to understand.

Courage is the boldness to accept risks associated with honest advocacy of one's position. Courage requires the strength to freely speak one's convictions even when one's opinions may be considered dangerous or unpopular. Courage also involves the ability to listen openly as others articulate beliefs that are different from your own.

Honesty is a determined commitment to discovering and speaking the truth by members of the community. Fidelity to what is the case, and an unwillingness to mislead, are hallmarks of honesty. Honesty fosters an open environment that encourages growth and leads to real progress.

HOPE PEOPLE



WHY HOPE?

The question is often asked, “What kind of student chooses Hope College?” It would be difficult to define a “typical” Hope student, but in general Hope serves those best who want to be serious students, who are looking for close contact with faculty members and fellow students, and who want a solid program in the liberal arts as a base for both life and career.

Hope is primarily a residential college and the great majority of its students are under 25 years of age and unmarried. The enrollment reflects relative co-educational balance, with last year’s student body consisting of 1,917 women and 1,195 men.

While the current racial make-up of the student body is approximately 92 percent Caucasian, Hope is committed to enhancing the diversity of its student body. As the college strives to reflect the diversity in our society, all Hope students will be afforded the opportunity to prepare for life in a multicultural world.

Most Hope students come from a middle-income background, and 58 percent receive need-based financial aid. On the whole, 89 percent of Hope students receive some kind of financial assistance.

Finally, it is evident that many Hope students consider religion to be a prominent part of their lives. Approximately 19 percent are affiliated with the Reformed Church in America. The second largest denomination is Roman Catholic, representing 11 percent of the student body. Eight other church affiliations have been consistently present during the past decade, indicating a diversity of denominational preference.

When describing an institution, the tendency is to focus on things which are quantifiable and easily measured, such as enrollment, campus facilities, and academic programs.

A more important aspect of Hope College is the people who make up the college community. It is through diverse individuals, such as those featured on the following pages, that the vital nature of a Hope education finds expression.

HOPE PEOPLE

THE FACULTY

The faculty is comprised of men and women of high scholastic attainment who have a deep concern for the growth and development of students. Hope's faculty insures a quality education which has long been the hallmark of the college.

Hope's faculty members serve not only as teachers, but also as counselors, advisors, and friends to students. Outside the classroom, they contribute to the intellectual vitality of the campus through evenings with students in their homes, colloquia and performances, essays in the Anchor, and many other informal contacts.

Hope's full-time faculty number 208, and 92 individuals serve as part-time lecturers or adjunct professors. Most hold doctorates or other terminal degrees. The student-faculty ratio is 13-to-1, assuring students excellent opportunities for learning interaction and personal contact with professors.

Faculty professional activity is encouraged. Members of the faculty publish widely and are involved in many other scholarly activities.

- Dr. Thomas Ludwig, professor of psychology, was named the 2005 recipient of the national "Charles L. Brewer Distinguished Teaching of Psychology Award" by the American Psychological Association. The award recognizes a significant career contribution to the teaching of psychology.
- Dr. Donald Cronkite, professor of biology, was named the state's 2005 "College Teacher of the Year" by the Michigan Science Teachers Association (MSTA). In addition, one of his former Hope students, Angelique Finch '94 Biehl, who teaches at Portage (Mich.) Northern High School, was named the 2005 "High School Teacher of the Year."
- Two members of the faculty received prestigious "2005-2006 Fellowships for College Teachers and Independent Scholars" from the National Endowment for the Humanities: Dr. Natalie Dykstra, assistant professor of English, for her project tentatively titled "Still Life: The Photographs of Marian 'Clover' Adams," and Dr. Joseph LaPorte, associate professor of philosophy, for his project "Rigid Designation, Identity and Necessity for Properties." Only 195 of the awards were presented nationwide. It was the second consecutive year that two Hope professors received fellowships.
- Dr. R. Richard Ray, professor of kinesiology, athletic trainer and chairperson of the department at Hope, received the "Most Distinguished Athletic Trainer Award" from the National Athletic Trainers' Association and was also inducted into the Honors Academy of the Health, Physical Education & Recreation Department of Western Michigan University, where he had completed his graduate work.
- Maxine DeBruyn, who is the Dorothy Wiley De Long Professor of Dance, received a Lifetime Achievement Award for her work in dance education from the Michigan Dance Council in cooperation with the 2004 conference of the National Dance Education Organization.
- Linda Graham, professor of dance, had a work she had choreographed, "Chair Study — Part I," chosen to be set on the famous Joffrey Ballet, based in Chicago, Ill.
- Charles Aschbrenner, professor of music, was named the 2004 "Teacher of the Year" by the Holland Piano Teachers' Forum, the local chapter of the Michigan Music Teachers Association.
- Karla Wolters, professor of kinesiology and head women's softball coach, has passed 1,000 wins in her 31 years as a coach, including the past 18 at Hope. In addition to softball, she has coached volleyball, basketball, field hockey and tennis.

HOPE PEOPLE

As the director of theatre and resident costume designer at Hope College, Michelle Bombe combines a love of theatre with tactile creativity, making her passions into her career.

“I grew up creating things,” she says, recalling a childhood of quilting, sewing, and 4H projects. “I was in touch with this love of fiber and texture right away, and it took me a while to put that together with my theatre love.”

During college, watching a performance she helped design, she realized that costume design was a way to blend her interests.

“There was so much of me on stage, but nobody else knew it,” she said. “I realized I could put everything together that I was passionate about.”

For eight years, Professor Bombe has involved her passion for theatre and costume design with the Kentucky Shakespeare Festival’s educational outreach program, “Shakespeare Behind Bars.” She spends her summers working with prison inmates and designing costumes for their free community performances of Shakespeare.

The project ties into her own belief that the arts make a difference in people’s lives.

“It’s working on Shakespeare, but it’s also life lessons,” she says. “And these particular men that are part of this company have, through William Shakespeare, learned how to examine their lives and examine their motives and examine their choices by working on a character.”

Professor Bombe hopes to extend the kind of community-involved theatre work that she does in Kentucky to a local setting. She says, “I think it’s a natural fit for Hope; we have a lot of students that want to use their gifts in a service-oriented way.”

As a professor, she encourages her students to discover how they can use their own gifts to make a difference in the world.

“What I try to teach my students is to consider how you can make the world a better place,” Professor Bombe says. “What can you do today, what can you do every day when you wake up, to make this world better? What is my contribution going to be? How can you use your gifts, your talents to make a difference?”

At the same time, as a marathon runner, a yoga enthusiast, and mother of two, she encourages students to learn how to balance their passions with the rest of life.

“Part of what’s important is my life outside the theatre,” she says. “I think it’s important for students to realize how you balance your work and your life.”



Michelle Bombe

Associate Professor of Theatre,
Director of Theatre, and
Resident Costume Designer

HOPE PEOPLE

Dr. Catherine Mader of the physics and engineering faculty hopes to make her discipline more accessible to a wide variety of students. As a professor, she aims to teach students that physics does not have to be as intimidating as it may initially seem.

“It doesn’t have to be hard; it just has to be challenging,” she says. “You have to work — you have to do it. You have to practice to be a good musician, and you have to practice to do science.”

Making science more interesting to people has been a priority for Dr. Mader for quite some time. In graduate school, she was already doing science outreach work at elementary schools and science days at malls. She says, “we just started putting things together to try and make science not scary and get kids curious.”

Now, at Hope College, Dr. Mader wants to get college students, regardless of their major, curious about physics as well. One of her current projects focuses on revising and reorganizing the curriculum of both the calculus- and algebra-based introductory physics sequences. The process has included everything from rewriting labs to coming up with new textbook questions that are relevant to different disciplines.

“We spent a lot of time when I first got here revising the calc-based course and teaching it differently so that people don’t say ‘Oh, this is hard,’ but ‘Oh, I can get this,’” says Dr. Mader. The project is “finding ways to make (physics homework) more interesting. Everyone’s more motivated in any subject when it strikes nearer to home.”

Dr. Mader also helps make her classes more accessible through her relationships with her students. Since her undergraduate days, she has appreciated close relationships between faculty and students. “I think I knew my profs as well as my students know me,” she says.

She sees supportive academic relationships as one of Hope’s distinctive qualities. In addition to their focus on students, professors encourage each other in their teaching and research and students help each other through their work.

She recalls a story from her early days at Hope as a prime example. “I went to teach my first class,” she says, “and sitting on the desk that was going to be mine were four notebooks for the courses I was going to teach. The last person that had taught it had all of their notes, all of their homework, all sitting there. And that’s what makes Hope special. It’s an amazingly supportive faculty.”



Dr. Catherine Mader
Associate Professor of Physics and
Chairperson of the Department

HOPE PEOPLE

For Dr. Ryan McFall, teaching at Hope is an opportunity to give back to a community that has been important to him.

“It was a place that had a big impact on my life,” he says, “and so I wanted to be able to come back and hopefully have that same kind of impact.”

Dr. McFall graduated from Hope in 1993 with a Bachelor of Science degree in computer science and mathematics. He was a third-generation Hope student, following the college paths of his parents and grandparents. After Hope, he went on to get his master’s and doctorate degrees from Michigan State.

Now, as a professor, he is incorporating his computer science talents with a family tradition of teaching. His parents, grandparents, and brother have all been somehow involved with education. “I’ve always wanted to be a teacher,” he says.

He was initially interested in mathematics, but discovered that he also enjoyed the hands-on challenge of computer science. “When I’m given a problem, I want to see if I can do it,” he says.

Dr. McFall’s most recent research combines his love of a challenge with his passion for teaching. In 2003 and 2004, he headed research on educational technology, particularly on the development of electronic textbooks.

His goal has been to combine the best features of a printed text, including access to information and even the ability to highlight important passages, with opportunities to add notes and examples and even communicate online with others in the class. He sees an e-textbook as an alternative medium that can help students with active reading comprehension.

“Being able to further explain some text on my part, and wanting the students to be able to interact with the text on their own — those are the sorts of things that an electronic textbook allows you to do,” he says.

While Dr. McFall’s work aims to use technology to aid students, his teaching often aims at helping students to use technology within a variety of disciplines. As technology becomes increasingly important in a variety of disciplines, he notes that students need to ask, “How do I have to think to be a successful person using any particular kind of technology?”

Ultimately, though, teaching computer science for Dr. McFall is more about imparting a way of approaching education than it is about familiarizing students with particular technologies.

“My goals are to be able to have students who have a life-long ability to learn and to be able to impact students’ lives,” he says.



Dr. Ryan McFall
Associate Professor of Computer Science

HOPE PEOPLE

“I love working with Hope students,” says Dr. Joel Toppen of the political science department. “It’s such an exciting part of life. There’s so much transformation in four years. I get to work around people who are asking questions and pursuing things and have a whole sense of wonder about the world.”

For Dr. Toppen, active interest in the world is an important part of a college education. He says, “Our goal as I see it is to be more fully engaged with the world.” He is particularly interested in exploring issues of global poverty and development along with Hope students.

“Issues of global poverty are the most pressing human issue of our time,” he says. “We have a responsibility to address these issues in a serious and humane way.”

Recently, Dr. Toppen helped develop a joint internship/research assistantship program with World Vision. Centered in Johannesburg, South Africa, the program gives Hope students the opportunity to learn about, research, and attend to global poverty issues in an immediate, experiential way.

He thinks such hands-on learning is essential. “You can do some effective research here,” he says, “but in order to understand issues of global poverty and development, you have to meet people. You have to talk to people. You have to be in the field.”

Regarding the new internship program, Dr. Toppen said, “It brings together, as I see it, so much of what a Hope College education in the 21st century should be about. It’s interdisciplinary; it’s global; it’s experiential; it’s transformational, in both an intrapersonal and an interpersonal way.”

The transforming power of experience and the power of personal learning are important ideas for Dr. Toppen, who attended Hope himself as a third-generation student. Of his own work, he says, “I want to shrink the difference between prayer and research. I’d like my faith, my political ideology, my teaching, my research, my values all to be integrated.”

In the future, Dr. Toppen hopes to see the internship program grow, providing Hope students with more opportunities to learn and experience outside the classroom. “I would like to expand the program around issues of global poverty and development,” he says.

Growing student interest at Hope in issues of global poverty and the world’s needs encourages and excites Dr. Toppen in his interactive role as a professor.

“I’m so encouraged by Hope students’ interest, and I’m excited about pursuing that interest,” he says. “I am constantly inspired by the Hope students I work with and encounter.”



Dr. Joel Toppen
Assistant Professor of Political Science

HOPE PEOPLE

Dr. Jennifer Young followed a surprising path to her current position in Hope's department of English.

"Out of all of my friends, I am the least likely person to be an English Ph.D.," she laughs. "As an undergrad, I despised English."

"I didn't like English for the most part because I didn't think there was a discipline, really, for literature from my heritage," she says. "I knew of African-American literature, but I didn't know how deep that reservoir was in terms of scholarship."

Dr. Young's undergraduate studies emphasized journalism and mass communication, and she was interested in creative writing. As she considered graduate study in writing, people around her encouraged her to also pursue literature.

Heeding their advice, she completed an English master's with a creative writing emphasis and then enrolled in the doctoral program at Howard University. A working internship during her candidacy brought her to Hope, where she now enjoys pursuing unusual topics in scholarship.

"I've always been interested in innovative scholarship — things that no one is doing or has even thought about doing," she says. "There are so many ways you can move with English. I concentrated on American literature and 18th century literature, but now one of my loves is hip-hop literature and how music is literature."

Her current studies combine her doctoral work in earlier literature with her passion for rap. "I love rap music. I think it's misunderstood," she says. "Hardly anyone who liked the music was writing about it." "Right now I'm really trying to focus on females in rap," she adds. "I think there's a definite strong link — continuing connections, strong themes — from 18th century women writers to 20th and 21st century women artists."

As a professor, Dr. Young enjoys sharing her passions with students and helping them grow. "I like the confidence factor that comes at the end of the semester when the students are discussing things and using terminology as if they've always known it," she says.

Dr. Young wants her activities to impact the Hope campus, both in the classroom and with student groups. Specifically, she says, "I do want to continue to help make a difference here with issues relating to ethnicity and cultural diversity."

It is with a deep sense of purpose that she pursues her work as a scholar, mentor, and involved member of the campus community. "My God is at my core, at the center of my being," she says. "I believe strongly in having a spiritual center. My passion for life drives everything I do."



Dr. Jennifer Young
Assistant Professor of English

HOPE PEOPLE

ADMINISTRATION & STAFF

Many people with a variety of academic, business, counseling, and service skills make up the Hope administration. Some work “behind the scenes;” many work directly with students to provide services and fulfill needs. Dr. James E. Bultman President of Hope College

As president of Hope College, Dr. James Bultman finds himself involved in a wide variety of campus events — which suits him well, considering his passionate emphasis on the breadth of experience provided by a liberal arts education.

His own experiences as a Hope undergraduate and later as a baseball coach, education professor and dean for the social sciences at the college have convinced President Bultman that a liberal arts education provides a “breadth of study that is important in responding to one’s own intellectual curiosity.”

“In the same way that I like the balance that one can have at a liberal arts college, so do I think that this is in fact one of Hope’s great strengths,” says President Bultman, who became the college’s president in 1999. “I like to look at Hope as having four very distinct dimensions: intellectual, spiritual, social and physical. Taking any one of those out of the mix makes Hope less than what it could and should be.”

He appreciates the way those qualities have blended well at Hope, a tradition that he is committed to helping the college continue and even enhance. “My passion is that Hope would be, at the same time, exceptional educationally and vibrantly Christian,” he says.

President Bultman places a special emphasis on the people of Hope College.

“The people that I’ve encountered at Hope are people of very high caliber,” he says. “They are people of commitment, of values, of faith, and they have an unusual willingness to make a difference in the lives of other people. They spend time interacting, intervening, encouraging and challenging.”

As president, he strives to help the college fulfill its potential to provide broad and varied experiences. He emphasizes the importance of “great programs, great people and great facilities,” saying, “I think those are the three big things that you need in order to achieve at the very highest level.”



Dr. James E. Bultman
President of Hope College

HOPE PEOPLE

As director of Hope College's recently established CrossRoads Project, Dr. David Cunningham works to integrate ideas and concerns that often remain separate in modern life.

"I think there's a tendency at college towards a kind of compartmentalization," says Dr. Cunningham. The aim of the CrossRoads Project is to "encourage students to develop a more integrated way to think about their lives and particularly about their futures."

Specifically, the project addresses questions about vocation and calling, offering students "opportunities to bring that theological thinking that they might do in a religion class or chapel or a Bible study into a wider framework with respect to their lives as a whole."

Dr. Cunningham sees these opportunities stemming from the intersection of religious perspective and scholarly work. Hope's integration of faith and serious academics was one of the things that drew Dr. Cunningham to the college. "Hope seemed like a place that took its Christian identity seriously but also took academic discussion seriously."

As a professor of religion who taught previously at Austin College, the University of St. Thomas and Seabury-Western Theological Seminary, Dr. Cunningham readily identifies with the importance of scholarly inquiry. His views were reinforced during sabbatical years at the Institute for Ecumenical Research in Strasbourg, France, and at the University of Freiburg in Germany. He says, "Research and writing are a significant part of my scholarly vocation."

His own transition from faculty member to administrator was motivated by the intersection of his different talents and abilities. "I was discerning a call towards academic administration," he says, "but I was still a Christian theologian at heart."

Now, within the framework of the CrossRoads Project, he integrates his talents as a professor of religion and a theologian with his administrative skills. Dr. Cunningham helps faculty members implement ideas about vocation into the curriculum, internship offerings, informal discussions and other college programs.

"The key to the project's success is the strength of the faculty as a whole," he says. "Hope's vision for the shape of the program relies heavily on the ideas of the faculty."

Still, his unique mix of academic experience and administrative skills are well-situated at the college. His experience helps him, he says, because, "I'm more prepared to help faculty figure out how they might help their students."



Dr. David Cunningham
CrossRoads Director and Professor
of Religion

HOPE PEOPLE

For Vanessa Greene, an interest in diversity has always played an important part in her life.

“I’ve always had a very strong interest in multiculturalism,” she says. “I have a passion for diversity. I believe in it. I believe in brotherly/sisterly unity across racial lines. We’re all children of God; we’re all born into the same family.”

As Hope’s director of multicultural life, Greene aims to make an awareness of diversity an essential part of the life of every student.

“Diversity is directly related to every facet of life, and I don’t think we as a society can continue to neglect the value of diversity,” she says, stating that diversity should be more than an afterthought to students’ education. “I would like to see people taking initiative to really, really get to know the experiences of other people.”

In keeping with the central importance of diversity, Greene and the Multicultural Life Office aim to provide “support to the larger campus community in terms of educating the larger community on multiculturalism and cross-cultural understanding.”

To achieve this goal, Greene thinks that students of all backgrounds need to be involved in dialogue with each other and education about their diverse cultural heritages.

“Until you’re really willing to look inside yourself and know who you are, I don’t think we’re going to be able to make the kind of progress that needs to be made,” she says.

The program works to develop collaborative partnerships with students, faculty, staff, alumni and the community in efforts to embrace and demonstrate multiculturalism at every level and in all aspects of college life. Related activity at the college includes programming built around monthly themes emphasizing the contributions of various ethnic groups as one way for individuals to become educated and reclaim their sense of identity.

Ultimately, Greene sees the Multicultural Life Office helping to build relationships and work towards cultural reconciliation.

“I think that the goal of the office is to break barriers and build bridges,” she says. “You cannot do it by making people angry and defensive to the point that they don’t have an ear and an open mind for what you have to say. You have to first create that relationship and that sense of openness for people to listen.”

Greene hopes that listening will lead to change and, she says, “the realization of the brotherhood and sisterhood — of how much greater we could be as a country and a society if we could put aside unnecessary differences and build from similarities.”



Vanessa Greene
Director of Multicultural Life

HOPE PEOPLE

THE STUDENTS

Through the years, Hope students have displayed their academic, athletic and leadership talents, not only campus-wide, but regionally and nationally. A number of 2004-05 student accomplishments appear below:

Jill S. Pinter, a 2005 graduate from Belleville, Mich., who majored in chemistry and physics, received a Graduate Research Fellowship from the National Science Foundation (NSF), an award that helps pay tuition and fees and provides a stipend for three years.

Six graduating seniors or recent graduates received language teaching fellowships for 2005-06, including two through the prestigious Fulbright U.S. Student Program sponsored by the U.S. Department of State. Kelly Nelson of Rockford, Mich., and Katherine Seifert of Plymouth, Mich., each received Fulbright awards to spend the year as teaching assistants in Germany. Katherine Barr of Grand Rapids, Mich.; Andrew Mercer of Barrington, Ill.; and Octavia Reese of Detroit, Mich., all received fellowships from the French government to spend the year teaching in France. Amanda Boboltz of Chicago, Ill., received a fellowship from the Austrian government to spend the year teaching in Austria. It was the second year in a row that multiple Hope students have received such fellowships.

Mike Cortez, a 2005 graduate from Cadillac, Mich., won an award for the best presentation on environmental issues during "MathFest," the annual summer meeting of the Mathematical Association of America.

The Social Activities Committee (SAC) received the overall "Excellence in Programming Award" presented by the National Association of Campus Activities (NACA) during its Mid America regional conference. SAC also received recognition as an outstanding delegation and an award for graphic design.

A total of five students earned honors during the statewide National Association of Teachers of Singing auditions in April. Meghan Moore of South Bend, Ind., won first place in the Freshmen Women category.

A team of three computer science students placed second in the Association of Computing Machinery's Student Research Competition for the project "Programmer Defined Code Formatting." The members of the Hope team were 2005 graduate Melissa Gifford of Normal, Ill., and juniors Sara Henry of Saline, Mich., and Leslie Tableman of Grand Rapids, Mich.

Hilary Doenges, a sophomore from Fort Wayne, Ind., received an Indiana "Governor's Award for Environmental Education" for a children's "Storm Water Activity Book" that she co-authored while in high school. The award was presented in conjunction with the 12th annual Indiana Conference on the Environment.

The Hope cheerleading squad received the highest award at the Americheer Winter Open Nationals in Columbus, Ohio. The squad placed first in the Small Coed Division, and at the final awards the members were pronounced College Grand Champions, scoring higher than all the other colleges in all divisions, including Division I and Division II universities.

Kurtis Blohm, a senior from Wilmington, Ohio, earned the silver medal in the 50-yard freestyle during the national 2005 NCAA Division III swimming and diving championships, hosted by Hope at the Holland Community Aquatic Center. The men's team finished 13th overall, and the women's team finished 12th.

HOPE PEOPLE

Jeffrey Brown of Colts Neck, N.J., hails from the East Coast, but his family is not unfamiliar with Hope College in western Michigan.

“Actually, I’m a seventh-generation Hope student,” he says. “I’ve had six generations before me and over 55 relatives attend Hope throughout the years.”

Family tradition was not the only influence on Brown’s decision to attend Hope, however. He says, “I liked the school and knew the music department was good.” Brown is double majoring in instrumental and vocal education. He sings, plays the tuba and piano, and participates in a variety of Hope ensembles such as the Wind Symphony and the Chapel Choir.

“The performance aspect is fun,” he says. Chapel Choir has provided Brown with the opportunity to travel on tour to the Eastern United States, France, and the Netherlands. Performance and involvement on campus is exciting as well. Reflecting on one of the Wind Symphony’s recent concerts, he says, “It’s a lot of great music, and it’s a great ensemble to be a part of.”

Brown’s experience with the Hope tradition of the Nykerk Cup competition added an entirely different dimension to his musical involvement. Nykerk, first held in 1936, is an all-female showcase of singing, acting, and oration. Men get involved by becoming the supportive morale staff that helps build the sets, organize behind the scenes, and otherwise encourage the participants.

It has had an enduring impact. “I met a lot of my closest friends through Nykerk,” says Brown. “I liked being part of a tradition that’s been going on for so long.”

While his musical involvements are important to him, Brown also values the variety that a liberal arts college provides.

“I like other classes, such as Spanish and religion and math that make you a little more well-rounded; it’s nice to have something else thrown in there,” he says.

The Centurian fraternity has been another important part of his experience outside of music.

“It’s a bunch of good guys,” he says. “There are many of us with many different majors. It’s a neat cross-section. I’m the only music major. It’s just fun to be in an organization with a whole bunch of different people like that.”

As he looks towards his own possible future as a high school music educator, Brown appreciates the range of experiences he is getting at Hope College.

“My professors do a great job of preparing us for all sorts of different situations,” he says. “It really is a good place to help you grow as a person.”



Jeffrey Brown '07
Colts Neck, N.J.

HOPE PEOPLE

When Kimberly Hauser spent a semester abroad at the University of Aberdeen in Scotland, she discovered both an opportunity to explore the outside world and a reminder of how much she values the Hope community.

“I have always wanted to travel and live in a different country,” says Hauser. “I continually learned new things about myself, people I met and different cultures as well. And it has proven to be an enriching and wonderful opportunity, one which I am very glad I took!”

While Hauser thoroughly enjoyed the challenges of studying abroad, she also found that they made her appreciate the supportive environment at Hope.

“There is such a sense of community and welcomeness in and surrounding Hope College,” she says. “I love the fact that at Hope I know or recognize most of the faces that I walk by on my way to class. I love the fact that I can stop by a professor’s office unannounced and sit down and have a half-hour conversation with them.”

She considers her relationships with Hope faculty members an important part of her growing experience.

“Professors at Hope are not just concerned with grades and papers but have a genuine regard and concern for their students’ academic, personal, and spiritual well-being,” she says.

Hauser has appreciated the way that Hope’s Christian character manifests itself college-wide. She says, “Hope is unique in that its Christian community has become such a large and integral part of the school without it being forced upon anybody.”

Through her involvement with various volunteer groups, Hauser has found that this spiritual involvement and sense of community extend outside the boundaries of campus.

“One of my favorite non-academic experiences at Hope was participating in a spring break missions trip my sophomore year in Loysville, Pennsylvania,” she says. “A group of students and I spent a week at a farm for men who were recovering from a variety of problems and/or addictions from their past. This was one of the most enriching experiences of my life.”

A religion and psychology double major, Hauser hopes to extend her spiritual interests as well as her passion for volunteer work in her future after Hope. “Although I have yet to develop a distinct vision of a vocation within my fields of study, I have been thinking about a post-graduate career in theology and possibly going on and teaching at a collegiate level,” she says. “But I think that for several years after I graduate I would really love to travel and perhaps do missions work.”



Kim Hauser '06
St. Charles, Mo.

HOPE PEOPLE

A typical day at Hope College sends Cheryl Jacobs all over campus as she pursues her different interests, which is just what she had in mind when she chose to enroll.

“It wasn’t one specific thing about Hope, but kind of everything,” she says. “I was looking for a school strong in the sciences... but also a school that supported the students. And I also liked the Christian atmosphere, specifically chapel.”

These interests now play a large role in Jacobs’s life as a biology major, a Phelps Scholar, a student research assistant, and a frequent chapel attendee.

For Jacobs, studies in biochemistry mean frequent trips from her room in Lichty Hall across campus to the science center. “I’ve always liked the sciences,” she says. “I think I want to do research in the biomedical sciences.”

Through the college’s collaborative student-faculty research program, which has repeatedly received national recognition, she has gained relevant experience as well as a chance to develop relationships within the science departments. “It’s kind of like we’re friends,” she says of her mentor. “We’re planning ski trips and we actually went to their house for a little pre-Christmas dinner and helped decorate their tree. I get to hang out with them in the lab and also after hours, so it’s really nice.”

Jacobs experiences an entirely different type of work in her job as an assistant to Dr. Chuck Green of the Phelps Scholars Program, an academic program for first-year students interested in learning about issues of race and culture. She valued the residence-based program as a participant when she was a freshman living in Scott Hall, and has enjoyed staying involved.

“The benefits of being a Phelps Scholar continue even after your freshman year,” says Jacobs. “We have field trips on the weekends, like when we went to a kite festival in Chicago in the fall and then again when we went to Chinese New Year.”

With her busy work and class schedule, Jacobs relies on her trips to Dimnent Memorial Chapel for some welcome peace and focus. The thrice-weekly Chapel services are “an uplifting time during the day,” she says, adding that, “Mondays, Wednesdays, and Fridays, I do need that.”

But even beyond the services, the Christian atmosphere of Hope provides a personal context for Jacobs’s academic experiences. “I wasn’t strong as a Christian before coming to Hope and I was hoping that I could become a stronger Christian,” she says, “and I’m noticing that with that presence constantly around you, then it strengthens you rather than weakening your faith.”



Cheryl Jacobs '07
Holland, Mich.

HOPE PEOPLE

For Utsab Khadka, Hope provided an opportunity to fulfill his high school desire to study abroad.

“America is a good place because I know English and because many American colleges offer scholarships to international students,” he says. He was attracted to Hope in particular by the college’s strong physics program.

“I was already interested in physics back then,” he says, “from some books I read outside of classes. I thought through physics I would learn more about the universe and life.”

Khadka is majoring in physics and minoring in mathematics, and is aiming toward graduate study in particle physics. Portions of his semesters and his summers are dedicated to conducting collaborative research with Hope faculty and other students. He has participated in several different experiments conducted by the campus’s nuclear physics research group, including using the college’s new Pelletron particle accelerator, installed in the summer of 2004.

“This group offers so many opportunities — all the places we go and the hands-on experiences we have,” he says. “We also travel to some labs, like Notre Dame University or Michigan State, to use the different accelerators.”

He thinks that his transition into Hope and a new country went pretty smoothly. “People in the international office were really warm,” he says. “It was like home. People in the Phelps Scholars Program and in Scott Hall were really welcoming.”

Now, Khadka is involved with a variety of activities, both on-campus and in the larger Holland community. One of his most unique experiences has been serving on the Board of Directors for the Holland community’s Alliance for Cultural and Ethnic Harmony, a group he connected with through a class.

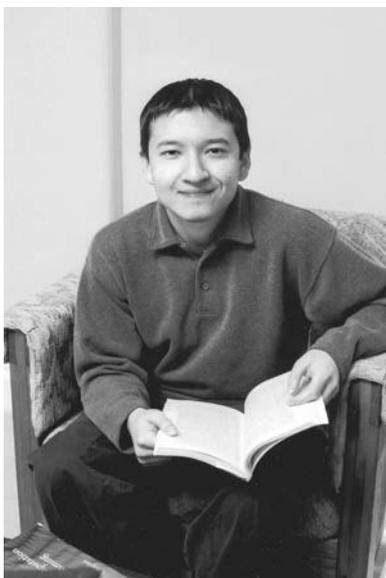
“We have monthly meetings and monthly activities, like lectures or seminars. We invite guest speakers and a couple of times a year we have a community potluck. We’re involved in cultural and ethnic issues around the area,” he says.

Through the group, he also met the owner of a local coffeeshop where he began to perform music, playing the guitar.

“I used to play there Friday nights on an almost regular basis. I also play at some events like Images,” he adds, referring to the yearly performance presented by the international students and celebrating cultural diversity.

In his activities both on and off campus, Khadka has enjoyed the variety of his experiences abroad.

“I just enjoy meeting people,” he says.



Utsab Khadka '06
Kathmandu, Nepal

HOPE PEOPLE

Amy Sisson likes the people that make up Hope's student body and likes to be involved with the big events on campus. "I really enjoy the variety of people who are here because there's always something interesting going on around campus," she says.

One of her best experiences was with the Pull, a large tug-of-war style face-off between the odd-year and even-year classes and one of Hope's most enduring traditions.

"Pull has definitely been the highlight of Hope College for me," she says. "It's so unique. Where else do you see 40 crazy college students pulling on a rope for three hours across the river?"

While Sisson said that she loved "the awesome people that I met and the incredible bond that we formed for Pull," she also valued the experience for providing her with the greatest challenge that she had ever encountered.

"Every day at practice, I asked myself, 'Why am I out here doing this?' because it really was kind of miserable at the time," she says. "But on Pull Day and after Pull, it was this amazing sense of achievement. I've never felt that way before."

Her dad's own involvement with the even-year Pull team caused her to investigate the event, just as his time at Hope influenced her decision to attend the college itself.

"It was definitely a motivation," she says. "I really did just feel at home here. While I was visiting here, people would smile and say 'Hi,' and they were so friendly. And for me, that was what set Hope apart."

Her relationships with professors and students at Hope have matched her first impressions. "The professors here are just so caring," she says. "They genuinely do care about their students."

Her love of people and big events also helped get her involved with Dance Marathon, a student-organized charitable fund-raiser for DeVos Children's Hospital.

"Dance Marathon is my baby," she says. "It's just awesome because it's so many people, all over campus, different kinds of people, that are all just working together and having fun for a really great job."

Her experiences organizing and directing Dance Marathon will be helpful given her post-graduate plans. A communication and management double major, Sisson hopes to help coordinate the large events and festivals taking place in hotels, cities, and other large venues.

With the future in mind, Sisson anticipates that her experiences will continue to help her grow. "I do feel that Hope College is very nurturing," she says. "I find the people I've met and my friends just build me up."



Amy Sisson '06
St. Joseph, Mich.

HOPE PEOPLE

Ryan TerLouw frequently uses the word passion when discussing his college experiences. As a student at Hope, he combines his passion for academics and athletics with a love of challenge.

“I’m a fairly adventurous person,” he says. “When it came down to making a college decision, I just felt Hope offered the best ‘adventure’ and most opportunities for me.”

TerLouw is majoring in chemistry and minoring in neuroscience and mathematics, in keeping with his interest in becoming a doctor. “Becoming a doctor started out as a childhood dream, but as I’ve grown up I’ve realized that I have a passion for it and that people are my inspiration,” he says. He has appreciated his academic experience.

“It’s definitely a rigorous program,” he says. “The material isn’t easy and by no means do professors water it down. I’m convinced that I’m getting a solid education.”

That education has included participating in summer student research, an experience that challenges one to think independently.

In both his classes and his research work, he appreciates Hope professors’ commitment to their students, a quality exemplified by their approachability outside the lecture hall.

“On any given day, I usually talk personally with three or four professors,” he says. “It’s very conducive to learning as well as just getting advice from someone who’s been through the same academic struggles you’re dealing with.”

While medicine may be the central goal for TerLouw, another of his motivating passions is running. “It’s challenging and I’m a competitor,” he explains. Joining the college’s cross-country and track teams, however, has been about more than the opportunity to push himself.

“It’s great to have a whole other set of friends and teammates outside of academics. It keeps a sense of balance and perspective on school,” he says. “Laughter is one of the greatest things about running, it’s something so simple but so important and there’s never a shortage on the cross or track teams. For me, running is an outlet; letting me widen my perspective, learn more about myself, and most importantly just have fun.”

As he strives to reach his goals, TerLouw maintains a sense of gratitude and appreciation for the opportunities he has had, both at Hope and elsewhere. “I’ve received a lot of blessings, both academically and athletically, by friends and family as well as coaches and professors. For them, I am very grateful,” he says. “Hope is providing me with a reputable education, but perhaps more important are the experiences outside the classroom which allow me to become the person I want to be.”



Ryan TerLouw '07
Pella, Iowa

HOPE PEOPLE

ALUMNI

Hope's purpose is to develop informed, broadly educated citizens who think deeply about fundamental issues and who will become leaders in their professions and their communities. How well has Hope College done in reaching its goals? The answer lies in the personal and professional lives of the 26,000 men and women who claim Hope as their alma mater. Many of these alumni have brought honor upon themselves, their professions, and Hope College through exceptional achievement.

In his work as a field biologist and freelance photographer for *National Geographic*, Dr. Tim Laman '83 frequently draws on skills honed at Hope.

Even those he never expected to use. For "Fiji's Rainbow Reefs," for example, he applied his experience with scuba diving — an interest that began while he was conducting research with a faculty mentor.

Dr. Laman chose to attend Hope because of the college's size and academic strength.

"The idea of a huge university didn't really appeal to me. I wanted to go someplace that was more personal," he said. "And the other thing was that I had a strong interest in biology, and the program here sounded really great."

In his first year, he became involved in research and earned a co-author credit on a published paper. "It was a small note, but I got that sense of discovery even as a freshman that I had helped to learn something that wasn't known before," he said.

"If I had to single out the one thing that was the most important, I think it comes down to my undergraduate research experiences," Dr. Laman said. "That was the single most influential thing that's affected my career."

From Hope he went on for a master's and doctorate at Harvard, where he is now a research associate in the Ornithology Department of the Museum of Comparative Zoology.

Having an avid interest in photography since childhood, it was while completing his graduate work that he approached *National Geographic* with a story on research he was conducting in the tropical rain forest canopy of Borneo. His first article appeared in 1997, followed by a dozen more on topics ranging from orangutans to gliding vertebrates to Japanese wildlife.

Given the way that he has been able to blend multiple interests in his professional life, he encourages students to stay open to the possibilities of life.

"I certainly had no idea when I left Hope what I was going to be doing now," Dr. Laman said. "But if you keep exploring your interests and pursue what you have a passion for, you will have a fulfilling and satisfying life, and maybe be able to make a contribution."



Dr. Tim Laman '83
Cambridge, Mass.

HOPE PEOPLE

As an award-winning opera professional, Meredith Arwady '00 has received acclaim and performed nationwide.

Following her training at Hope, she attended the master's program in opera at the prestigious Curtis Institute in Philadelphia, Pa., where the acceptance rate is only about one in 100.

Among multiple other honors in the years since, she was one of only three winners in the New York Metropolitan Opera National Council Auditions for 2004. She has performed with the New Orleans Opera, San Francisco Opera's Merola Program, the Opera Company of Philadelphia and the Chicago Opera Theatre. Currently, she is in the young artist program of the Lyric Opera of Chicago.

As much as she enjoys her chosen field, however, she especially values the broad, liberal arts experience she found at Hope.

"I'm extremely glad I chose Hope College as my undergraduate school," she said. "I love opera, but I also want to have outside interests and I love pursuing other avenues of knowledge."

Arwady majored in both music and English. Her activities ranged from intercollegiate athletics, to intramurals, to being a volunteer children's tutor, to serving as a resident assistant and on Student Congress. She traveled abroad every summer — to Europe with the Chapel Choir, and to Africa, India and Austria through Hope academic programs.

She also, of course, had numerous chances to perform, including not only several appearances with the Chapel Choir each year but departmental recitals and concerts and musical theatrical productions.

Along the way, she also enjoyed individual attention from professors and a sense of community that she considers second-to-none.

"Hope is a good place to explore your options and to have a relationship with faculty that you just couldn't have anywhere else, because their dedication to the student is limitless and you really feel that they would bend over backwards to help you understand a passage or to sing a line," Arwady said.

Friends from conservatories, she said, tell of giving their senior recitals in small rooms with a few people attending. She preferred her experience.

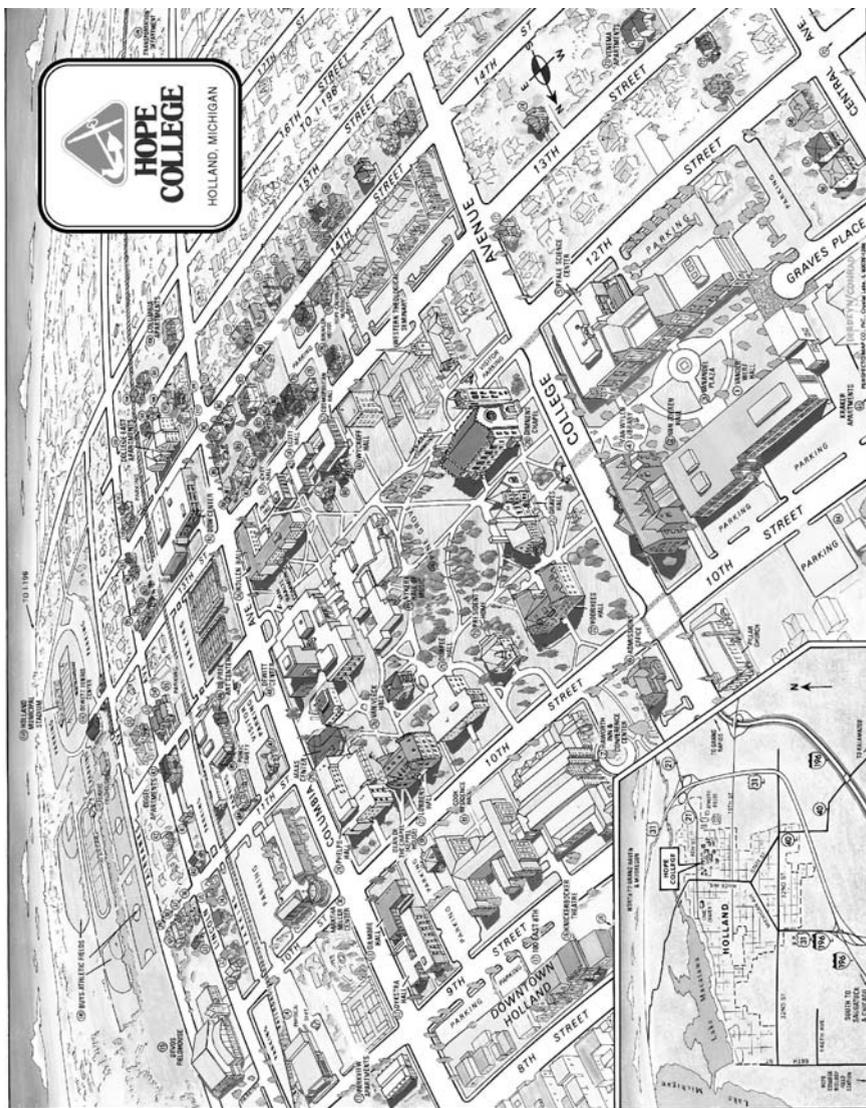
"I had so much fun with my recital when I graduated," she said. "It was in the chapel. There were hundreds and hundreds of people there, and so many people who meant so much to me."

"All these people had so much to do with why I would come to a place like Hope — why I always feel that I have a school home, which so many of my friends who came through conservatories just don't have a sense of," Arwady said.



Meredith Arwady '00
Chicago, Ill.

THE CAMPUS



THE CAMPUS



Holland, Michigan — Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan, a community of 35,000 which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area.

The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the college's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles. Most major facilities are accessible to the mobility-impaired.



THE CAMPUS



Dimnent Memorial Chapel, of Gothic design, is a beautiful edifice with classic stained glass windows. Used for all-college assemblies and convocations, it houses a four-manual Skinner organ and an 18th century Dutch gallery organ. The ground floor is used for classrooms. It is named for the college's fifth president, Dr. Edward D. Dimnent.

The De Pree Art Center and Gallery, a renovated former factory located on the east side of campus, was completed in the summer of 1982. Special features include a story-and-a-half gallery, a sculpture court, senior art studios, as well as classroom studios and faculty offices. The facility is named for Hugh De Pree, former chair of the Hope College Board of Trustees.



THE CAMPUS



The DeWitt Center includes two modern educational theatres, lounges, a coffee shop, offices for student organizations and the Hope-Geneva Bookstore, and is also the administrative headquarters. The building was built in 1971 and expanded and renovated in 1983, and the main theatre and backstage area were remodeled during the 1996-97 school year. The facility is named for alumni brothers Dick and Jack DeWitt, the principal donors.

Lubbers Hall — This architecturally Dutch-influenced building, constructed in 1942, is the center for the humanities and social science departments. It houses the departments of English, history, political science, philosophy, and religion. The center has been named in honor of the college's seventh president, Dr. Irwin J. Lubbers.



THE CAMPUS



Graves Hall, built in 1894 and remodeled in 1962, is a beautiful stone building which houses classrooms and seminar rooms, and the 250-seat Winants Auditorium. The Children's After School Achievement (CASA) and Upward Bound programs, which work with elementary- and high school-age children respectively, and the Henry Schoon Meditation Chapel occupy the ground floor. The building is named for the primary donor, Nathan F. Graves, a Reformed Church layman.



Nykerk Hall of Music and Snow Auditorium, constructed in 1956, provides modern facilities for the college's music program. The Hall has seven teaching studios, 14 practice rooms, two classrooms, offices, a listening facility, three listening rooms, and Snow Auditorium. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes several practice rooms and studios, a large library, and another small auditorium, holding about 225 persons. Organ studio space added during the 1999-2000 school year features an instrument custom-built for the college by J.W. Walker & Sons of England. The building was named for John Nykerk, former Hope professor and originator of the music program.

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Science Center Complex — The new science center emphasizes cross-disciplinary connections and active learning. The project includes construction of an 85,900 square foot building, ready for the start of the 2003-04 school year, and renovation of the existing and adjacent Peale Science Center, completed for the start of 2004-05.

Departments in the complex include biology, chemistry, the geological and environmental sciences, nursing and psychology. Features include a science museum designed with both the campus and broader community in mind.

The Peale Science Center, which opened in 1973, is named for Dr. Norman Vincent Peale and his wife, Ruth Stafford Peale, a former Hope trustee.



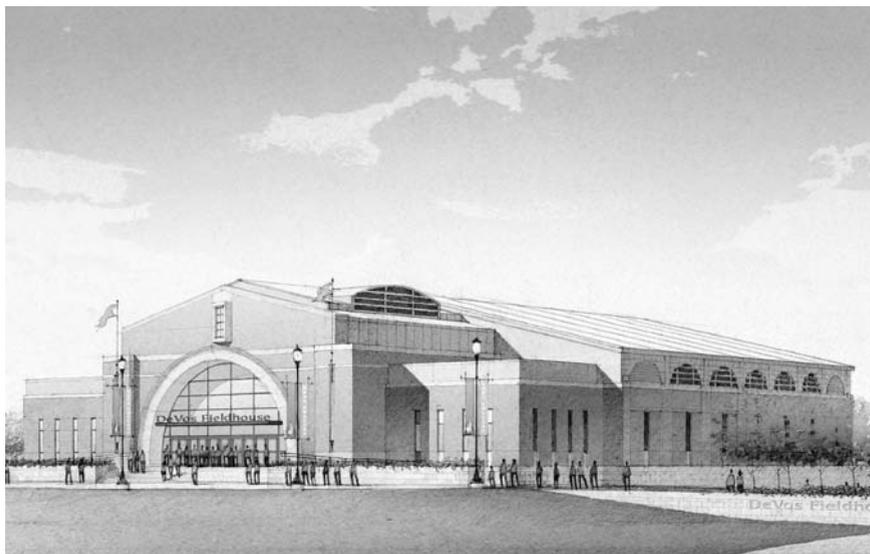
THE CAMPUS



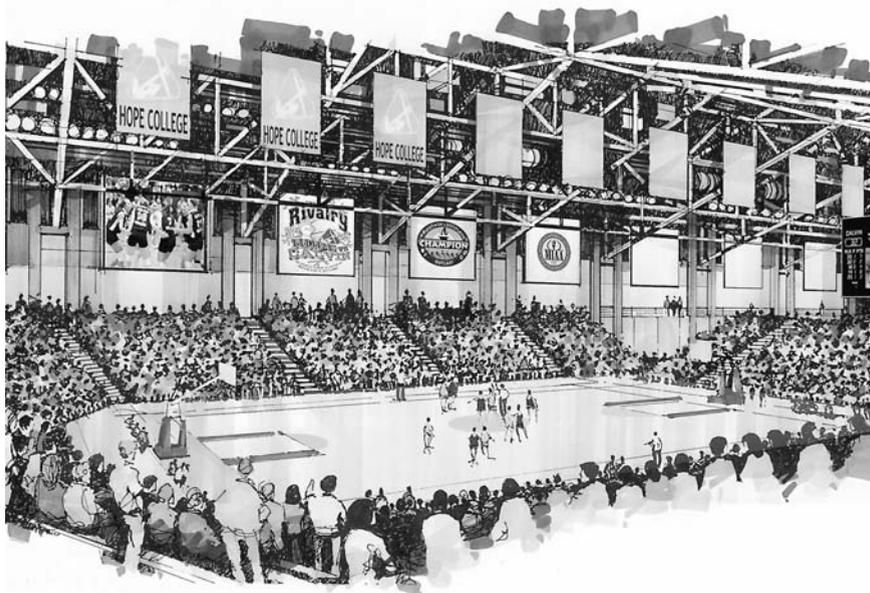
Martha Miller Center for Global Communication opened in the fall of 2005. The two-story, 49,000 square foot building houses the departments of communication and modern and classical languages, and the offices of international education and multicultural life, with an emphasis on ways that the four programs can interconnect. The center is named in honor of the late Martha Miller, a 1924 Hope graduate.



THE CAMPUS



DeVos Fieldhouse will open in the fall of 2005, and will house the department of kinesiology and the college's athletic training program, and will also serve as home court for the college's volleyball and men's and women's basketball teams. Designed to seat approximately 3,100 fans, it will also serve as a venue for other college and community events. It is named in honor of Richard and Helen DeVos.



THE CAMPUS



Dow Health and Physical Education Center, opened in the fall of 1978, is an activity-oriented facility. Emphasis has been placed on multiple use of space. Included are gymnasium areas to accommodate a variety of sports and games, a running track, an L-shaped swimming pool with a diving area, three dance studios, racquetball courts, classrooms, faculty offices, locker rooms, a training room, a two-story weight facility with free weights and strength equipment on one floor and aerobic equipment on the other, and the college's Health Center.

Ekdal J. Buys Athletic Complex — The college's outdoor athletic facilities were extensively renovated during the 1990-91 school year, including the addition of the Lugers fieldhouse.

DeWitt Tennis Center provides six indoor tennis courts as well as men's and women's locker rooms. The center supports the college's men's and women's intercollegiate tennis programs, the intramural program and tennis classes, and is also open to Hope students in general. Dedicated on Oct. 14, 1994, the center is named for the Gary and Joyce DeWitt family.



THE CAMPUS



Van Wylen Library, an award-winning building, was also the winner of the 2004 Association of College and Research Libraries Award for Excellence. Featuring a wealth of resources, including a state-of-the-art online information system, Van Wylen Library, along with a branch library in Nykerk Hall of Music, provides access to 100 electronic databases, 10,000 electronic journals, 7,500 electronic book titles, and 360,000 volumes on open shelves. Hope's library is also a member of MeLCAT, an online system that allows students and faculty to borrow materials from more than 30 other Michigan libraries. Most of the electronic resources are available anywhere on campus, including residence halls. Most of the physical resources, including DVDs and videos, are housed on open shelving and are available for checkout to students and faculty. Library computers are furnished with a variety of instructional software, and wireless access is available to students wishing to use their own computers in the library. The library's five floors and 625 chairs give readers a variety of seating and study options, including individual study carrels and group study rooms. The student lounge includes a cappuccino machine.

An excellent reference collection, served by a superb staff, is located on the main floor. The second floor houses three computer labs — a TechLab, for learning how to use various software packages, and two general-use student labs — as well as a room for viewing videos and DVDs. The library staff conducts an active research instruction program for first-year and upper-level students. Librarians are also available for individual appointments. Reference service is provided most hours the building is open.

Hope College shares its automated library system with Beardslee Library of Western Theological Seminary, permitting students and faculty from the institutions to use each other's library resources. Other libraries in the community available to Hope College students are the nearby Herrick District Library and the Davenport University Library.

Van Wylen Library is named for Hope's ninth president and his wife, Dr. Gordon J. and Dr. Margaret D. Van Wylen.

THE CAMPUS

The Joint Archives of Holland is the repository for documentary, photographic, and other materials of historic value to Hope College. The archives, housed in the Henri and Eleonore Theil Research Center located at 9 E. 10th St., is a joint collection for Hope College and Western Theological Seminary, and also includes materials from other organizations that contract for archival services. Its holdings, which are open to members of the Hope community and the public, include materials on Dutch immigration to the United States, the history of Holland, Mich., and each member institution.

The A. C. Van Raalte Institute, located in the Henri and Eleonore Theil Research Center at 9 E. 10th St., supports research and writing on the history and heritage of the Holland area, and is named for the founder of both Hope and Holland. The institute was established in 1994 through a gift from Peter H. Huizenga and his mother, Elizabeth Huizenga.



The Carl Frost Center for Social Science Research, located in Van Zoeren Hall, is an institute of the social sciences division. It supports student-faculty collaborative research in all the social science departments and provides opportunities for students to do applied research with community organizations. Established in 1990, the center is named for Carl Frost, an internationally-known organizational psychologist and a pioneer in the development and application of participatory management practices in business.

The CrossRoads Project helps students explore how their work can be of service to the wider world, describing its mission as “Thinking Theologically About Career, Calling, and Life.” (See “Exploring Your Vocation” on page 341.) The program is housed in the DeWitt Center for Economics and Business Administration.

DeWitt Center for Economics and Business Administration, dedicated in October of 1990, is adjacent to Van Zoeren Hall and the Van Wylen Library, and houses the faculty and offices of the accounting, economics and management programs. The facility is named for its principal donors, Marvin and Jerene DeWitt and family.

THE CAMPUS



Van Zoeren Hall, gift of alumnus Dr. G. John Van Zoeren, was the former library, and during 1989 was renovated to provide more classroom and faculty office space for the departments of economics and business administration, education, sociology and social work, the Carl Frost Center for Social Science Research and the Academic Support Center. A connecting link between Van Zoeren and VanderWerf Halls completed during the 1989-90 academic year created needed space for the departments of computer science, mathematics, and physics.

Computing and Information Technology has its headquarters on the main floor of Durfee Hall. Computer laboratories available to students are located throughout campus. In many academic programs, the computer is an indispensable tool for both teaching and research; it is used by students in the arts, humanities, and natural and social sciences.



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VanderWerf Hall holds the offices and laboratories of the departments of computer science, mathematics, and physics and engineering. It also houses the specialized classrooms used by the departments for instruction and research. The laboratories in physics and engineering include material testing, computer aided design, systems control, studies in nuclear physics, blast damage assessment, design and development of laboratory projects for technological literacy, numerical computation in nuclear physics, physical property from the equation of state, radio and gamma-ray pulsar population as well as a recently acquired Pelletron particle accelerator laboratory. The department is supported by an extensive PC network. The department of computer science has a large SUN workstation cluster devoted to research and development in areas of electronic textbooks, network monitoring, automated visualization and computer architecture classes. The department of mathematics uses PC laboratories for instruction and research in applied linear algebra and modeling. The building, completed in 1964 and extensively renovated in 1989, is named in honor of Dr. Calvin A. VanderWerf, the eighth president of Hope College.



The Anderson-Werkman Financial Center, located at 100 E. Eighth St. next to the Knickerbocker Theatre, features classroom space including a “distance learning” classroom capable of providing live video and audio communication with other institutions. The complex also houses the offices of Career Services, Financial Aid, Business Services, and Human Resources; and office and classroom space for the Hope Academy of Senior Professionals (HASP), which is an organization of intellectual study and discussion for retirees. The college purchased the building in the fall of 1996. It is named for William Anderson, recently retired as senior vice president for finance and advancement, and Barry Werkman, vice president for finance, members of the Hope staff for nearly 40 years.

The Knickerbocker Theatre, acquired and reopened by the college in 1988 and open to the public, presents a variety of films that add extra dimensions to Hope classes. The 536-seat Knickerbocker, built in 1911, also hosts numerous live events throughout the year. The theatre is located at 86 E. Eighth St., in Holland’s downtown.

THE CAMPUS



The Maas Center, opened in the fall of 1986, provides ample meeting space for student and other campus activities. An auditorium, which seats approximately 300 people, accommodates concerts, guest lectures, dances, dinners, and luncheons. A conference room is used for smaller occasions, serving about 65 people. Both rooms are also outfitted with state of the art audio visual equipment. This facility is named for its primary donors, Leonard and Marjorie Maas, and their two sons, Steven and Thomas.

The Haworth Inn and Conference Center resulted in a major transformation in the northern boundary of the Hope College campus, and helps link Hope and the downtown area. The hotel has 50 guest rooms and offers meeting and banquet facilities for up to 400 people. The Haworth Center offers the ideal location for visits to Hope and downtown Holland. The conference center, which opened in January of 1997, is named for Haworth Inc. and the Haworth family.



THE CAMPUS



Living Accommodations — Since Hope College believes it is important for students to feel they are a part of the college community, most of Hope's students live on campus; except for those who reside with their parents, are married, or have special permission from the Student Development Office.

There are many types of housing, including residence halls, apartments and cottages. The newest major addition is Cook Hall, which consists of 45 two-room suites used by students during the school year and available for conference housing during the summer. Cook Hall, which opened during the summer of 1997 and is being expanded during the 2005-06 school year, is named in honor of Peter and Emajean Cook of Grand Rapids, Mich.

Residence halls are shown on a map of the campus on pages 34-35. Some students enjoy the home-like atmosphere of approximately 60 cottages. (See "Residential Life," page 55.)





The pages which follow describe some of the formal services that the college makes available to assist students while they are a part of the college community. Members of the faculty and staff are ready to aid students whenever possible.

ACADEMIC ADVISING

Through academic advising, students are encouraged to take advantage of resources which will help them make appropriate academic, career, and personal decisions.

All first-year students enroll in a First-Year Seminar (FYS) during the fall semester; faculty who teach these classes are advisors to the students who enroll. Because each FYS will have no more than 20 students and will be discussion-driven, students will get to know each other and their faculty advisor well. The intention is that the experience will foster students' growth in self-reliance, in awareness of their gifts, in discerning connections between beliefs and learning, and in appreciation for differences.

When students declare their majors (usually by the end of their second year), the chair of their department will assign an advisor within their major area.

If students want to change their faculty advisor for any reason, they should obtain the appropriate form from the Registrar's Office on the first floor of the DeWitt Center. The paperwork involved is minimal.

The Director of Academic Advising coordinates the advising program and helps students with concerns about advising. The office is located in the Registrar's Office on the first floor of the DeWitt Center.

ACADEMIC SUPPORT CENTER (ASC)

Students attending Hope College come from greatly varying backgrounds and have different levels of knowledge and ability. To assist students in the transition to college and help them improve their study habits, learning skills and class performance, the Academic Support Center (ASC) works closely with the faculty to support the academic program. Students use the ASC voluntarily; however, faculty or staff may recommend ASC help to some students.

The ASC provides services to students individually or in small groups. Trained peer tutors are available to assist students in most introductory courses. Help is also available for the organization and development of papers and the mechanics of

CAMPUS SERVICES

writing. A walk-in mathematics lab is open for two hours Sunday through Thursday evenings during both semester-long academic terms, and during the fall term, small-group help sessions are scheduled twice weekly for lower-level mathematics courses. Students may schedule individual appointments concerning time management, notetaking, textbook reading and studying, and test preparation.

Students with special needs may request academic assistance or reasonable accommodation through the Academic Support Center. Support for students with a diagnosed learning disability is available for those who have current and appropriate documentation, by a qualified professional, on file in the office. The guidelines established by the Association on Higher Education and Disability (AHEAD) to verify appropriate documentation include the following:

- Testing must be comprehensive and include: 1. diagnostic interview; 2. aptitude testing; 3. achievement testing; 4. information processing testing; and 5. any related medical or psychological records specific to the disability
- Testing must be current (within the past three years)
- A qualified professional must conduct the evaluation
- Actual scores must be provided
- Specific recommendations for accommodations and an explanation as to why each accommodation is recommended.

The Academic Support Center is located in Van Zoeren Hall 261.

CAREER SERVICES

The Office of Career Services is staffed by professionals available to help students map out their future career plans. The Office of Career Services and Career Library are located on the first floor of the 100 East Eighth St. building.

For the student choosing an academic major or career, individual counseling can assist in identifying options which best fit the student's values, skills, and interests. Several career assessment tools (such as the Strong Interest Inventory, Myers-Briggs Type Indicator, the SkillScan Cardsort and the Values Driven Work Cardsort) are offered. The Career Library contains information on a variety of careers in all academic areas, and resources on grad school, internships and resumes. Through assistance with internship research and application processes, students can clarify their career choices and gain work experience. Career advisors, peer educators who are involved in outreach programming, focus on informing students about the services that are available through the Office of Career Services.

For the student in the process of seeking employment, there is help with resume writing, job hunting, and interviewing skills. Resources for seniors include information on specific openings and preparing credential files. Hope is the only school in Michigan that is a participant in the highly acclaimed Liberal Arts Career NetWork (LACN). LACN is composed of 28 selective liberal arts colleges, and provides Hope students with access to information on job openings in 35 different professional fields, access to nation-wide internship databases of 12,000 opportunities and access to specialized career web sites providing a wealth of career information. The staff has also developed a resume referral service with major corporations; on-campus interviews with corporate recruiters; and job fairs for graduates in business, education, the human services and nursing. In conjunction with specific academic departments, the staff also offers workshops for those students contemplating graduate studies. Through the Career Resource Network, students can connect with alumni for career information and employment advice.

Part-time, off-campus, and summer employment opportunities are posted through the Office of Human Resources, located at 100 E. Eighth St.

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DINING SERVICES

Hope College Dining Service is on the leading edge of campus dining today. The award-winning dining service prides itself on offering, on a creative, 10-week menu cycle, plenty of options for a healthy and happy lifestyle. The service works to satisfy the many vegetarians who frequent the facility; an in-house bakery provides fresh bread and desserts daily; the program works with individual needs such as special diets and allergies; and a registered dietician is available to help those wishing to maintain a healthy lifestyle.

There are two dining facilities, one located in Phelps Hall and the other located in Cook Hall. In addition, the service operates the Kletz Snack Shop, which is located on the ground level of the DeWitt Center and is open all day and late at night.

DISABILITY SERVICES

The Office of Disability Services offers assistance to students with physical disabilities as they function in the classroom and live day-to-day on campus, and seeks to provide them with skills helpful for pursuing independent living and career goals. The program makes physical and emotional support available to students by offering academic and personal support through arranging for note takers, readers, personal attendants, housing accommodations, support groups and counseling.

The office also strives to provide an all-inclusive and accepting environment by eliminating architectural and attitudinal barriers and insuring equal access to campus facilities and programs. Moreover, it promotes awareness of both disabilities and accessibility requirements mandated by the Americans with Disabilities Act through informational presentations and special activities.

Nearly all college services as well as instructional and other physical facilities are readily accessible to all students. In addition, the Van Wylen Library features a well-equipped center for technological and instructional aids for students with visual and print impairments. Prospective and current students with disabilities may contact the Office of Disability Services to explore their needs. The office is located on the first floor of the DeWitt Center.

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HEALTH AND COUNSELING SERVICES

The mission of Health Services is to support the mission of the college through the promotion of health in our students. Health is a holistic concept embracing the physical, mental, social and spiritual needs of individuals and communities.

In our encounters with students we seek to educate them — about themselves, about their bodies, about their unique developmental needs and issues. We attempt to impart wisdom gained by life experience while encouraging them in the art of critical thinking and wise decision making. As we care for them, we teach them how to care for themselves. We act as advocates when needed, but seek to empower them as young adults to take responsibility for their health and well being. Many times our most effective medication is TLC and a shoulder to lean on.

The Health Clinic is located in the Dow Health and Physical Education Center. Outpatient care is offered daily at the clinic by registered nurses, a nurse practitioner, or through clinics staffed by local physicians. Diagnosis and care of minor and acute illnesses, on-going care for chronic illnesses, women's health, men's health, and sports physicals are provided. If a student has an evening or weekend medical emergency, a doctor may be contacted through the Physician's Exchange.

Because appropriate medical care requires an awareness of each student's health history, incoming students are required to complete a medical questionnaire before treatment can be provided. Students with chronic conditions are urged to have their current medical records on file at the Health Clinic prior to their arrival on campus. A complete immunization record is also required for registration at Hope College.

All students who are registered for six or more credits are enrolled in the college's Student Health Services Plan. The plan covers services provided by the Hope College Health Clinic, as well as referrals made by the clinic nursing staff to Holland Community Hospital and community-based physicians and specialists. Hope College requires all full-time students to carry medical insurance. Parents and students are encouraged to review their existing health insurance to assure that their current policy offers appropriate coverage.

The Counseling Center is committed to helping students reach their full personal and academic potential as individuals. The center works to support the development of the whole person: academically, personally, socially, spiritually and physically through professional, ethical, confidential, and high quality counseling and educational services.

At times, students experience personal, relational, spiritual, social, or academic difficulties that they cannot fully resolve on their own. At those times they may find it helpful to talk to a professional counselor about their concerns. In order to help students with such difficulties, the Counseling Center provides crisis intervention, individual counseling, consultation, and educational outreach programs designed to help students:

- address personal problems that interfere in academic success;
- adjust to college life, pressures, and changes;
- resolve life crises that threaten success in college;
- explore questions of faith and how they impact daily living;
- cope with problems which stem from medical or physical concerns;
- learn skills to optimize personal effectiveness.

The Counseling Center is located in the DeWitt Center and is staffed by psychologists and social workers who are committed to providing counseling with clinical excellence and Christian integrity. The center is open during the week, and has an on-call system for evening and weekend emergencies.

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HOPE CAMPUS COMPACT COMMUNITY SERVICE

The Center for Volunteer Services provides a specific place where students interested in volunteering can find lists of community service opportunities. Local agencies provide updated lists of their volunteer needs, so that students can match their interests with local needs. Volunteer opportunities are provided on the campus as well.

The campus commitment to community service is evidenced by Hope's charter membership in the Michigan Campus Compact. The compact is a group of Michigan colleges and universities which united to encourage a clear commitment to community service through strengthening existing programs and encouraging the development of new programs on member campuses.

MULTICULTURAL LIFE

The Office of Multicultural Life works to meet the diverse needs of all students, faculty and staff at Hope College through providing educational programs and services that will engender cross-cultural understanding to lead to greater awareness, empathy, mutual respect, appreciation and recognition of people from different backgrounds. The office provides personal, spiritual, social, academic and career guidance to students, and serves as a support system and liaison for students of color and as an avenue to enhance all students' educational and cultural experiences at Hope College.

The office staff works closely with students, faculty and staff to incorporate events and activities into Hope's full range of campus activities and opportunities to ensure a well-rounded experience for Hope students and the entire campus and community. Such events include speakers, presentations, off-campus trips, workshops and residential life training, as well as initiatives to advance the goals of the Hope College Comprehensive Plan to Improve Minority Participation. As advocates for students, faculty and staff, the office assists in the institutional efforts to create a welcoming environment through infusing diversity into the core fabric of the institution.

The Office of Multicultural Life is under the direction of the associate provost and is located on the first floor of the Martha Miller Center for Global Communication.

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SPECIAL PROGRAMS

The Office of Special Programs focuses on program development in the areas of women's issues, sexual assault prevention and education, and women's leadership development. Its programs are designed to address needs and provide services to these particular areas of campus life.

Specific programs originating from this office include Women's Week and the annual Meyer Lectureship. It also oversees advising of the Women's Issues Organization and the I.V.E League for Leadership.

The Special Programs office is located on the first floor of the DeWitt Center.

RESIDENTIAL LIFE

Hope College is committed to providing students with a liberal arts education within the context of the historic Christian faith. The college believes that the residential component is an integral part of this education. Therefore, most students should expect to live in college residential facilities for at least their first three years of enrollment. This enables students to realize the maximum benefit of the faculty, their fellow students and the offerings of the college. As students interact in these settings, they learn and grow from the different values, life experiences, classes, activities and ideas that are present in the Hope College community. Underclass students benefit from the leadership and role modeling of upperclass students; the wide range of ideas, programs and activities which take place in the residence; and the help they receive from members of the Residential Life staff. Upperclass students grow as they serve as role models, participate in activities geared to their interests and live in a variety of independent situations, all within the context of the on-campus residential experience.

Eleven residence halls, ranging in capacity from 48 to 265, 12 apartment facilities, and approximately 60 cottages (houses on or near campus) provide living accommodations for more than 2,200 Hope students. The variety of living opportunities available ranges from the small group experience which the cottages provide, to the apartment and the traditional residence hall. The residential facilities offer a variety of accommodations — corridor or cluster style, suite, coed by floor and single-sex facilities. Residence hall and apartment facilities are available for mobility-, vision- and hearing-impaired students.

The residence halls are staffed by resident directors and resident assistants who are trained to assist the residents in developing community, supporting academic achievement and creating opportunities for personal growth. The residence life staff seeks to create and maintain environments conducive to the development of all students and assists them in understanding and utilizing college resources and policies. The college recommends that students have insurance for personal items and belongings; Hope College is not responsible for theft, damage or loss of personal items.

All students are expected to comply fully with residential procedures and policies in order to sustain an atmosphere appropriate for community living. Because of its commitment to the living/learning residential concept, Hope requires all full-time students to live on campus unless they are married, commute from the home in which their parents live (within 25 miles of campus) or have senior status based upon earned credits. Both commuter and off-campus status must be renewed annually. Students will be informed of the commuter and off-campus requirements and application process each year.



Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program; an integral part of that experience are the extra- and co-curricular programs which create the sense of community existing on campus.

COMMUNITY GOVERNMENT

Decisions governing the college community are made primarily by boards and committees composed of students, faculty, and administrators. Three major Boards (the Academic Affairs, Administrative Affairs, and Campus Life Boards) bear the major responsibility for policy decisions, while committees of each deal with more specific areas.

Academic Affairs Board — The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, International Education, and Library Committees. Board membership consists of four students, eight faculty, provost.

Administrative Affairs Board — The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, Student Standing and Appeals, Women's Studies and Programs, and Multicultural Affairs Committees. Board membership consists of two students, four faculty, five administrative heads.

Campus Life Board — The CLB examines and acts on policies dealing with the co-curricular, social, and recreational programs and with the regulations for effective coexistence of students on the campus. Subcommittees include: Extra-Curricular Activities, Religious Life, Student Communications Media, and Residential Life Committees. Board membership consists of four students, four faculty, three administrators.

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Student Congress — The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made in the boards and committees noted above, students are elected to the Student Congress to represent residence hall units and off-campus students. Following their election to the Congress, members are then appointed to the various boards and committees. A sub-committee of the Student Congress, the Appropriations Committee, is responsible for the allocation of the Student Activities fee.

College Judicial Board — The board helps in maintaining the high standards of student life in the college community. Students accused of violating policy have the right to appear before the board, which consists of students and faculty.

COLLEGE REGULATIONS

Hope can be a true community only if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals, and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. The hope is that a community atmosphere is created which promotes student growth, sharpens desired values, and encourages academic pursuit.

In this context, the college community has formulated certain standards that go beyond those established by civil authority. For example, the college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units.

The Student Handbook is prepared annually and contains the all-college rules and regulations that govern community life at Hope College. It is available through the Student Development office on the first floor DeWitt Center or on the Student Development web site. Each student is responsible for reading and understanding the policies and regulations in the Student Handbook, and abiding by them while a student.

THE SPIRITUAL DIMENSION

Hope encourages the development of the whole person: mind, body and spirit. Thus the spiritual dimension is a central aspect of the Hope experience. Affiliated with the Reformed Church in America, Hope strives to be a Christian community visibly in action. Faculty and staff treat students with love and respect as tangible expressions of genuine faith.

The spiritual profile of Hope students represents a broad spectrum of religious affiliations. The campus ministries staff is sensitive to the varying needs of students at different stages of spiritual development. However, the staff's goal is to present the truths of the Bible in such a relevant way that students can find spiritual wholeness in a growing, personal relationship with Jesus Christ. Their Web site is www.hope.edu/go29.

The Campus Ministry Team — The dean of the chapel, two full-time chaplains, a director of outreach ministries, the director of the Gospel Choir, the director of worship and music, the tech director, and an administrative assistant work together to provide spiritual leadership to the student body. The staff is available to help provide

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spiritual and personal guidance during one of the most significant seasons of life, and to share the relevance and joy of the claims of Jesus Christ. The chaplains offer pastoral care and counseling to students dealing with a variety of personal issues. Their goal is to inspire authentic corporate worship, deepen personal faith in community, and equip students for lifelong service. The Campus Ministry Team is located in the Keppel House, 129 E. 10th St.

Worship — The Hope community gathers together every Monday, Wednesday and Friday for lively, 22-minute chapel services. Biblical teaching by Hope chaplains, testimonies by faculty and students, sacred dance, silent praise, choirs and dramas that depict everyday living are often included in these voluntary services. The worship environment varies from upbeat to reflective in style, and students participate actively. "The Gathering," a Sunday service at 8 p.m., is also available to the campus community to share together in corporate worship held in Dimment Memorial Chapel.

Social Ministries — Under the leadership of the director of outreach ministries, students are challenged to be aware of social needs within the community and the world. More than 24 spring break mission trips are offered for students to reach out to urban, rural, national and international settings suffering from poverty, drug abuse and spiritual hunger. Students expand their worldview and share the compassion of Jesus Christ. Short-term summer projects also give students a chance to explore genuine needs around the world and use their gifts to make a difference. Students are also challenged to move beyond the Hope College environment and serve in the Holland community as a volunteer with local organizations or ministries.

Interpersonal Christian Growth — Through seminars, retreats, small groups, Bible studies, prayer groups, mentoring relationships, involvement in the Gospel Choir or as part of the worship team, sacred dance, silent praise and leadership training, faculty and students are given the opportunity to grow corporately and individually. Students may identify and utilize their gifts through involvement in the worship team, small group ministry, community outreach, short-term mission projects and prayer ministry. Small groups are accessible to students in residence halls, on athletic teams, and in fraternities and sororities.

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CAMPUS COMMUNITY HOUR

Because of its commitment to being a community of scholars, the college has set aside a campus community hour each week to encourage the sharing of common concerns and to allow examination of significant issues. This time is used for notable persons to address the entire campus, as well as to develop symposia along departmental lines or to promote other interaction between students and faculty.

CULTURAL OPPORTUNITIES

The process of education involves interaction with other cultures and developing awareness of the culture in which one lives. Through a wide diversity of cultural opportunities, Hope aims to broaden the perspective of the individual student.

The Cultural Affairs Committee — The Cultural Affairs Committee is the student-faculty committee which supports visits by guest artists and lecturers, all of which are open to the campus as well as the Holland community.

The Great Performance Series — As the premier arts series for the college and community, the Great Performance Series seeks to bring culturally-diverse, top-quality performers representing several disciplines to campus. An artistic committee helps in the selection of performers, which in recent years has included Dayton Contemporary Dance Company; ACTER, Actors from the London Stage; the Vienna Choir Boys; the St. Lawrence String Quartet; Terrence Blanchard; Anonymous 4; the Ahn Trio; and the Los Angeles Guitar Quartet.

Theatre Productions — Major productions for public performance are presented annually by the department of theatre. These productions are usually faculty-directed, though opportunity is provided for advanced students to gain directing experience.

Participation is open to all members of the college community. The 2004-05 productions were *Golden Ladder*, *Candide*, *The Icefishing Play* and *The Good Person of Setzuan*.

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Several student-directed one-act plays normally are also presented each year, in addition to the summer season of musicals, comedies and dramas by the Hope Summer Repertory Theatre.

Dance Productions — The department of dance includes a visiting professional artist among its faculty each semester, and a dance company in residence for a portion of each spring term. Each spring features a major concert that involves nearly the entire department and one or more nationally-known guest artists.

Art Exhibits — In addition to studio classes in the field of art, a variety of outstanding exhibits are shown throughout the year in the De Pree Art Center gallery. The college also has a permanent collection which is on loan throughout the campus.

Music Programs — More than 70 concerts and recitals are given annually by the department of music's students, faculty and guests. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Vocal groups include the Chapel Choir, the College Chorus and Collegium Musicum. Instrumental groups include the Wind Symphony, Jazz Ensemble, Orchestra, Symphonette and various small ensembles. The groups perform together each year at a Musical Showcase of Hope College music at DeVos Hall in Grand Rapids, and the Chapel Choir and Symphonette tour each spring.

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SOCIAL LIFE

During a student's college experience there comes a time to relax and enjoy interaction with other people. The social life on campus is designed to provide those opportunities to be in contact with others as well as to develop one's individual interests.



The Student Activities Office — Located in the DeWitt Center, the Activities Office serves as a resource for the various student organizations and groups which are planning co-curricular activities and carries primary responsibility for the overall social life on campus. The director works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.



CAMPUS LIFE



The Social Activities Committee — The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature, such as dances, concerts, the Weekend Film Series, traditional events like Homecoming, an All-College Sing, a winter formal and Siblings Weekend.

The Pull and Nykerk — The Pull and Nykerk are traditional freshman-sophomore competitions. The Pull, which debuted in 1898 and is held each fall, pits a team of men from the freshman class against the sophomore men in a tug-of-war across the Black River. In the Nykerk Cup competition, another fall event, first held in 1936, the freshman women compete against the sophomore women in song, drama, and oration.

Fraternities and Sororities — Seven fraternities and seven sororities exist on Hope's campus, emphasizing values including leadership, service/social responsibility, character, individual member development, brotherhood/sisterhood and faith. Most are local while two are national. Many of these organizations have a college-owned residence hall or cottage which serves as living quarters and a center for activities. Approximately 11 percent of the student body belongs to these Greek organizations. Rush and new member education events take place in the spring semester.

In addition, Hope has a chapter of the national service fraternity, Alpha Phi Omega, which sponsors service projects for the college and community. Membership is open to all students.

Clubs and Organizations — A wide diversity of campus organizations allows Hope students to pursue their special interests and experience membership and leadership roles within the community setting. These groups include those of a religious, academic, political, or minority nature as well as those centered on special activities or interests. The Student Activities office can recommend a possible contact person for organizations or assist students in forming a club or organization on campus.

CAMPUS LIFE



Hope students are also involved in campus-based organizations such as Higher Horizons and Partners in Promise, which are big brother-big sister programs, and serve as tutors with the Children's After School Achievement (CASA) and Upward Bound programs that work with elementary- and high school-age children respectively.

Student Media — The communications media serve a dual purpose on Hope's campus: to provide news, literary excellence, and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved. Participation in these media is open to all interested students.

The Anchor — The weekly student newspaper, the *Anchor*, gives students an opportunity to express their views and develop their writing skills while chronicling college events. Coverage of campus activities, issues, feature presentations, critiques and editorials have been part of the *Anchor's* format. The *Anchor* office is in the Martha Miller Center for Global Communication.

Opus — This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography, and art work. The *Opus* Board reviews materials submitted for publication and publishes on a regular basis. In addition *Opus* sponsors regular artistic forums throughout the year, giving students and faculty a chance to read their works as well as hear those of others.

Milestone — As time and seasons change and pass, so does the face of a college community. To preserve a yearly segment of this change, the yearbook staff produces the *Milestone*. The *Milestone* office is in the DeWitt Center.

WTHS — The student-run radio station, which holds an FM license and operates under the direction of the Student Media Committee, broadcasts throughout the Holland area and serves the entertainment and information needs of the student community. The staff includes program management, a business manager and disc jockeys who are responsible for programming. The station is scheduled to move from the DeWitt Center to the Martha Miller Center for Global Communication during the 2005-06 school year.

CAMPUS LIFE



ATHLETICS

Participation in athletics, open to all members of the college community, is a very popular extra-curricular activity at Hope. The extensive intramural program reaches practically all interest and skill levels and there are six club sports that operate in a manner similar to a varsity experience. Those seeking an additional challenge in skill development choose one or more of the 18 sports now offered at the intercollegiate level. The purpose of all programs is to provide enjoyment and fulfillment for the participant.

Administrative Policy and Procedure – Intercollegiate Program — The college has adopted the following statement describing administrative procedure and general policy:

Hope's commitment of time, money, and personnel to the various sports is predicated on the belief that such experience contributes to the overall development of the individual. The potential for self-discovery, self-discipline, physical efficiency, and character development can be realized in the proper environment. The college is committed to the maintenance of such an atmosphere for its sports activity.

The intercollegiate athletic program at Hope College is governed by the rules of the National Collegiate Athletic Association (NCAA). The Faculty Committee on Athletics under the Administrative Affairs Board advises on all matters of policy. Schedules are arranged in such manner as to incur the least amount of absenteeism from classes.

Financial control of the athletic program is similar to that in other college departments. Athletic funds are handled by the College Treasurer with athletic expenditures and receipts included in the general operating budget of the college.

Scholarships or grants-in-aid are available on the basis of financial need only.

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Varsity Athletics — As a member of the historic Michigan Intercollegiate Athletic Association (MIAA), which is comprised of 10 colleges, Hope's varsity athletic program has established a solid reputation for excellence and championship caliber. Hope has won the MIAA Commissioner's Cup, which is based on the cumulative performance of each member school in the league's 18 sports for men and women, a league-leading 27 times — including each of the last 5 years. Hope teams also compete in Division III of the National Collegiate Athletic Association (NCAA). There have been several individual NCAA national champions and All-Americans in a number of sports in recent years. Many Hope student-athletes have also achieved Academic All-America status. Ray Smith is the director of men's athletics and Eva Dean Folkert is the senior woman athletic administrator. Coaching staffs are listed below:

MEN'S COACHING STAFF

Baseball — Stuart Fritz
Basketball — Glenn Van Wieren
Cross Country — Mark Northuis
Football — Dean Kreps
Golf — Bob Ebls
Soccer — Steve Smith
Swimming — John Patnott
Tennis — Steve Gorno
Track — Kevin Cole

WOMEN'S COACHING STAFF

Basketball — Brian Morehouse
Cross Country — Mark Northuis
Golf — Tom Smith
Soccer — Leigh Sears
Softball — Karla Wolters
Swimming — John Patnott
Tennis — Karen Page
Track — Kevin Cole
Volleyball — Becky Schmidt

Intramural Athletics — Intramural athletics are open to all members of the college community. Students or faculty members may form a team to enter competition. Competition in the following sports has been developed for men and women: basketball, racquetball, three-on-three volleyball, three-on-three basketball, bowling, flag football, softball, tennis, wallyball, soccer, ultimate frisbee, frisbee golf, inner tube water polo and volleyball. There are also club sports, including competition in lacrosse, ice hockey, water polo, sailing, ultimate frisbee, and men's volleyball.



ADMISSION OF FRESHMEN

Hope College encourages qualified students to submit their applications. Admission is selective and based on the secondary school record, including class rank, grades and course selection; data obtained from the application form; and national test results.

Students are recommended to apply early in the fall of their senior year. To obtain an application for admission, students should ask their high school guidance counselor, go online at <https://www.applyweb.com/hope/>, or write to:

Hope College Admissions
69 East 10th Street, P.O. Box 9000
Holland, Michigan 49422-9000

To be considered for admission the following items must be submitted:

1. Completed application
2. \$35 application fee
3. High school transcript
4. ACT or SAT scores

The secondary school program should include four years of English, two years of mathematics, two years of a foreign language, two years of social sciences and one year of a laboratory science as well as five other academic courses.

The Admissions Committee will accept either the ACT or SAT as a component of the completed application.

The ACT or SAT should be taken in the spring of the Junior year or the fall of the Senior year. For more information about the ACT, students should see their high school guidance counselor or write:

ACT (American College Testing Program)
Box 414
Iowa City, IA 52240
(Hope College's ACT reporting code is #2012) (Writing portion not required)

For information about the SAT (Scholastic Aptitude Test), students should check with their high school guidance counselor or write:

SAT (The College Board)
Box 592
Princeton, NJ 08540
(Hope College's SAT reporting code is #1301)

Hope College should be the direct recipient of test results.

Applications are submitted to the Admissions Committee after all information has arrived. Admission decisions are made throughout the academic year. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information.

CANDIDATE'S REPLY DATE

Admitted applicants are asked to pay a \$300 advance deposit to confirm their intention to enroll at Hope College. The \$300 advance deposit is non-refundable after May 1 if the applicant does not enroll or remain enrolled for the following semester. Students accepted after May 1 are expected to pay the deposit within 15 days of acceptance.

If enrolled, \$200 of the deposit will be applied to the fall tuition and \$100 will be used as a security deposit. Upon graduation or completing a non-returning form, the security deposit will be refunded, less any outstanding charges.

ADMISSION TO HOPE

INTERVIEWS AND CAMPUS VISITS

A personal visit to campus, while not a requirement, is strongly recommended and encouraged. Students and parents are welcomed to visit the Admissions Office where campus tours, class visits and faculty conferences can be arranged.

Students are urged to arrange campus interviews by appointment at least a week ahead of the desired time. The Admissions Office is open Monday through Friday 8:00 a.m. - 5:00 p.m. (Eastern Time Zone) throughout the year. The office is also open on Saturday mornings during the fall and spring semesters by appointment only. The Admissions Office is located on the corner of 10th Street and College Avenue, and can be reached by using the telephone numbers or address listed below. Those arriving at Gerald R. Ford International Airport in Grand Rapids may arrange transportation to Hope College through the Admissions Office. Persons should notify the Admissions Office of transportation needs prior to arrival at the airport. Holland is also serviced by the Indian Trails and Greyhound Bus Lines. Transportation is available for visitors arriving at Holland's Padnos Transportation Center providing prior arrangements have been made with the Office of Admissions. Amtrak services Holland from Chicago.

Local Telephone	(616) 395-7850
Toll-Free Telephone	1-800-968-7850
Mailing Address	Hope College Admissions 69 East 10th Street, P.O. Box 9000 Holland, MI 49422-9000

VISITATION DAYS are held several times throughout the year and provide high school students, transfer students, and their parents an opportunity to experience a day on campus. Activities available include attending classes, pre-professional conferences, eating lunch in the dining hall, and having a guided tour of the campus. Visitors should meet at 8:30 a.m. (Eastern Time Zone) in the Maas Conference Center. Pre-registration is preferred and can be arranged by using the telephone numbers listed above. Please enter the Maas Center from the south side of Phelps Hall which is located on the corner of 11th Street and Columbia Avenue. Dates for Visitation Days this academic year are:

Friday, September 30, 2005	Monday, January 16, 2006
Friday, October 14, 2005	Friday, February 3, 2006
Friday, October 28, 2005	Monday, February 20, 2006
Friday, November 4, 2005	Friday, March 3, 2006
Friday, November 18, 2005	

JUNIOR DAYS are scheduled for Friday, March 31, 2006; Friday, April 7, 2006; and Friday, April 21, 2006. Students and their parents should arrive at the Maas Center at 8:15 a.m. (Eastern Time Zone) for an opportunity to learn more about Hope College, admissions, and financial aid, as well as hear from faculty and students about life at Hope College.

PARENTS of interested students may also attend Visitation and Junior Days. The college will hold special meetings for parents covering various topics of interest to them.

ADMISSION TO HOPE

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students in good standing at accredited universities and colleges.

To be considered for admission the following items must be submitted:

1. Completed application
2. \$35 application fee
3. High school transcript
4. College transcript (all previous colleges)
5. ACT or SAT scores

Applications are submitted to the Admissions Committee as soon as all information has arrived and applicants can expect a decision shortly thereafter. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information. Transfer applicants will be expected to submit final college transcripts before enrolling.

TRANSFER OF CREDIT

The standard for the acceptance of credit toward Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Registrar prior to enrollment.

A maximum of 65 credits may be transferred from a community or junior college. A student transferring to Hope transfers only the credit earned; grades and honor points do not transfer.

Transfer students seeking a Hope College diploma must complete their last 30 credits on Hope College's campus.

ADMISSION OF INTERNATIONAL STUDENTS

Hope College welcomes the interest of international students who desire to study on our campus. To be considered for admission the following items must be submitted:

1. Completed application
2. \$35 application fee
3. Secondary school record
4. Evidence of proficiency in the English language (usually the Test of English as Foreign Language (TOEFL) or a comparable English proficiency test)
5. Evidence of little or no need for financial assistance

Applicants should be able to communicate well in English. The TOEFL score should be 217 or above (550 or above on paper-based test).

Students who have scores below 217/550 will be required to register for four credits of English 102, English as a Second Language, for the first semester of enrollment. Students with TOEFL scores of 217/550 or higher will be evaluated prior to registration to determine whether English 102 will be a requirement.

Financial aid available to international students is extremely limited. While the Admissions Committee may find a student qualified for admission, acceptance still may not be granted without evidence of the necessary funds to finance his or her education at Hope. The I-20 is sent only after acceptance to Hope.

ADMISSION TO HOPE

ADMISSION OF NON-DEGREE STUDENTS

Persons interested in enrolling at Hope College on a part-time, non-degree basis need not complete the formal application for admission. A shorter form is available from the Admissions Office and must be submitted for each semester or term an individual wishes to study at Hope College. This form does not normally require previous high school or college transcripts or an application fee. Students accepted on a non-degree basis are not eligible for financial assistance. A maximum of two courses per semester may be taken by students with non-degree-seeking status.

Full college credit is granted for students who pay the regular fees. If a student wishes to be admitted as a degree student, the application process outlined in "Admission of Freshmen" or "Admission of Transfer Students" must be followed.

AUDITING COURSES

Persons wishing to audit courses at Hope College should follow the same procedure outlined under the section "Admission of Non-Degree Students."

Credit is not granted for persons auditing classes. However, the course will be recorded on the student's permanent transcript. There is no tuition reduction for audited courses.

SUMMER SESSIONS

Hope College offers a variety of campus summer sessions. The four-week May Term, the four-week June Term, and the four-week July Term allow students to enroll for a maximum of 4 credits each term.

Admission to any of the summer sessions is granted to any qualified candidate, but this admission does not imply admission to Hope College as a degree-seeking candidate. Persons wishing to apply for a summer session should follow the procedure outlined under the section "Admission of Non-Degree Students."

COLLEGE CREDIT BY EXAMINATION

The Hope College faculty believes that students should pursue their studies at their established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. The following tests are available to Hope students:

ADVANCED PLACEMENT PROGRAM (APP) — A program sponsored by The College Board. Generally credit is granted to students who received grades of 4 or 5. Grades of 3 are evaluated by the respective department which determines if credit will be granted.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) — Hope will generally grant credit for subject area examinations based on the guidelines as established by The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus. (Please refer to pages 93-94 of this catalog.)

INTERNATIONAL BACCALAUREATE PROGRAM — A high school degree program sponsored by the International Baccalaureate Office in Geneva, Switzerland. Generally college credit is granted in advanced level subjects where students score between 5 and 7 on final examinations.

HOPE DEPARTMENTAL EXAMINATIONS — Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken. These are not to be confused with placement exams that some departments offer.

ADMISSION TO HOPE

For further information about credit examination, contact the Registrar's Office. Additional information can be found beginning on page 93 of this catalog.

READMISSION

Students who have withdrawn from the college are not automatically readmitted. Consideration for readmission will include an evaluation of 1) the student's prior record at Hope College; 2) any additional college courses completed at other institutions; and 3) the student's reason(s) for wanting to return to Hope College. An application for readmission may be obtained from the Admissions Office. It should be completed and returned to the Admissions Office at least two weeks prior to registration. A \$10 fee must accompany the application.

Readmitted students are required to pay a \$200 deposit before registering for classes. Of this amount \$100 is applied to tuition and the remainder is used as a security deposit. The \$100 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal.

FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students to make application for admission to Hope College and to apply for financial assistance using both the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF). Hope College sends the SAF form to students accepted for admission. The FAFSA is distributed through high school guidance offices. Students applying for admission to Hope College should address all inquiries concerning financial aid to the Financial Aid Office. Freshmen should submit both the FAFSA and the SAF by March 1 to receive priority consideration for the following school year. Transfers and returning students should submit these forms by March 1 to receive financial aid consideration for the subsequent school year.



SCHOLARSHIPS AND FINANCIAL AID

Hope College provides financial assistance to students on the basis of both financial need and academic achievement through a variety of programs. The purpose of these programs is to promote excellence in scholarship and to enable students to choose Hope, even if they have limited financial resources.

The resources for this program of financial assistance come primarily from Hope College, the State of Michigan, and the federal government. Information regarding these various resources and instructions as to how to apply for such assistance may be found in the following sections.

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of need-based financial aid funds, Hope College requires all students applying for assistance to submit both the Free Application for Federal Student Aid (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF) for an analysis of financial aid eligibility. The college's goal is to help in every way possible the qualified student who is in need of financial assistance.

DETERMINATION OF FINANCIAL AID ELIGIBILITY

Most financial aid dollars are awarded on the basis of a need analysis formula that measures each family's ability to pay for college expenses. This analysis takes into account factors such as family income and assets, family size, the retirement needs of parents, the student's earnings and savings, and the number of children in college. The fairness of the formula is continually reviewed and adjustments are frequently made to insure that the results represent an equitable measurement of each family's ability to pay for college. The financial aid eligibility equation is as follows:

$$\begin{aligned} & \text{Total Expense Budget} \\ & - \text{Family Contribution} \\ & = \text{Maximum Financial Aid Eligibility} \end{aligned}$$

The Total Expense Budget is set annually by the college and reflects both billable costs (standard tuition, activity fee, on-campus housing, and board charges) and non-billable costs (books, supplies, personal expenses, and travel). The Family Contribution is calculated through a federal need analysis formula that measures a family's capacity to cover a child's college expenses. A student's financial aid eligibility figure equals the difference between the "Total Expense Budget" and the "Family Contribution."

APPLYING FOR FINANCIAL AID

The process of applying for financial aid is not complicated. Each student wishing to apply for financial aid consideration at Hope College is asked to complete and submit both the Hope College Supplemental Application for Financial Aid (SAF) and the FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA). The SAF application is available from the Hope College Office of Admissions or it can be downloaded from the college's website (www.hope.edu/admissions/finaid). The FAFSA is available in high school guidance offices or it can be completed and submitted on the Web (www.fafsa.ed.gov). The Office of Financial Aid will not act upon a student's aid request until she/he has been accepted for admission. Students should apply for financial aid prior to the deadline dates listed below to insure priority treatment.

FINANCIAL AID FOR STUDENTS

Filing Deadline

The priority date for filing for financial aid is March 1.

Award Notification

The award notification from Hope College may contain the offer of several types of aid. A student may accept or reject parts of his/her aid package without penalty. The aid is normally awarded for the period of one academic year and is divided equally between the two semesters.

DESCRIPTION OF AID TYPES AND SOURCES

A. NEED-BASED GIFT ASSISTANCE — SCHOLARSHIPS AND GRANTS

Gift assistance normally refers to scholarships and grants which are non-repayable forms of financial aid. Some of these awards have grade point renewal criteria while some do not. The following are the various forms of need-based gift assistance available at Hope College.

THE HOPE GRANT — This gift aid is based upon demonstrated financial need. There is no required grade point average for the receipt of this grant. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. The renewal of this award is based upon continued demonstrated financial need.

THE ACADEMIC ACHIEVEMENT AWARD — This gift aid is based upon demonstrated financial need plus a cumulative grade point average (GPA) of 3.0 at the time of admission to the college. This scholarship is available only to those students who are not already receiving other Hope-sponsored merit awards. Eligibility is limited to full-time students and normally a maximum of eight semesters of aid may be received under this program. Renewable based upon continued demonstrated need.

THE FEDERAL PELL GRANT — This federal gift aid is based upon exceptional financial need and recipients are selected by the federal government.

THE FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT — This federal gift aid is awarded to those students who have demonstrated exceptional financial need. By federal regulation, priority in the awarding of these funds is given to those students who are eligible to receive a Federal Pell Grant.

THE MICHIGAN COMPETITIVE SCHOLARSHIP — This state gift aid (limited to Michigan residents) is based upon a student's demonstrated financial need and ACT test score. For renewal in future years, the student must continue to demonstrate financial need and demonstrate a cumulative grade point average of 2.0. The student must be enrolled at least half-time (six to eleven credits per semester) in a degree program to remain eligible for this award. Students enrolled part-time (six to eleven credits per semester) are eligible for a prorated award. A student is limited to ten semesters of eligibility under this program.

THE MICHIGAN TUITION GRANT — This state gift aid (limited to Michigan residents) is based upon a student's demonstrated financial need and is available only at Michigan private colleges. For renewal in future years, the student must continue to demonstrate financial need. The student must be enrolled at least half-time (six credits or more a semester) to remain eligible for this award. Students enrolled less than full-time (six to eleven credits a semester) are eligible for a prorated award. A student is limited to ten semesters of eligibility under this program.

FINANCIAL AID FOR STUDENTS

B. MICHIGAN MERIT AWARD SCHOLARSHIP PROGRAM

The Michigan Merit Award Scholarship Program is a merit-based scholarship program for Michigan high school seniors to reward student achievement. The award provides \$2500 to each recipient to cover expenses incurred at Michigan colleges/universities. This non-renewable \$2500 scholarship award is based on a student's test score on the Michigan Educational Assessment Program (MEAP) High School Test (HST). A student may continue to receive his/her award if enrolled less than full-time.

C. LOAN ASSISTANCE — BOTH NEED-BASED AND NON-NEED-BASED

Loans are an invaluable resource for many students and their families in financing a college education. Loans allow students to postpone paying a portion of their educational costs until they complete their education or leave school. Some loans are awarded on the basis of financial need and repayment does not begin until after a student graduates, withdraws from college, or drops below half-time enrollment (fewer than six credits per semester). Other loans are available to both the student and his/her parents regardless of financial need and offer various repayment options.

Loan descriptions and terms are briefly described below and in the loan promissory notes the borrower will be required to sign.

FEDERAL PERKINS LOAN PROGRAM — These loan funds are awarded on the basis of financial need to students enrolled at least half-time in a degree program at Hope College. Highest priority in awarding these loan funds goes to those students demonstrating the greatest financial need. Funds are obtained from the federal government and from former Hope students who are in the process of repaying their loans. No interest is charged on the loan while the student maintains at least half-time enrollment status. Repayment of principal and interest begins nine months after the borrower ceases at least half-time enrollment. Interest is then charged at 5 percent per year on the unpaid balance. Students may be allowed up to ten years to repay based upon the amount they have borrowed.

NOTE: Under the terms and conditions of the Federal Perkins Loan program, student borrowers may obtain a deferral of the loan repayment for volunteer service (including service as a volunteer under the Peace Corps Act, service as a volunteer under the Domestic Volunteer Service Act of 1973 (Action programs), or a full-time volunteer in a tax-exempt organization performing service comparable to the service performed in the Peace Corps or under the Domestic Volunteer Service Act of 1973).

THE FEDERAL DIRECT LOAN PROGRAM — The Federal Direct Loan Program offers students the opportunity to borrow money from the federal government to pay for a Hope education. Under this program, the U.S. Department of Education makes loans directly to students through Hope College. The following loan programs are included under the FEDERAL DIRECT LOAN PROGRAM:

Federal Direct Loan (Subsidized and Unsubsidized):

The Federal Direct Loan program includes both subsidized and unsubsidized student loans. These two loans may be used singly or in combination to allow borrowers the maximum amount available. The federal government "subsidizes" a loan by paying the interest while the student is enrolled at least half-time, during the grace period, and during periods of deferment. For an *unsubsidized loan*, the government does not provide this subsidy; therefore, the student is responsible for paying the interest on the principal amount of this loan from the date of disbursement, until the loan is paid in full. However, the student has the option of either paying this accruing interest while he/she is in school or of having the

FINANCIAL AID FOR STUDENTS

payment of interest deferred (and added to the loan principal) until he/she enters repayment on the loan (thereby increasing overall debt). Repayment of principal begins six months after a student leaves school or drops below half-time status. Another difference between these two loans is that the student's demonstrated financial need is considered when determining a student's eligibility for a subsidized loan. To determine eligibility for an unsubsidized loan, a student's financial need is **not** considered. Other than these two differences, the provisions of the Federal Direct Loan Program apply to both subsidized and unsubsidized loans (i.e., loan limits, deferment provisions, etc.).

If a student chooses to borrow under the Federal Direct Loan Program, he/she will first be considered for the subsidized loan. If a student does not qualify, or if he/she qualifies for only a partial award, he/she may then borrow under the unsubsidized loan program up to the maximum amount available (with the exception noted below).

In combination, a student's subsidized FEDERAL DIRECT LOAN and FEDERAL DIRECT UNSUBSIDIZED LOAN may not exceed the following undergraduate annual limits:

	Dependent Students	Self-Supporting Students
Freshman Level:	\$ 2,625/year	\$ 6,625/year (maximum \$2,625 subsidized)
Sophomore Level:	\$ 3,500/year	\$ 7,500/year (maximum \$3,500 subsidized)
Junior/Senior Levels:	\$ 5,500/year	\$10,500/year (maximum \$5,500 subsidized)
Aggregate Limit:	\$23,000	\$46,000 (maximum \$23,000 subsidized)

NOTE: A student's combined loan eligibility under these two programs, in combination with his/her financial aid, may not exceed the cost of his/her education for the loan period in question.

The interest rate is variable and the maximum annual interest rate that can be charged is 8.25%.

Students must be enrolled at least half-time in a degree program at Hope College in order to participate in these loan programs.

Repayment Options: Under the Federal Direct Loan program (both subsidized and unsubsidized), the following four types of repayment plans are available to the student borrower:

The **STANDARD REPAYMENT PLAN** requires a fixed annual repayment amount paid over a fixed period of time. The minimum annual repayment amount is \$600 and the maximum repayment period is ten years.

The **EXTENDED REPAYMENT PLAN** assumes a fixed annual repayment amount paid over an extended period of time. The minimum annual repayment amount is \$600 or the amount of interest due and payable each year, whichever is greater.

The **GRADUATED REPAYMENT PLAN** establishes annual repayment amounts at two or more levels. Repayments are paid over a fixed or extended period of time. Minimum scheduled repayments may not be less than 50% nor more than 150% of the amortized payment if the loan were repaid under the standard repayment plan.

The **INCOME CONTINGENT REPAYMENT PLAN** calls for varying annual repayment amounts based on the Adjusted Gross Income (AGI) of the borrower over an extended period of time, as determined by the U.S. Department of Education. The maximum repayment period may not exceed 25 years. This repayment option is **not** available to Federal Direct PLUS borrowers.

FINANCIAL AID FOR STUDENTS

Repayment of both loans begins six months after a student leaves school or drops below half-time status. Relative to the Federal Direct Unsubsidized Loan, should a student choose **not** to make interest payments while enrolled, said interest will accrue and be capitalized (added to the loan principal), increasing his/her overall debt.

More specific information regarding repayment and deferments is included in the Master Promissory Note and the loan disclosure statement provided to student borrowers.

NOTE: Under the terms and conditions of the Federal Direct Loan program, student borrowers may obtain a deferral of a loan repayment for volunteer service (including service as a volunteer under the Peace Corps Act, as a volunteer under the Domestic Volunteer Service Act of 1973 (ACTION program), or performing full-time volunteer service which the U.S. Secretary of Education has determined as comparable to service in the Peace Corps or ACTION programs, for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended).

Federal Direct PLUS (Parent) Loan Program (eligibility NOT based upon financial need):

Under the Federal Direct PLUS Program, parents of dependent students may borrow up to the full cost of their child's education (minus any aid for which the student qualifies). Credit checks are required, and parents who have an adverse credit history (determined by criteria established by federal regulations) may not be able to borrow under the PLUS program. The annual PLUS loan interest rate varies, but will not exceed 9% .

Applications for the FEDERAL DIRECT PLUS LOAN PROGRAM are available from the Hope College Office of Financial Aid. Completed applications must be returned to the Office of Financial Aid for processing.

KEY ALTERNATIVE LOAN: This private loan program is provided through Key Education Resources. Loans are available to any creditworthy student (or to a student with a creditworthy cosigner). Loan eligibility is not based on financial need and a student may borrow up to the cost of education less financial aid. The interest rate is variable and adjusted quarterly. The minimum amount that may be borrowed annually under this program is \$500. Repayment may extend over 10, 15, or 20 years depending on the amount owed. Applications are available online at www.Key.com/alternative or through the Office of Financial Aid.

MI-LOAN PROGRAM (A MICHIGAN LOAN PROGRAM NOT BASED UPON NEED): This loan program is available to any creditworthy student (or to a student with a creditworthy cosigner) or creditworthy parent of a student who attends a Michigan college (regardless of the student's state of residency). **While loan eligibility is not based upon financial need, the student must submit The Free Application for Federal Student Aid (FAFSA) to determine potential eligibility for other assistance.** The applicant may borrow up to the full cost of the student's education (minus any aid for which s/he is eligible) dependent upon calculated credit eligibility at either a fixed rate of **7.5%** or a variable rate. The minimum amount that may be borrowed under this program is \$500. Repayment options include (1) making immediate principal and interest payments, (2) making payment of interest only with deferment of principal for up to five years, or (3) deferring all payments (both interest and principal) for up to five years (allowing interest to capitalize thereby increasing overall debt). Repayment may extend up to 25 years and begins upon disbursement of the loan check. Applications are available either on the Web (<http://www.michigan.gov/mistudentaid>) or through the Office of Financial Aid.

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D. STUDENT EMPLOYMENT — FEDERAL WORK STUDY:

Awarded employment is funded either through the college or the Federal Work Study (FWS) program. Throughout the academic year, those students with employment included as a part of their financial aid package are given highest priority in on-campus job placement. Students must be enrolled at least half-time (six or more credits a semester) to qualify. The average work load is 9 to 10 hours per week, allowing a student to earn up to \$1,500 per academic year (based upon the minimum wage of \$5.15 per hour). **STUDENTS ARE PAID DIRECTLY FOR HOURS WORKED ON A BI-WEEKLY BASIS AND IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE PAYMENTS TOWARD ANY OUTSTANDING BALANCE ON HIS/HER ACCOUNT.**

Important Note: As a participant in the Federal Work Study program, Hope College annually offers a limited number of job opportunities in community service positions. A student must have been awarded Federal Work Study funds in order to participate (as indicated on his/her award letter). Contact the STUDENT EMPLOYMENT OFFICE for more information.

PAYMENT OF FINANCIAL AID TO STUDENTS — THE BILLING PROCESS

Student billing statements are sent out monthly by Business Services. These billing statements include the student's charges to date and all finalized financial aid credits. Billing statements issued during the months of July through November include all charges and applicable aid credits for first semester. Billing statements issued during the months of December through April reflect all charges and applicable aid credits for the full academic year.

ON-CAMPUS EMPLOYMENT EARNINGS ARE NOT DIRECTLY CREDITED TO A STUDENT'S ACCOUNT. INSTEAD, THE STUDENT IS PAID DIRECTLY EVERY TWO WEEKS. SHE/HE IS THEN EXPECTED TO APPLY ALL OR PART OF SUCH EARNINGS TO THE BALANCE REMAINING ON HER/HIS ACCOUNT.

An outside scholarship award is not applied to a student's account until Business Services has received the check from the awarding agency/individual. Upon receipt of said check, one half of a student's award is credited to each semester. **Some forms of aid may not be credited to the student's account until the Office of Financial Aid receives proper verification and/or other required materials. For example, a Federal Pell Grant is not officially credited to a student's account until the Office of Financial Aid has received a valid electronic Institutional Student Information Record (ISIR) from the federal FAFSA processor.**

For Students on the Hope College Budget Payment Plan: The Hope College Budget Payment Plan allows a student to apply payments to the balance on her/his account over a five-month period for each semester. Further questions regarding the Hope College Budget Payment Plan and the billing process should be directed to Business Services at (616) 395-7812.

FEDERAL VERIFICATION REQUIREMENTS

When student financial aid applications are processed through the federal processing agency, applications are selected (based upon specified federal criteria) to undergo the process of data verification. The Office of Financial Aid is then required to conduct a verification process with those students selected.

The verification process is simply a federal quality control initiative. If selected, the Office of Financial Aid will notify the student and she/he will be required to submit a

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VERIFICATION STATEMENT and a variety of supporting documents to the Office of Financial Aid (e.g., the parents' and student's federal tax returns, W-2 forms, documentation of untaxed income, etc.). The student's submitted documentation is then compared with the data originally reported on the financial aid application. Any corrections made as a result of this verification process may result in a change to the student's financial aid eligibility.

THE RENEWAL OF FINANCIAL AID

Consideration for financial aid each year depends upon four factors: applying for aid by stated deadlines, satisfactory academic progress, the demonstration of financial need and the availability of funds. In order to be eligible for consideration, students must submit the required financial aid applications by **March 1 of each year**. Each summer, students who demonstrate financial need based upon their financial aid application will be awarded financial assistance for the next academic year. For renewal students, the dollar amounts of aid will normally remain constant if a student's need remains the same. Aid increases or decreases are based upon an evaluation of the financial aid application. For those awards with renewal criteria based upon the demonstration of a specific cumulative grade point average (GPA), the GPA in evidence at the close of the spring semester will be the GPA used in the renewal determination.

Many factors can serve to reduce a student's financial aid eligibility in any given year. Some of the most common influencing factors are as follows:

1. An increase in either the parents' or the student's income as compared to that of the prior year
2. A decrease in the number of family members
3. A decrease in the number of family members attending college
4. An increase in the reported asset holdings

NOTE: While the award letters for incoming freshmen and transfer students are normally sent to students during the months of March and April, the award letter process for returning upperclass students begins during the end of May and extends throughout the month of June.

INTER-INSTITUTIONAL CONSORTIUM AGREEMENTS

Hope students sometimes withdraw temporarily (e.g., for a semester or a year) to attend another institution with the intent of returning to Hope College for their degree. Similarly, students enrolled at another institution may opt to enroll temporarily as a guest student at Hope College. Relative to the administration of the financial aid of these students, Hope College does not participate in inter-institutional Consortium Agreements unless the other institution is willing to assume full responsibility and the administration of the student's financial aid for the period of enrollment in question.

SATISFACTORY ACADEMIC PROGRESS POLICY

It is the policy of Hope College to provide financial aid to students who meet the normal academic standards established by the College and who are making adequate progress toward their degree requirements. In addition, federal regulations require students to make satisfactory progress in their degree program to be eligible for federal assistance. The following Satisfactory Academic Progress (SAP) requirements apply to all students receiving financial aid through the programs listed below:

- Hope College scholarships, grants, and loans
- Michigan and non-Michigan state scholarship and grant programs
- National Merit Scholarships

FINANCIAL AID FOR STUDENTS

- Federal grants, loans, and work-study
- Other outside scholarships, grants, loans

Satisfactory academic progress is measured in both qualitative terms (cumulative grade point average) and quantitatively (earned credit hours). Progress is measured at the end of each spring semester to determine a student's financial aid eligibility for the subsequent academic year. This policy is effective as of January 1, 2001, and supersedes all prior satisfactory academic progress policies. This policy may be subject to change in the future should there be any changes in federal regulation.

I. Qualitative Measurement (cumulative grade point average)

Students must meet the cumulative grade point average schedule as outlined in the Academic Standing requirements found in the General Academic Regulations section of the Hope College Catalog. Dismissed students granted readmission to the College through successful reapplication will be considered to have met this portion of the requirements. The Office of the Registrar is responsible for monitoring the qualitative measurement of this policy.

II. Quantitative Measurement (credit hours earned)

- Students pursuing their first undergraduate degree (e.g., Bachelor of Arts) will be eligible to receive financial assistance through the semester in which they attempt their 160th credit hour.
- Students already holding a Bachelor's degree and pursuing a Teaching Certificate will be eligible to receive any financial aid for which they are eligible as long as all courses in which they enroll are required for certificate completion and 100% of all attempted hours are earned.
- Students already holding a Bachelor's degree and pursuing a second degree will be eligible to receive any financial aid for which they are eligible as long as all courses in which they enroll are required for degree completion and 100% of all attempted hours are earned.
- Students must successfully complete/earn their hours attempted according to the following tables:

<u>Attempted Hours</u>	<u>Percentage that must be completed/earned</u>
1-32	60%
33-64	65%
65-96	70%
97-126	75%
127-160	80%

E. Additional definitions and explanations:

- "Attempted Hours" are the cumulative hours a student has attempted during all enrollment periods at Hope College, irrespective of receiving financial aid. Students who receive the following grades are considered to have "attempted" those credit hours and these hours therefore count toward the cumulative maximum: no report (NR), incomplete (I), withdrawal (W), failure (F), and all passing grades (A, B, C, D, P).
- All transfer hours accepted by Hope College are treated as both attempted and earned hours.
- If a student repeats a course, the credit hours for **both** the first and the repeated course will be included in the "Attempted Hours" figure when evaluating his/her academic progress. The credit hours for the first course will **not** be included in the "Earned Hours" figure.
- Credit hours earned through CLEP, Advanced Placement, or Credit by Exam are included in both the measurement of "Attempted" and "Earned" hours.

FINANCIAL AID FOR STUDENTS

5. Successful completion will be measured using the cumulative total number of “Earned Hours” as reflected on the student’s academic transcript at the time of evaluation.
6. If a student is not making satisfactory academic progress at the close of the spring semester and subsequently earns additional hours during the following summer, these additional earned hours will be considered in the reevaluation of his/her aid eligibility for the following academic year.

III. FAILURE TO MAINTAIN SATISFACTORY PROGRESS

- A. Students who fail to meet the qualitative (cumulative grade point average) requirement will be notified of their probation or dismissal status by the Office of the Registrar.
- B. At the time of evaluation, students not meeting the quantitative measurement (earned hours) will be placed on Satisfactory Academic Progress Probation for one (1) academic year (during which time they will be eligible to receive financial aid). By the end of this probationary academic year, students must meet the quantitative measurement as stated above. Should students fail to meet this standard, they will no longer be eligible to receive financial aid during the subsequent academic year.

NOTE: Students applying for financial aid for the first time as upperclassmen will not be considered eligible to receive any form of financial aid if they do not meet the above progress requirements.

- C. Degree-seeking students will no longer be eligible to receive financial assistance after the semester in which they attempt their 160th credit hour. Students already holding a Bachelor’s degree who are pursuing either a Teaching Certificate or a second degree will no longer be eligible to receive financial assistance should they fail to complete 100% of all attempted courses

IV. REINSTATEMENT

Unless eligibility is reinstated through the formal appeal process (see below), students will remain ineligible to receive financial aid until that time when they again meet the qualitative/quantitative standards set forth above. It will be the responsibility of students seeking reinstatement to contact the Office of Financial Aid and request that their records undergo review when they believe they are again in compliance with the above requirements.

V. APPEAL PROCESS

- A. Students who are dismissed due to their failure to meet the qualitative (cumulative grade point average) measurement may appeal using procedures stated in the *General Academic Regulations* section of the college catalog.
- B. Students failing to meet the quantitative (earned credit hours) measurement may appeal to the Director of Financial Aid. Students must submit a personal letter to the Director explaining the reason(s) for the failure as well as an academic plan from the student’s academic advisor stating how and when the student will make up the deficiency. Students will be notified of the Director’s decision within two (2) weeks of the receipt of the appeal. The following types of information may be considered in determining whether the student’s appeal will be accepted:
 1. The student is making up incompletes, or
 2. There have been unusual circumstances such as an extended illness or a death within a family, or
 3. The student withdrew from the college after the Drop/Add period.

FINANCIAL AID FOR STUDENTS

VI. MITIGATING CIRCUMSTANCES

The College revised its Satisfactory Academic Progress policy during the 2000-01 academic year. The College therefore provided a transitional one-year period for those students who were on probation during 2000-01 and who might have been adversely affected by this new policy. For these students, the previous Satisfactory Academic Progress policy applied for the 2001-02 award year. However, they have been subject to the above policy since the beginning of the 2002-03 academic year.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS, CONTACT US:

The Office of Financial Aid
Hope College
100 E. 8th St.
PO Box 9000
Holland, MI 49422-9000
Phone: (616) 395-7765
Toll-Free Number: (888) 439-8907

OFFICE STAFF:

Phyllis Kleder Hooyman
Director of Financial Aid

Carla Bender
Associate Director of Financial Aid

Marty Reyes
Assistant Director of Financial Aid

Cindy Groters
Financial Aid Counselor

MERIT-BASED SCHOLARSHIPS AND AWARDS

As part of its commitment to academic and artistic excellence, Hope College seeks to recognize students who present the strongest admissions files and also those who demonstrate outstanding ability in the arts. Financial need is not a criterion in the awarding of merit scholarships and awards funded by the college.

For most scholarships the application for admission also serves as the application for the scholarship. In those few instances where additional materials are requested, the requests will be sent to the students under consideration for specific scholarships. Students whose admissions files are complete by February 15 are assured consideration for Hope College merit-based scholarships. The National Merit Scholarship competition is controlled exclusively by the National Merit Scholarship Corporation and has its own set of deadlines. Hope is a sponsoring college of National Merit Scholars.

A number of artistic awards are available in art, creative writing, dance, music and theatre. Primarily designated for students intending to major in the arts, the application process for these awards is determined and coordinated by the respective departments. Chairpersons of the appropriate departments (Art, English, Dance, Music, and Theatre Departments) may be contacted for more detailed information.

STUDENT EXPENSES

ACADEMIC YEAR 2005-06



General Fees ⁽¹⁾	Per Semester	Academic Year
Tuition — 12 to 16 credits	\$10,710.00	\$21,420.00
Board — 21 meals per week ⁽²⁾	\$ 1,814.00	\$ 3,628.00
Room ⁽³⁾	\$ 1,520.00	\$ 3,040.00
Activity Fee	\$ 60.00	\$ 120.00
Total	\$14,104.00	\$28,208.00

Class Fees: Certain classes require payment of fees to cover the costs of special materials, travel and activities provided during instruction. These fees generally range from \$50.00 to \$400.00 per class and are in addition to the general fees.

Music Lesson Fee:⁽⁴⁾ Organ, Piano, Voice or Instrument

One thirty-minute lesson per week

for one semester 2 credits \$90.00

One sixty-minute lesson per week

for one semester 3 credits \$120.00

Special Fees:

Application (Paid by each student upon application for admission)	\$35.00
FOCUS Program	\$315.00
Enrollment Deposit: \$200 applied against general fees and \$100 used as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full. See page 66 for more information.	\$300.00
Readmit Deposit ⁽⁵⁾	\$200.00
Tuition Deposit: Payable at time of fall registration which occurs during the spring and applied toward fall tuition.	\$250.00
Tuition above normal 16-credit load (per credit)	\$242.00
Tuition: 8-11 credit load (per credit)	\$765.00
Tuition: 5-7 credit load (per credit)	\$495.00
Tuition: ⁽⁶⁾ 1-4 credit load (per credit)	\$338.00
Tutorial: Per credit (by special arrangement)	\$670.00
Late Payment Service Charge — assessed per semester if full payment is not received by due date:	
\$300 to \$1,000 balance	\$ 25.00
\$1,001 to \$2,000 balance	\$ 50.00
\$2,001 to \$3,000 balance	\$ 75.00
\$3,001 or more balance	\$100.00

1. Hope College reserves the right to increase tuition, room, board and fees at any time.
2. Other board options are: 15 meal plan: \$3,380.00 per year, 10 meal plan: \$3,160.00 per year. Changes in board plans can be made through the first week of classes. Any requests for a late change in board plans must be submitted to the Director of Food Services for consideration.
3. All rooms in college housing are contracted for the college academic year. Other housing options are available if space permits at additional charges from \$100.00 to \$1,060.00 per year.
4. Fees for music lessons are in addition to the normal credit charge.
5. Tuition deposit and readmit deposit are not refundable if the student does not enroll.
6. Students enrolled for 1-4 credits are not eligible to receive special college services and attend college events except by payment of service fees and admission charges.

STUDENT EXPENSES

ACADEMIC YEAR 2005-06

Payment of College Bills:⁽¹⁾

All bills are due and payable in advance of the beginning of each semester. Bills will be rendered in advance and payments should be directed to the Business Services Office. A late payment fee will be added to accounts not paid in full by August 30, 2005, for the fall semester and January 10, 2006, for the spring semester.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Business Services Office for the settlement of all financial obligations before final examinations, graduation diplomas, the issuance of transcripts, or registration for a succeeding term. A service charge of 1 1/2% per month (annual percentage rate of 18%) will be added to the unpaid balance of the accounts of all students who are no longer enrolled at Hope College.

Withdrawal From College:⁽²⁾

Hope College has established a refund policy for all students who find it necessary to totally withdraw from the college. Withdrawing from college has, among other factors, important financial considerations for a student to be aware of. A withdrawal may affect the amount of charges a student will be responsible to pay and the amount of financial aid a student receives.

To initiate the withdrawal process and determine the financial implications, a student must complete a Withdrawal Form. (These forms are available from the Office of the Registrar.) Staff in the Business Services Office are available to counsel students regarding the financial aspects of full withdrawal.

Contractual arrangements are made in advance with members of the faculty and staff, and other provisions for education and residence, to accommodate each registered student for a full academic year. Should a student withdraw before the end of a semester the following refund policies will apply:

1. **ROOM CHARGES** — Enrolled students are required to live in college housing and contract a room for the full academic year. Prorated adjustments will be granted only to those students who officially withdraw for reasons of health. No other adjustments will be granted.
2. **BOARD CHARGES** for students officially withdrawing from the college will be prorated.
3. **TUITION CHARGES⁽³⁾** for students who officially withdraw from college, or are suspended, will be credited from the beginning date of classes as follows:

FALL SEMESTER 2005 —	SPRING SEMESTER 2006 —
Aug. 30 — Sept. 7100%	Jan. 10 — Jan. 18100%
Sept. 8 — Sept. 1480%	Jan. 19 — Jan. 2580%
Sept. 15 — Sept. 2160%	Jan. 26 — Feb. 160%
Sept. 22 — Sept. 2840%	Feb. 2 — Feb. 840%
Sept. 29 — Oct. 520%	Feb. 9 — Feb. 1520%
After Oct. 5NO REFUND	After Feb. 15NO REFUND

1. Special arrangements for payment of your college expenses on a monthly basis can be made by contacting the Hope College Business Services Office and requesting information about the Budget Payment Plan.
2. Failure to complete a non-returning student form by the end of the fourth week of the succeeding semester will result in the forfeiture of the \$100.00 Security Deposit. See page 90 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.

STUDENT EXPENSES

ACADEMIC YEAR 2005-06

4. **FINANCIAL AID** — The term “refund” in conjunction with financial aid under this section is defined as the cancellation of unearned financial aid and the return of these funds to the source.

Federal Title IV Student Financial Aid

The Higher Education Amendments of 1998 mandate the formula for calculating the amount of aid a student and school may retain when a student withdraws from all classes during a semester. In general, a student “earns” disbursed federal financial aid awards in proportion to the number of days in the semester prior to the student’s complete withdrawal. If a student completely withdraws from school during a semester, the school must calculate, according to a specific formula, the portion of the total disbursed financial assistance that the student has earned and is therefore entitled to retain, until the student withdrew. If a student receives (or the College receives on the student’s behalf) more assistance than the student earns, the unearned funds must be returned to the applicable federal aid program. **Students who initiate a complete withdrawal and have not completed the federal verification process will be ineligible to receive any Title IV financial aid.**

Students who withdraw prior to completing more than 60% of an enrollment period will have their eligibility for federal aid recalculated based on the percent of the term completed. Students who withdraw after completing 60% will not undergo any federal aid recalculation.

1. This policy applies to all students who completely withdraw, drop out, or are expelled from Hope College and receive financial aid from Title IV funds:
 - a. Federal Title IV Student Financial Aid consists of Federal Direct Loans, Perkins loans, PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG). For the purposes of this policy, it does not include Federal Work Study (FWS).
 - b. A student’s withdrawal date is:
 - i. The date the student began the withdrawal process;
 - ii. The midpoint of the period of enrollment for a student who leaves without notifying the College; or
 - iii. The student’s last date of attendance at a documented academically related activity.
2. Prorated adjustments on all institutional charges, including tuition & fees, will be calculated using the College Refund policy (see page 82).
3. Title IV aid is earned on a prorated basis up to and including the 60% point in the semester. After the 60% time of attendance is reached, Title IV aid is viewed as 100% earned.
 - a. The percentage of Title IV aid earned is calculated as follows:

$$\frac{\text{Number of days completed by student}}{\text{Total number of days in Term}^*} = \text{Percent of Term Completed}$$

The percent of term completed is the percentage of Title IV aid earned by the student

*The total number of calendar days in a term of enrollment includes weekends and breaks less than five days, but excludes any scheduled breaks of more than five days.

- b. The percentage of Title IV aid unearned (i.e., to be returned to the awarding program) shall be 100% minus the percent earned.

STUDENT EXPENSES

ACADEMIC YEAR 2005-06

- c. Unearned aid shall be returned first by Hope College from the student's account calculated as follows:
Total institutional charges X percent of earned aid = amount returned to the program(s)
Unearned Title IV aid shall be returned to the programs in the following order:
1. Federal Direct Unsubsidized Loan
 2. Federal Direct Loan
 3. Federal Direct PLUS Loan
 4. Federal Perkins Loan
 5. Federal PELL Grant
 6. Federal SEOG
 7. Other Federal programs
- NOTE: No program can receive a refund if the student did not receive a disbursement from that program.
- d. When the total amount of unearned aid is greater than the amount returned by Hope College from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as noted in section (c.)
4. Adjusted statements will be sent to the student's permanent address on file. Students are responsible for any remaining portion of their institutional charges after Title IV funds are returned. Credit balances will be paid to the student within 14 days after the adjustments are posted.
 5. College and student responsibilities for the return of Title IV funds.
 - a. Hope College is responsible for:
 - i. providing each student with the information given in this policy;
 - ii. identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for each student; and returning any Title IV funds that are due the Title IV programs
 - b. The student is responsible for:
 - i. becoming familiar with the Return of Title IV policy and how complete withdrawal affects the eligibility of Title IV financial aid
 - ii. returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible to have received via the Return of Title IV Funds calculation
 6. The fees, procedures and policies listed above supersede those previously published and are subject to change at any time.
 7. Students who are making a complete withdrawal during a semester must complete a Withdrawal Form (obtained at the Office of the Registrar)

State of Michigan Aid

If a student withdraws and is eligible for a full tuition refund, any Michigan Competitive Scholarship or Tuition Grant award must be cancelled. If the student is eligible for a partial refund, his/her award will be reduced based on the percent of the tuition and Activity Fee originally paid by the scholarship/grant award.

The Michigan Merit Award (MEAP) disbursed for the semester in which the student withdraws will not be returned to the State. Instead, the amount disbursed for the semester in question will be first used to pay institutional charges.

Hope College Grants, Scholarships & Outside Scholarships

A student will retain a percentage of all other financial aid based on the following formula:

$$100\% - (\% \text{ of tuition credited}) = \% \text{ of aid to be retained}$$

Outside scholarships will be refunded to the agency that provided the funds.

Examples of financial aid recalculations due to early withdrawals can be requested by contacting the Business Services Office.



SYSTEM OF GRADING

Each student receives a grade in his/her courses at the middle and at the close of the semester. The mid-semester grades, designed to give the student an indication of his/her progress, do not appear on a student's transcript.

The system of grades is as follows:

Grade	Significance	Quality Points
A	Superior	4.0 per sem. credit
A-	Superior	3.7 per sem. credit
B+	Good	3.3 per sem. credit
B	Good	3.0 per sem. credit
B-	Good	2.7 per sem. credit
C+	Adequate	2.3 per sem. credit
C	Adequate	2.0 per sem. credit
C-	Adequate	1.7 per sem. credit
D+	Weak but passing	1.3 per sem. credit
D	Weak but passing	1.0 per sem. credit
D-	Weak but passing	0.7 per sem. credit
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning, probation, or suspension. By way of example, a student receiving an A, B, C, D, or F in a three-credit semester course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester credits attempted (excluding "Pass" credits and "W" grades) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

GRADE REPORTS

Grades are reported to students by the Registrar both at midterm and at the conclusion of the semester. Final grades become part of the official record of the student. Midterm grades and final grades are available to students online through KnowHope Plus.

INCOMPLETES

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F). Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his/her requested degree date must apply for the next degree date.

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CODE FOR ACADEMIC INTEGRITY

PREAMBLE

As it seeks to fulfill its mission, the Hope College community assumes that each of its members will operate with integrity and honesty, with a sense of personal responsibility, and with mutual trust and respect toward others in all facets of the life of the college. In order to apply this principle to academic life in a fair and consistent manner, the following policy has been adopted to clarify the expectations regarding conduct, and to establish a set of procedures for dealing with situations that violate these expectations.

A. EXPECTATIONS

Academic Integrity is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

1. Give, offer, or receive aid on examination other than that specifically allowed by the professor.
2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
3. Falsify or fabricate data. This has particular application to laboratory work and research.
4. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
5. Knowingly represent the work of others as his/her own. This includes plagiarism.

Plagiarism is the dishonest presentation of the work of others as if it were one's own. Writers, speakers, musicians, artists, or computer programmers — whether students or professionals — commit plagiarism when they present, without acknowledgement, all or part of another person's work as if it were their own. Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning.

Plagiarism can take several forms, including but not limited to:

- Using the exact words of another writer in part of a paper without both citation and quotation marks (or block indentation in the case of longer quotations).
- Cutting and pasting material from internet or other electronic resources without proper citation of sources.
- Including the paraphrased or summarized idea of another writer without acknowledging its source.
- Accepting excessive assistance from another person in writing a paper without informing readers of the nature and extent of that collaboration.
- Submitting for credit a complete paper or portion of a paper written by another person, no matter whether the paper was purchased, shared freely, stolen, found, or acquired by other means.
- Submitting music, drawings, paintings, sculptures, or photographs that copy or rely closely on the work of other artists, without explicitly citing the original source.
- Writing a computer program that is the same or closely similar to existing sources.
- Accepting credit for a project, multimedia presentation, poster, or other assignment that draws dishonestly on the work of others.

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Duplicate submission is also a violation of academic integrity, because every assignment presumes that a new inquiry and effort will produce new learning, and submitting a paper already written for another occasion subverts this learning. Submitting the same original paper for credit in more than one class in the same semester, without the expressed permission of both instructors involved, is not acceptable. Using the same paper or closely similar material from one semester to fulfill a requirement in another semester is normally not allowed without specific permission from the instructor. If students receive the same or similar assignments in a different course, they should consult with the professor about alternate assignments.

Penalties for Plagiarism

- Recognizing that students may sometimes commit plagiarism unintentionally because they do not know the conventions of quotation, citation, and acknowledgement, professors may deal with cases of plagiarism in different ways.
- When in the professor's judgment the student intends to do honest work but does not yet understand the conventions of academic quotation and acknowledgement, the professor may require the student to rewrite the paper, may lower the grade on the paper, or may fail the paper.
- However, when a case of plagiarism results not from ignorance of conventions but from actions by which the writer deceives the professor about sources of words or ideas, or by which the writer tries to fulfill an assignment without doing all the necessary work, the ordinary sanction will be failure in the course.
- Cases of plagiarism that result in a failing grade for an assignment or for a course must be reported to the provost in order to prevent any individual from plagiarizing repeatedly and each time professing ignorance. (Provost's office records associated with plagiarism are destroyed when the affected student graduates.) If a student plagiarizes repeatedly, the provost may apply additional penalties, including dismissal from the college.

B. VIOLATIONS

With the aim of maintaining and promoting integrity in the community and in a spirit of helpful concern, every member of the community is encouraged to address any perceived violations of integrity directly by confronting the appropriate party. The following procedures have been defined to ensure that apparent violations are handled in a prompt and just manner.

1. If a faculty member observes an apparent violation of academic integrity, the faculty member should within five class days of the observation arrange for a discussion to take place as soon as possible. During that conversation, the faculty member will discuss his/her suspicion with the student and inform the student of the options below, and of the student's right to appeal any action taken by the faculty member.
 - a) If the student has an explanation which is acceptable to the faculty member, the case may be closed with no written record or further action.
 - b) If the matter is not resolved, the instructor may impose a sanction. The penalty imposed should reflect the seriousness of the violation. In the case of major violations, the faculty member may assign a failing grade in the event (test, paper, performance, etc.) or for the course. Sanctions for minor violations may include downgrading the work or assigning additional work to replace the work in question. The faculty member may also recommend to the Provost that additional non-grade sanctions be imposed. In the event that any sanction is imposed by the faculty member, the incident and action taken must be reported in writing to the Provost (with a copy to the student) within one week of the informal meeting.

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- c) If a sanction has been imposed, the student has the right to file a written appeal to the Provost (with a copy to the instructor). This appeal must be filed within one week after the student receives notification of the sanction. The Provost will then review the incident, resolve it to the satisfaction of both parties, or refer it to the Student Standing and Appeals Committee (SSAC).
 - d) If the incident is referred to the SSAC, the SSAC may act on the basis of the written record, or may invite the parties to submit additional information. If the student is found to be innocent, the faculty member will be notified and any academic sanction imposed against the student will be nullified.
 - e) If the student is not found innocent, the Provost will decide whether to impose a non-grade sanction. The Provost will take into account the faculty's recommendations, any related record in the Provost's office, and recommendations from the SSAC or the office of the Dean for Student Development.
 - f) If additional non-grade sanctions are imposed by the Provost, the student may appeal these sanctions to the SSAC.
 - g) If, after meeting with the student to discuss an apparent violation, the faculty member is unsure of what action to take, she/he may refer the matter to the SSAC through the Provost even if no sanction has been imposed. The faculty member may seek advice from the Provost and SSAC at any time.
2. All proceedings will be conducted with strict confidentiality by all those involved in the matter. Records of alleged violations resulting in innocent findings will be promptly destroyed. In cases where guilt is established, reports from the faculty member and the SSAC will be retained by the Office of the Provost for the duration of the student's academic career at Hope College. The record will also allow the recording of the student's defense. All related reports shall be destroyed upon graduation. The records of a student suspended or expelled for a violation will be retained for three years before being destroyed. All provisions of the Family Education Rights and Privacy Act shall apply regarding release of information from these records.
 3. Specific reference to these procedures shall be made in the college Catalog. These procedures shall be presented in full in the **STUDENT HANDBOOK** and the **FACULTY HANDBOOK**. *Course syllabi should contain a reference to these procedures and detail their applications for that particular course.*
 4. Faculty are encouraged to create environments conducive to fostering integrity by all. This means that proctoring examinations may be necessary in some instances, but it also calls for positive action on the part of the instructor to remove undue temptation.
 5. The Administrative Affairs Board will maintain its charged oversight of the conduct of the SSAC and will also take overall responsibility for encouraging and maintaining an atmosphere supporting academic and social integrity.

ACADEMIC STANDING

Dean's List: Full-time, degree-seeking students who have earned a semester grade point average of 3.5 are placed on the Dean's List. This list is compiled at the end of each semester. Notice of this award is sent to the student, to the student's parents or guardian, and the student's hometown newspaper.

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Academic Probation: A 2.0 cumulative grade point average (GPA) is required for earning a Hope College degree. A student whose cumulative GPA falls below this requirement is placed on academic probation according to the following schedule:

- 0-24 credits attempted — below 1.7 cumulative GPA
- 25-57 credits attempted — below 1.9 cumulative GPA
- 58-89 credits attempted — below 1.95 GPA
- 90+ credits attempted — below 2.0 cumulative GPA

Students may be placed on academic probation for successive semesters if there is evidence that they are making progress toward the 2.0 cumulative GPA degree requirement. Failure to make substantial progress toward the 2.0 cumulative GPA requirement may result in academic dismissal.

The student placed on academic probation is informed by letter. A copy of this letter is sent to the student's parents or guardian and to the student's academic advisor.

Any student whose semester GPA falls below 1.3 will be placed on academic probation and will be required to meet with the Registrar or Director of Academic Advising to discuss his/her academic performance for that semester.

ACADEMIC SUSPENSION/DISMISSAL

A student may be dismissed from the college for academic reasons if, in the judgment of the college, the student's cumulative and/or semester GPA is below the standards for academic probation listed above and, therefore, jeopardizes the student's ability to earn a degree from Hope College.

Conditions which may invoke academic dismissal:

- For first-year students: any semester GPA below a 1.3 and/or a cumulative first-year GPA of less than 1.7.
- For second-year students and beyond: a cumulative GPA below a 1.9 and/or an academic record which does not show progress toward reaching the college's degree requirement of a 2.0 cumulative GPA.

A letter is sent to the student informing him/her of academic dismissal. A copy of this letter is sent to the student's parents or guardian and to the student's academic advisor.

A student may appeal the decision regarding his/her academic dismissal to the Student Standing and Appeals Committee. This appeal must be made within 10 calendar days of the receipt of the letter from the Registrar.

READMISSION AFTER ACADEMIC DISMISSAL

A student may apply for readmission to the degree program after one semester of absence. The application for readmission must demonstrate that the student has convincing evidence (usually through course work at another academic institution) that he/she is ready and able to return to Hope College.

Questions regarding academic standing may be addressed to the Registrar.

CERTIFICATION OF VETERANS

Students receiving benefits from the Veterans Administration should be aware of the following: 1) Benefits are discontinued if a student is on academic probation for more than two successive semesters. The schedule on at the top of this page of the *Catalog* applies. 2) Benefits are paid only for courses which directly apply to the student's authorized program and for the degree requirements for that program. 3) Benefits are paid only for courses for which credit is earned. Withdrawing from a course may affect the student's benefits. Courses taken on an audit basis do not count toward benefit

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credits. Incomplete grades must be resolved within six weeks. 4) Any changes in a student's program must be authorized by the Veterans Administration. 5) Veterans need to follow standards of progress toward the degree for which they are enrolled. A student who is on academic probation so defined above for two consecutive semesters and/or summer terms either as a full-time or part-time student will not be certified by the college for continuation of VA benefits. The Veterans Administration will be notified of such action. In order to be once again eligible for certification for VA benefits, a student must raise his/her grade point average to an acceptable level.

Students who receive veterans benefits should keep in close touch with the Office of the Registrar to make sure that all requirements are met so that benefits can continue without interruption.

WITHDRAWAL FROM COLLEGE

In order to assure himself/herself of an honorable dismissal from college, a student withdrawing from college any time during an academic term must obtain a withdrawal form from the Registrar's Office and have it signed by the Dean of Students, Student Accounts Office Manager, and the Registrar. No refund will be given to a student until the above form is processed.

NON-RETURNING STUDENTS

Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the college by the end of the second week of the succeeding semester. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Registrar's Office in the DeWitt Center.

REPEATING A COURSE

No grade may be removed from the student's permanent record but if a student wishes to raise his/her mark in a course, he/she may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

CHANGE OF COURSES

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing courses: Adding And Dropping Of Courses — Students may add and drop courses without academic penalty during the first week of classes. Drop/Add forms can be obtained in the Registrar's Office in the DeWitt Center. Withdrawal From Courses — A student may withdraw from a course after consultation with his/her instructor and advisor within the first ten (10) weeks of the semester. After the end of the first week in the semester, the notation "W" will appear on his/her record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

PASS/FAIL OPTION

Each sophomore, junior and senior, as a part of his/her regular quota of courses, is permitted to elect and designate in each semester one course for which he/she will be

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granted the usual academic credit but will have the grade of this course recorded on his/her permanent record as a “P” or an “F.” This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 credits or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student’s major or minor field and may not be a course required to meet general education components. It may not be a required course, either by the department of the student’s major or minor or by the college. Because of this requirement, a student should have declared his/her major or minor prior to requesting that a course be designated pass/fail. Students seeking teacher certification may not take professional education courses on a pass/fail basis.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor. Having done this, he/she will receive a “P” for pass, if not, an “F” for fail.
4. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and, within ten weeks following the completion of registration, should obtain a special pass-fail form from the Registrar’s Office. The student will indicate the course which he/she wishes to elect on a pass-fail plan and have it approved by his/her academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Registrar’s Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. During the semester the student will receive grades for his/her work in the course, but at the end, will receive on his/her record a “P” or an “F.” Failures will be computed into the student’s cumulative grade point average.
6. If the student desires, the professor may be informed of the student’s election of the pass-fail grading system for his/her particular course. The professor will submit a letter grade for the student to the Registrar’s Office where it will be translated to either the “P” or “F” designation.
7. Students seeking admission to some graduate schools and some professional schools should ascertain the maximum number of P-F courses which schools will accept.

AUDITING A COURSE

Any student may register to take most Hope courses on an audit, non-credit basis. Exceptions to this rule are courses requiring activity or performance in the Fine Arts and Kinesiology departments. Students who desire to audit a course must indicate their intent to the Registrar within the first week of the semester. Changes from credit to audit and vice versa will not be allowed after the first week of the semester has ended. The fee for courses taken on an audit basis is the same as for those taken on a credit basis.

TRANSFER CREDIT WHILE ENROLLED AT HOPE

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College department chairperson and the Registrar. Forms to insure the transferability of these courses are available in the Registrar’s office in the DeWitt Center.

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The credits for courses with grades of “C” or better will automatically transfer if advance approval has been obtained. Credit in courses with grades of “C-” or below will transfer only if the student’s cumulative grade point average at the institution issuing the credit is 2.0 or above.

Credits awarded are posted on the student’s permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the college reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

HONORS INDEPENDENT STUDY OR RESEARCH

Senior students with a cumulative grade point average of 3.0 or better may apply to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student’s permanent record as independent study or research-honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

STUDENT LOAD

The normal student load is 16 credits per semester. Regularly enrolled students must carry a minimum of 12 semester credits of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of 12 credits to be considered full-time students and to receive maximum benefits. In order to maintain their visa status, foreign students need to maintain a minimum load of 12 semester credits.

Permission to take more than a normal load is based upon the student’s previous academic record. Eighteen credits may be granted by the advisor. Application for more than 18 credits must be made to the Registrar.

A student’s normal summer load is three or four credits in a four-week session. Overloads must be approved by the Registrar.

CLASSIFICATION OF CLASSES — Eligibility

FRESHMAN — Fewer than 24 credits

SOPHOMORE — Student must have 24-57 credits

JUNIOR — Student must have 58-89 credits

SENIOR — Student must have 90 credits

CLASS ATTENDANCE

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his/her daily text assignments. It is the student’s responsibility to present an excuse to his/her instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his/her attempt to make up his/her loss when such

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absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

APPEALS AND REQUEST FOR ACADEMIC WAIVERS

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his/her faculty advisor to waive an academic regulation. If the student's request is denied, he or she may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the Chairperson of the Student Standing and Appeals Committee within ten days after notification of the decision.

APPEAL OF FINAL GRADE

If a student disputes a final course grade given by an instructor, the following procedure should be followed: 1) If the instructor is not a department chairperson, the student may appeal to the department chairperson, who will act as mediator. 2) If a chairperson's final grade is in dispute, the senior member of his/her department shall act as the mediator. The instructor whose grade has been questioned has the final decision in the matter.

CREDIT BY EXAMINATION WHILE ENROLLED AT HOPE

Credit by examination is available to enrolled Hope students through either the College-Level Examination Program (CLEP) or departmental examinations.

Credit earned by means of any credit-bearing examination approved by the college may be used to satisfy specific general education or major requirements. If there is a Hope equivalent course indicated (applies to CLEP listing below) and if that course meets a requirement, so, too will the credit earned via an examination for credit.

CLEP: Credit is awarded for most CLEP Subject Examinations; no credit is granted for the CLEP General Examinations. Credit is awarded for scores which meet the guidelines established by the College Entrance Examination Board in its national norming procedures (see table below). Where possible, the CLEP Subject Examinations are equated to existing Hope courses and the examinations can be used to partially fulfill general college requirements. The table below lists the available CLEP Subject Examinations, those acceptable for Hope credit, the minimum score needed for credit, the credit value of the examinations, and, where applicable, the Hope equivalent course.

CLEP Exam	Score For Credit	Sem. Credits	Hope Equivalent Course
Accounting, Introductory	50	6	Acct. 221, 222
American Government	50	4	Pol. Sci. 100
Am. History I; Early-1877	50	4	History 160
Am. History II; 1865-Present	50	4	History 161
American Literature	50	8	English 305, 306
Biology, General	50	6	Biology 150
Business Law, Introductory	50	3	Mgmt. 341
Chemistry, General	50	6	None – Non-majors general chemistry credit awarded
*College French - First Year	50	8	French 101, 102
- Second Year	62	8	French 201, 202

*The language exams have one exam for the first and second year. Credit is granted according to how well a person does on the exam.

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CLEP Exam	Score For Credit	Sem. Credits	Hope Equivalent Course
*College German - First Year	50	8	German 101, 102
- Second Year	63	8	German 201, 202
*College Spanish - First Year	50	8	Spanish 121, 122
- Second Year	66	8	Spanish 221, 222
English Literature	50	8	English 301, 302
Human Growth & Development	50	3	None – Elective Credit
Info Systems & Computer Apps	50	3	None — Elective Credit
Literature, Analysis & Interp.	50	4	English 248
Macroeconomics, Principles of	50	4	Econ. 211
Microeconomics, Principles of	50	4	Econ. 212
Management, Principles of	50	4	Mgmt. 200
Marketing, Principles of	50	4	Mgmt. 331
Psychology, Introductory	50	3	Psychology 100
Sociology, Introductory	50	3	Sociology 101
Western Civilization I (Ancient)	50	4	History 130
Western Civilization II (Modern)	50	4	History 131

*The language exams have one exam for the first and second year. Credit is granted according to how well a person does on the exam.

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations can be arranged. Contact the Registrar to make such arrangements.

Credit by examination in either of the above programs has the following limitations:

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or at another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution. These scores will then be evaluated according to Hope College standards.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied toward the 126 credits required for graduation is 32 credits, 8 of which can be in the major area of concentration. For further information about either the CLEP or departmental testing programs, contact the Registrar.

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WRITING HANDBOOK

The faculty will use the rules of grammar, mechanics, as presented in the official writing handbook for students as the standard in grading written work submitted by students. Some departments may on occasion, however, require specific style variations that are required by their disciplines. The handbook is available in the college bookstore and must be purchased by all students enrolled in degree programs.

SOPHOMORE COMPETENCY IN WRITING

Hope College is committed to high standards in writing. Every faculty member shares the responsibility to identify student writing problems and to make formal referrals to the Academic Support Center for remedial work. When such a referral has been made, the student concerned is obligated to sit for a competency examination in writing administered at the Academic Support Center. **NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED.** The examination will normally be taken in the second semester of the sophomore year.

APPLICATION FOR DEGREE/AWARDING DEGREES

The college awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the college. Students completing degree requirements in the May Term, June Term, or July Term will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) or no record (NR) grades. A degree candidate whose record shows an incomplete (I) or no record (NR) grade(s) at the time of his/her requested degree date will be moved to the next degree date.

Diplomas may be withheld for students who have past due accounts.

ACADEMIC RECORDS OF TRANSFER STUDENTS

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: a) Admittance and class standing (freshman-senior), b) Determination of academic probation or good class standing, and c) Determination of the satisfactory completion of required courses.

The grade point earned at Hope College is that which is provided the student upon graduation. For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

STUDENT RECORDS: STATEMENT OF POLICY

Records are kept in the various offices of the college in the interest of its students and alumni. To insure the student of the confidentiality of his/her record, the college supports The Family Educational Rights and Privacy Act of 1974 with its subsequent legislation and regulations and has prepared a statement of policy on records to demonstrate compliance with this Act. This statement is available in the Registrar's Office.

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NAME CHANGES ON ACADEMIC RECORDS

Name changes are processed only for currently registered students.

In order to process a name change, proof of the name change must be submitted before the request will be processed. Valid sources of proof are: marriage license, court papers, or a driver's license with the new name appearing.

This documentation should be brought to the Registrar's Office to request a name change.

TRANSCRIPT OF ACADEMIC RECORDS

Transcripts are available from the Registrar's Office. There is no charge for official or unofficial transcripts. In order to insure the confidentiality of our students' records, transcripts will be released only upon the written request of the student. Upon receipt of a written request for a transcript, the transcript will normally be sent within 48 hours of the request.

Transcripts will be withheld if a student has a past due account with the college.

GRADUATION HONORS

Graduation honors will be conferred according to the following regulations:

Bachelor's degrees, Summa Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained an average grade of 3.87 quality points.

Bachelor's degrees, Magna Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained an average grade of 3.60 quality points.

Bachelor's degrees, Cum Laude, will be conferred upon those who have met all the requirements for the degree and have attained an average of 3.30 quality points.

In no case will an honors degree be awarded to any student who has not taken at least the equivalent of two years of full-time course work in residence at Hope.

NOTE: Students entering the college in the Fall 2005 semester and beyond will have to meet the following standards for graduation honors: Summa Cum Laude, 3.9 to 4.0; Magna Cum Laude, 3.7 to 3.89; Cum Laude, 3.5 to 3.69.

ACCREDITATION

Hope College is accredited by The Higher Learning Commission, a commission of the North Central Association, 30 N. La Salle St., Suite 2400, Chicago, IL 60602, (800-621-7440). Hope has professional accreditation from the Accreditation Board for Engineering and Technology, the American Chemical Society, the Commission on Accreditation of Allied Health Education Programs (Athletic Training), the Council on Social Work Education, the National Association of Schools of Art and Design, the National Association of Schools of Dance, the National Association of Schools of Music, the National Association of Schools of Theatre, and the Commission on Collegiate Nursing Education.

Hope College is accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers all teacher preparation programs.

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DEGREES OFFERED

Hope College offers curricular programs that lead to the Bachelor of Arts, Bachelor of Music, Bachelor of Science, or the Bachelor of Science in Nursing degrees. Degrees may be pursued either on a full-time or part-time basis.

PHILOSOPHY OF EDUCATION

The philosophy of education at Hope College is summarized by the phrase “Liberal Education within the Christian Tradition.” Liberal education seeks to create an appreciative awareness of human achievements and potentialities and to evaluate conceptions of human existence. It strives to provide, in the words of the Covenant of Mutual Responsibilities between the Reformed Church of America and its colleges, “an atmosphere of search and confrontation that will liberate the minds, enhance the discernment, enlarge the sympathies, and encourage the commitments of all students entrusted to (it).” It also provides those intellectual skills which will prepare students for their responsibilities as informed, sensitive, competent members of the global community.

As an academic community the liberal arts college fosters free, sustained, disciplined inquiry with informed, critical understanding as its goal. This type of education provides the foundation for deeper inquiry into any given field. Depth of knowledge in a specialty, however, should be pursued not as an end in itself but as an expression of one’s intellectual and moral aims.

A liberal education within the Christian tradition also seeks to develop the whole person by infusing education with purpose and direction. Hope’s Christian heritage provides a foundation for defining moral values and making moral judgments. Reverent obedience to God, as revealed in Christ and through Scripture, provides one with a theological framework for self-understanding and social concern. Having an ultimate allegiance to the Creator of all truth frees and motivates scholarly pursuits.

A Hope College education challenges students to develop an understanding of the Christian faith as a basis for academic excellence and the fulfillment of human potential. The goal of this education, therefore, is to provide students with the intellectual and ethical foundations for lifelong learning and a life of service to others.

I. OBJECTIVES OF THE CURRICULUM

This philosophy of education is expressed through the curriculum. The curriculum, therefore, has been designed to fulfill four major objectives for any student who graduates from Hope College:

A. The Ability To Understand, Communicate, and Critically Appraise Differing Ways of Knowing

In addition to demonstrating a mastery of a fundamental body of information, all Hope graduates should possess the ability to examine, evaluate, understand, use effectively, and communicate knowledge. Knowledge in this case encompasses discursive thought, sensory experience, and such symbolic languages as mathematics and the perceptual image. These modes of knowing constitute tools or processes which teach students how to learn. The student should be able to make critical judgments: to discern assumptions and premises; to examine and evaluate arguments, generalizations, hypotheses, and methods; to identify biases and contradictions; to assess the validity of conclusions drawn from information and assumptions; to recognize and make appropriate distinctions among aesthetic experiences and responses. The achievement of this objective requires that the

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student demonstrate fundamental skills in: clear and persuasive written and oral communication; sensitive and critical reading, listening, and viewing; precise perception; application of mathematical principles and procedures; and use of research facilities and library resources.

B. A Broadened Awareness and Heightened Sensitivity

Through direct experience with a variety of aesthetic, historical, theoretical, technological, cultural, and religious perspectives, the student's awareness and sensitivity should become increasingly broader and deeper as well as coherent. Experiences with various forms of artistic exploration and expression should heighten her or his aesthetic awareness and appreciation for symbolic modes of communication. An understanding of the achievements and failures of the past should deepen his or her critical appreciation of contemporary society. Exposure to scientific modes of inquiry should enhance her or his understanding of the natural world and the role of human beings in that world. Knowledge of various disciplinary methodologies should sharpen his or her understanding of the relationship between means of inquiry and the nature of the results obtained. An understanding of modern technologies should provide her or him with a practical appreciation of their usefulness and the ability to distinguish between their appropriate use and their potential misuse. Experience in the varied means of human communication — linguistic and artistic, denotative and symbolic — should further his or her understanding of both the human individual and human culture. Cross-cultural experiences and acquaintance with current affairs should lead to her or his heightened awareness of and sensitivity to gender issues, American minority and world cultures, international viewpoints, and the variety of issues calling for social justice. Experience with and knowledge of systems of belief should provide him or her with an understanding of historical Christianity and with the roles of religion in the world.

C. The Ability to Engage in Intensive Study

Sustained, orderly exploration of an academic discipline or within an interdisciplinary program, commonly referred to as a “major,” should contribute not only to the development of the student's power of understanding, but also to a broadening of her or his intellectual concerns. Through intensive study the student is exposed to the major discoveries and the most significant thought in the field, to sound methodological and technical procedures, and to the contributions of the discipline to humankind's fund of knowledge. Through internship or other forms of experiential learning, the student becomes familiar with current practices and challenges in the field. In these ways the student should experience what it means to be an active and creative member of his or her discipline.

D. A Sense of Interrelatedness of Knowledge, Experience, and Responsibility

An understanding of different value systems and an awareness of interpretive pluralism in all disciplines should characterize the student's educational growth. At the same time, as the student becomes increasingly aware of the interdependent aspects of human experience and knowledge, she or he is encouraged to develop and to articulate a personal philosophy of life which will provide meaning and coherence in his or her learning, experiencing, and decision-making. In particular, the student should understand how such a philosophy of life can be informed by a Christian world-view and its implications regarding the nature and use of thought, knowledge, skills, work, and leisure. From within the context of her or his own discipline and personal philosophy of life, the student should remain open to the totality of human experience, seeking always an integration that leads to a responsible, purposeful, and fulfilling life.

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II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

Requirements for the Bachelor's degree briefly stated are:

1. Completion of at least 126 semester credits with a minimum 2.0 cumulative grade point average. (Courses with numbers below 100 do not count toward the 126 credits.)
2. Completion of the general education requirements.
3. Completion of a major program with a 2.0 cumulative grade point average in the major.

NOTE: Some major programs require higher cumulative grade point averages for graduation. Check departmental listings for these requirements.

NOTE: An additional bachelor's degree can be awarded only under special circumstances. For a degree-seeking Hope College student, two degrees will be awarded only if the student has completed 30 additional credits beyond the first bachelor's degree and has two major concentrations in different degree programs — i.e., an A.B. degree and a B.S. degree. Completing two majors does not merit the awarding of two degrees, unless the above criteria are first met. If a student has already earned a bachelor's degree from a college or university and applies to earn a second degree at Hope College, the student will be required to meet all major and general education requirements of Hope College and have a total of 156 credits earned in combination. The senior residency requirement must also be met by these transfer students. The general education reductions for Bachelor of Music and Bachelor of Science in Nursing degrees do not apply to students who are completing two degrees, one of which is a Bachelor of Arts or Bachelor of Science.

CATALOG OF ENTRANCE

Requirements for the degree may change while students are in their course of study. Students may elect to be governed by the requirements which were stated in the catalog upon entrance to the college or any later catalog requirements either for a departmental major, minor, or general education requirement.

SEMESTER CREDITS AND QUALITY POINTS

To be eligible for graduation, students must pass all college required courses and must present a minimum of one hundred twenty-six (126) credits of college work. The cumulative grade point average of all course work must be 2.0 or higher, and in some departments may be higher than the 2.0 cumulative grade point average.

RESIDENCE REQUIREMENTS

Under normal circumstances, the final 30 semester credits of the Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association, Inc. programs and those of the Institute for the International Education of Students. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairperson, may approve the taking of a maximum of 15 semester credits of the final 30 at another educational institution.
2. If a student seeks permission to complete the entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and the Registrar. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which the student has junior or senior standing.

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GENERAL EDUCATION REQUIREMENTS

PURPOSE OF THE GENERAL EDUCATION PROGRAM

The General Education Program and Curriculum furthers the mission of Hope College by equipping students to engage in informed critical reflection concerning themselves and the world, and preparing them for further study and for a life of learning, service, and productive activity.

CRITERIA FOR THE GENERAL EDUCATION CURRICULUM

The general education curriculum offers students clearly-defined criteria for success, information about their progress toward meeting these criteria, and multiple opportunities to attain them. The criteria for the general education curriculum at Hope College are divided into two categories: KNOWING HOW and KNOWING ABOUT.

KNOWING HOW

The Knowing How criteria will emphasize and teach Skills of Learning and Habits of Learning.

Skills of Learning: Hope College students will demonstrate college-level proficiency in:

- critical thinking
- mathematical thinking
- reading, listening, and viewing with understanding, sensitivity, and critical acumen
- use of computer technology and library research facilities
- written and oral communication

Habits of Learning: Hope College students will be encouraged and taught to develop an approach to learning in the tradition of the liberal arts, emphasizing:

- analytic, synthetic, and systematic thinking
- appreciation for tradition
- creativity
- curiosity and openness to new ideas
- intellectual courage and honesty
- moral and spiritual discernment and responsibility

KNOWING ABOUT

The Knowing About criteria relate directly to the mission of the college: to offer, with recognized excellence, academic programs in the liberal arts, in the setting of a residential, undergraduate, co-educational college, and in the context of the historic Christian faith. Because of this mission, the general education curriculum:

A. Enables students to explore and understand the central questions of human identity.

Fundamental questions allow insight into the influences of the past on the present, the perennial issues of human experience, and the discrepancy between human aspiration and human accomplishment. In addition, a liberal arts education should equip students to understand both how these questions challenge us and how the presuppositions behind these questions have been challenged. Central questions of human identity include the following: What does it mean to be —

- Creators and users of language, technology, and the arts?
- Creatures of God, made for relationship with God?
- Human beings who experience both suffering and joy?
- Physical beings in a physical world?
- Seekers of knowledge and meaning?
- Social beings who shape and are shaped by each other and by cultures?

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- B. Prepares students to live in a changing world, enabling them to understand and constructively engage**
 - their heritage, community, nation, and world
 - technology, social complexity, and cultural diversity
- C. Educates students for a life of service, enabling them to**
 - balance individual autonomy and responsibility for others, society, and the physical environment
 - apply their knowledge effectively in service
- D. Increases students' capacity for delighting and participating in creative processes and the world around them.**

CHARACTERISTICS OF THE GENERAL EDUCATION CURRICULUM: CROSS-CURRICULAR THEMES

The following characteristics are woven through the general education curriculum, so that students will encounter them more than once and in different contexts. Cross-curricular themes will be introduced in general education courses by promoting

- active learning: focus on the involvement of students in their own learning with the goal of preparing students for life-long learning.
- critical thinking: focus on educating persons to be critical thinkers in a Christian liberal arts context with emphasis on 1) the techniques of analysis; 2) the ethical implications of social interaction; 3) the development of intellectual virtues.
- cultural diversity, including international education and global perspective; focus on the need to understand and learn to live well in a world characterized by high levels of cultural diversity.
- integration of faith and learning: focus on the following goals for students: 1) an understanding of the Christian tradition, including familiarity with biblical materials and a basic understanding of Christian convictions and practices; 2) the ability to articulate defining convictions; 3) the desire and ability to engage fruitfully in conversations about spiritual matters; 4) the desire and ability to engage constructively traditions and communities whose defining convictions differ from one's own; 5) the development of habits of mind appropriate to the continuing efforts of faith seeking understanding of all things, including self — intellectual virtues appropriate to such "spiritual inquiry" include courage, humility, patience, respect, honesty, reverence, awe, care, love of truth, and hope; 6) the ability to articulate a personal sense of relevance of one's own defining convictions to one's discipline and vocation, as these are related to God.
- library research skills: focus on developing students' learning of effective library research skills and adapting to the increasing emphasis on deriving information through technological means. Emphasis will be placed on helping students develop library research skills that will contribute to their life-long learning.
- oral communication skills: focus on developing a student's abilities to give effective oral presentations, engage in effective group work, and demonstrate effective interpersonal communication.
- ways of knowing: focus on introducing students to the methodological approaches taken by the four dominant facets of the academy in late-20th century in North America: the arts, the humanities, the natural sciences, and the social sciences. The goal of this characteristic is to provide students with a sense of the assumptions, values, approaches, methods, and tools used by scholars in each area.
- written communication: focus on developing a student's ability to write at an acceptable level.

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COMPONENTS OF THE GENERAL EDUCATION PROGRAM: RATIONALE, COURSES, AND OBJECTIVES

FIRST-YEAR SEMINAR - 2 credits

Rationale: The purpose of the First-Year Seminar is to provide students an intellectual transition into Hope College. The seminar will introduce students to college-level ways of learning, requiring all students to take an active role in at least one course at the very beginning of their time at Hope College and encouraging them in more independent ways of learning. Thus the seminar will serve as a critical first step in encouraging students to take initiative for their learning and demonstrate independent activity in subsequent courses. This requirement will focus on the habits of learning and will stress the public speaking aspects of oral communication.

Objectives: In their First-Year Seminar, students will:

- explore an intellectually important topic with an instructor and with peers
- read primary texts critically
- discuss primary texts in a seminar format
- investigate specific topics and write their conclusions in an expository paper
- present their ideas for discussion and critical reflection
- where appropriate, engage in problem-solving in a small group context
- attend out-of-class events and discuss them in class
- learn about the purposes of a liberal arts education, including personal and intellectual development as well as professional and career preparation

Course: IDS 100 - First-Year Seminar

An interdisciplinary introduction to the liberal arts and to college-level ways of learning. This two-credit course will be taught topically, will concern itself with a wide range of general education criteria, and will focus on the “Knowing How” objectives of the general education program. Oral communication skills will be stressed. Some sections may focus on cultural diversity, in which case the student’s cultural diversity requirement will be partially satisfied.

The instructor of the First-Year Seminar will also be the student’s academic advisor. This will allow the student and advisor an opportunity to get to know each other in an academic setting. Conversations about other courses, grades, adjustment to college, personal interests, career goals, and campus involvements will occur more naturally in this setting.

The First-Year Seminar must be taken in the first semester (fall semester) of a first-year student’s academic program. The seminar may not be repeated in subsequent semesters. Transfer students are exempted from this course.

EXPOSITORY WRITING I - 4 credits

Rationale: The purpose of this component of the general education program is to develop students’ ability to reflect critically, logically, and speculatively on significant topics and ideas, and to express their reflections clearly and concisely in writing. This course serves as a foundation for additional writing instruction that will occur in Cultural Heritage I and II, Natural Science II, Social Science II, and the 200-level religion requirement. This requirement addresses the “Knowing How” criteria of critical thinking; reading, listening, and viewing with understanding, sensitivity, and critical acumen; the use of computer technology and library research facilities; and written and oral communication.

Objectives: In Expository Writing I, students will

- improve their ability to express thoughts in clear, cogent, and coherent writing
- be involved in intellectual inquiry, encouraging them to explore, to reflect upon,

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- and to respond in discussion and writing to the questions arising from this inquiry
- prepare and write a research paper
 - learn basic skills in using a college library
 - prepare for additional writing instruction in later courses by learning a uniform set of terms (e.g. thesis statement, topic sentence, transition phrase) when discussing and critiquing writing
 - learn basic skills in critical thinking and improve their critical thinking in written and oral formats

Course: English 113 - Expository Writing I

A four-credit course to be taken during the first year of a student's academic program. Emphasis in this course will be on the student's ability to express thoughts clearly and cogently in writing. The course will also stress the development of basic skills in critical thinking and the use of the library. This course is taught topically; the area of exploration is left to the discretion of the instructor with all areas of exploration linked to one or more of the objectives listed under "Knowing About." All sections of this course will focus on the writing process, and the shaping of the reading and classroom activity is done with the writing objective constantly in mind.

Some sections of this course may emphasize cultural diversity; these sections will also satisfy the cultural diversity component of the general education program.

HEALTH DYNAMICS - 2 credits

Rationale: The purpose of Health Dynamics is to help students understand the principles of exercise, proper diet and stress management, and to establish habits and skills that will enable them to reach and maintain good health and fitness for life. This requirement addresses the "Knowing About" criterion of what it means to be physical beings in a physical world.

Objectives: After completing Health Dynamics, students will

- appreciate the importance of maintaining good health behavior
- understand the fundamental principles of a healthy diet
- identify an exercise regimen for lifelong fitness
- understand the relationship between exercise and stress

Course: Kinesiology 140 - Health Dynamics

This course will emphasize the importance of good health, a healthy diet, the value of exercise, and the ability to manage stress seeking to develop patterns that will serve each student for life. Health Dynamics should be taken in the first year of a student's academic program.

MATHEMATICS AND NATURAL SCIENCE - 10 credits

Rationale:

MATHEMATICS: The purpose of the mathematics component is to deepen the student's understanding of mathematical reasoning, address some of the prevalent misconceptions of mathematics, and demonstrate both the usefulness and limitations of mathematical models in a variety of applications. This requirement addresses the "Knowing How" criteria of mathematical thinking; written and oral communication; analytical, synthetic, and systematic thinking.

NATURAL SCIENCE: The purpose of the natural science component is to deepen the student's understanding of the processes of science and the way in which science interprets the natural world. The natural science component focuses both on "doing" science and on the influence of science and technology on both society and the environment. Courses will emphasize the hands-on nature of science. This requirement addresses the "Knowing How" criterion of critical thinking and the "Knowing About"

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criteria of what it means to be physical beings in a physical world and what it entails to prepare students to live in a changing world, enabling them to understand and constructively engage technology.

Objectives: In mathematics and natural science courses, students will

- understand that mathematical problem solving is useful for every individual in both personal and professional contexts
- develop creative problem solving abilities in both individual and group contexts
- understand both the benefits and limitations of mathematical models, particularly in the use of mathematics as the mode of communicating our understanding of the physical world and for the study of human society
- study statistics with its uses and misuses, with emphasis on evaluating statistical reasoning as portrayed in the popular press
- understand the dynamics and practical benefits of effective group work and develop the necessary communication skills to work effectively in groups
- understand that science is a way of knowing based on observation, classification, and hypothesis testing and that it has basic pre-suppositions and limitations
- use critical thinking skills to read, listen to, and understand scientific arguments
- understand that science is an ongoing cross-disciplinary exploration of the physical universe rather than just a collection of facts, and that this exploration is limited to certain types of questions and to the use of certain methodologies
- engage in experimentation in the laboratory and field and in observation of natural phenomena without experimentation
- learn about science and technology as separate but deeply interrelated spheres of human activity
- practice both oral and written communication of observations and ideas
- explore ways in which science has both positive and negative impacts on the natural and social environments
- explore ways in which science is affected by social, ethical, and political forces

Course(s): The total mathematics/natural science requirement is ten credits. There is a variety of ways in which this requirement can be satisfied; the options differ depending on whether the student is a science or non-science major.

For non-science majors: any combination of ten credits in the natural sciences division, with the stipulation that two of the ten credits be in mathematics or GEMS (100-140) courses. The remaining credits may be a combination of GEMS (150-199) laboratory courses, GEMS 200-level courses, mathematics courses, or natural science disciplinary courses (biology, chemistry, computer science, geological and environmental sciences, physics).

This general education requirement stresses the interdisciplinary nature of the sciences, therefore there must be represented in this requirement either a GEMS laboratory course or laboratory courses from two different departments.

GEMS 100 - Math for Public Discourse - 2 credits

GEMS 150-199 - Interdisciplinary Natural Science I courses with laboratories - 4 credits

GEMS 200-level Courses - Interdisciplinary Natural Science II courses - 2 credits

For science majors: courses already required in the natural sciences and mathematics for natural science division majors will satisfy this requirement. If using departmental courses for Natural Science I and Natural Science II, two disciplines must be represented.

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Natural Science I courses will emphasize ways of knowing in the natural sciences and will contain a laboratory component. Critical thinking will be taught. Natural Science II courses will build upon the writing skills taught in English 113 by offering significant instruction in and practice of writing skills. Some sections of Natural Science II courses will focus on issues of cultural diversity.

SECOND (FOREIGN) LANGUAGE - 4 credits

Rationale: This requirement encourages the student to build upon second language skills gained in high school and to achieve at least a basic conversational facility in a second language. Competence in a second language continues to be one mark of an educated person, and conversational ability in a second language is becoming an increasingly valuable skill in a society that is becoming more international and multicultural in orientation. In the continuing effort to prepare students for productive lives in that world, second-language competence should play a significant role. Language study addresses the “Knowing About” criteria of what it means to be creators and users of language, technology and the arts, and of the preparation of students to live in a changing world.

Objectives: In modern language courses, students will

- develop competence in the areas of listening and reading comprehension in a second language
- develop linguistic competence in oral and written expression in a second language
- expand the range of basic second-language vocabulary
- establish more firmly an understanding of the grammar of a second language
- develop an increasingly sophisticated awareness of and appreciation for the cultural and social life of the countries in which the language is spoken
- prepare themselves to participate meaningfully in an overseas study program

Objectives: In ancient language courses, students will

- develop competence in reading comprehension in a second language
- expand the range of basic vocabulary in the second language
- gain access to another culture which is foundational to the Western cultural heritage
- develop a deeper understanding of the structure and function of language
- enhance their understanding of their native language

Course(s): First-year college-level competency is the minimal requirement. Successful completion of the second semester of first-year language (courses numbered 102, 122, 172) will therefore satisfy this requirement. All students, however, who have studied a second language in high school will be required to take one course in a second language at the college level into which they are placed by the Department of Modern and Classical Languages’ review of their high school transcripts.

Students with high school experience in a second language are encouraged to continue with advanced study in that language. Students who have been placed into third or fourth semester language may, however, choose to fulfill the language requirement by taking an introductory course in another language.

All sections of modern language courses numbered 201/221 and 202/222 courses will be taught in the second language and will feature student-centered active learning. These courses will aim at genuine, meaningful communication in the second language and will provide the student with numerous opportunities to engage the culture of the language being studied, with the goal of building awareness and appreciation for that culture.

Successful scores on AP and CLEP exams may also be used to satisfy this requirement.

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Placement Policy: Students will be given a recommended placement on the basis of their performance in second language courses in high school. Those who are judged to be ready for the fifth semester or beyond will be invited to take a placement test to confirm that level of competence, and testing into that level will qualify the student for a waiver of the requirement. Any other student who questions his/her placement will also be offered the placement test.

As incentive for students to enroll at their placement levels, credit will be given for all the second language courses which preceded the course completed (for example, completion of Spanish 221 will also trigger credit for Spanish 121 and 122). This awarding of credit will encourage students to take advantage of their prior learning of a second language. Students are encouraged to develop fluency in a second language by taking full advantage of this placement policy.

Waivers of this requirement are granted for those students who confirm their placement at the 300-level of language study and for those who are native speakers of a language other than English.

RELIGIOUS STUDIES - 6 credits

Rationale: The mission of the college is “to offer, with recognized excellence, academic programs in the liberal arts...in the context of the historic Christian faith.” The general education requirement in Religion is related to the mission of the college in two ways. First, religion is one of the liberal arts, central to the questions of human identity; therefore, an academic program in religion takes its place among the other academic programs in the liberal arts. Second, the general education requirement in religion provides students with a college-level understanding of “the historic Christian faith,” the context for education at Hope College. Among the “skills of learning” emphasized are critical thinking and reading. Among the “habits of learning” emphasized are moral and spiritual discernment. The subject matter includes central questions of human identity and responsibility, questions about the significance of human relationship to God, about the possibilities and limits of human knowledge of God, and about the meaning of human responsibility to God.

Objectives:

For the “Knowing How” criterion, students will

- develop greater ability to read religious texts, including but not limited to biblical texts, with understanding and sensitivity; with, in short, sympathetic imagination
- acquire increased proficiency in thinking critically with respect to religious texts, traditions, and experiences, e.g., greater facility in identifying arguments and ferreting out assumptions and implications
- develop greater listening skill and skill in communicating — both orally and in writing — their reflections and their convictions clearly, concisely, and persuasively
- become better able to interpret contemporary religious experience and events in light of past events, other traditions, and their own convictions
- increase their capacities for intellectual honesty, respect, and humility and in some measure further develop certain traits of character, e.g., courage, fortitude, justice, wisdom, and compassion
- For the “Knowing About” criteria, students will
- gain greater understanding of their own basic convictions, whatever they may be, and gain insight into how these convictions inform their world view and everyday practices
- acquire a basic familiarity with the biblical story — its main characters, important themes, historical-cultural contexts, literary genres, and the like
- obtain a rudimentary understanding of how Christian experience shapes and is

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shaped by historical contexts, and some appreciation for both continuity and change within Christianity

- acquire an understanding of and an appreciation for religious traditions other than Christianity

Course(s): Two courses totalling six credits are necessary to satisfy this requirement. The first is a two-credit Basic Studies course (REL 100) to be taught topically but emphasizing the objectives listed above. The second is a four-credit 200-level course in biblical studies, historical studies, theological studies, or world religions studies. Religion 100 must be taken before enrolling in a higher-level religion course.

SOCIAL SCIENCES - 6 credits

Rationale: The purpose of the social science requirement is to provide students with social scientific perspectives on human, social, and institutional behavior. The social sciences provide a unique perspective for enabling students to explore and understand central questions of human identity. This requirement addresses the “Knowing About” criteria concerning what it means to be social beings who shape and are shaped by each other and by cultures; concerning the preparation of students to live in a changing world, enabling them to understand and constructively engage their heritage, community, nation and world and to deal with technology, social complexity, and cultural diversity.

Objectives: After completing their social science component, students will

- demonstrate an understanding of empirical and non-empirical approaches to the study of human, social, and institutional behavior employed by the social sciences, including:
 - the emergence of the social science disciplines and/or institutions since the 18th century
 - the types of questions that can and cannot be addressed by empiricism and the differences between empirical and non-empirical questions
 - the assumptions, strengths, limitations, and critiques of empirical and non-empirical methods
 - the major ways by which social scientists observe and describe behavior: experimenting, interviewing, conducting surveys, and analyzing existing sets of data
 - appropriate interpretations and uses of evidence
- demonstrate an understanding of, appreciation for, and ability to apply their knowledge of:
 - differences among people, the personal and social effects of social group membership, and cultural diversity
 - policy-making processes and outcomes of social (that is, familial and religious) and either political or economic institutions
 - Christian perspectives on one of the following: ethical issues, institutions, public policies, or theoretical assumptions about human nature

Course(s): Two courses will be required. One course is to be taken from the courses identified as Social Science I courses (introductory courses with a lab component in psychology, sociology, communication, economics, or political science). Students who take the first course in psychology, sociology or communication must take the second course from economics or political science and vice versa. The second course is to be selected from courses identified as Social Science II courses. A Social Science I course should be taken before enrolling in a Social Science II course.

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FOR THOSE STUDENTS WHO ARE SEEKING TEACHER CERTIFICATION AT THE ELEMENTARY OR SECONDARY LEVEL, the Social Science 1A (psychology, sociology or communication) may be met by completing both EDUC 220, 221 and EDUC 500. The EDUC 500 course must be completed in order to satisfy this requirement in this way.

Social Science I courses will emphasize ways of knowing in the social sciences and will contain a laboratory component. Principles of critical thinking will be taught, especially in the laboratory. Social Science II courses will build upon expository writing skills begun in English 113. Some sections of Social Science II courses will focus on issues of cultural diversity and will partially meet the general education cultural diversity requirement.

THE ARTS - 6 credits

Rationale: The purpose of this requirement is to develop in students an understanding that the arts enrich and ennoble the human spirit, thus confirming the mission statement of the Arts Division that “we celebrate the arts as essential to the richness and fullness of every human spirit.” The arts provide unique ways of knowing, bringing us face to face with ourselves, and with what we sense lies beyond. It is also important for human beings to participate in the creative process — to “do” art. This requirement addresses the “Knowing How” criteria of reading, listening, and viewing with understanding, sensitivity, and critical acumen; appreciation for tradition; and creativity. It also addresses the “Knowing About” criteria of what it means to be human beings who experience both suffering and joy, and of increasing students’ capacity for delighting and participating in creative processes and the world around them.

Objectives:

In Arts I and Arts II courses, students will

- attend performances, exhibitions, and/or film screenings; read texts; and communicate critically about the arts with increasing sensitivity and depth
- understand the artistic value, cultural significance and interconnectedness of the arts
- examine art and artists in the context of a variety of diverse cultures, styles, and social frameworks
- observe the interactive nature of the arts, viewing the arts as an expression of the human experience
- understand and participate in the interactive nature of the arts

In Arts II courses, students will

- recognize and understand the creative processes essential to the arts
- explore and develop aesthetic modes of expression through acts of creating
- observe that lifelong participation in the arts is a valuable part of a life fully lived

Course(s): Two courses are required. The first will be a four-credit introductory Arts I course, the second a two-credit studio or performance course in art, dance, music, theatre, or creative writing designated as Arts II courses; or an accumulation of two credits in studio and performance courses.

All sections of Arts I courses will emphasize ways of knowing in the arts. All sections of Arts II courses will emphasize “doing” the arts.

CULTURAL HERITAGE - 8 credits

Rationale: The purpose of this requirement is to help students understand (1) that they are heirs to several millennia of cultural development known as “Western Civilization,” based on the cultural achievements of the ancient Hebrews, Greeks, and

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Romans; (2) that the development of that culture was subsequently influenced by the rise and spread of Christianity, the scientific revolution, the building of colonial empires, and the industrial revolution, creating the foundation for American culture today; (3) that throughout this history, encounters with other cultures also have contributed to that development in significant ways. Further, the Cultural Heritage courses foster in students a knowledge of and an appreciation for the strengths and weaknesses of what various Western cultures have imparted. These courses are intended, in part, to counter the emphasis on “presentism” in contemporary culture and education. Students will also consider how specific disciplines in the humanities come to grips with historical and cultural issues as well as what disciplines in the humanities have in common. These courses will emphasize the “Knowing How” criterion of critical thinking and the “Knowing About” criterion of enabling students to explore and understand the central questions of human identity.

Objectives: After completing Cultural Heritage courses, students will

- understand the development of Western culture
- understand a college-level approach to particular disciplines in the humanities
- understand what the humanities have in common
- learn about various models for understanding cultural development and diversity
- improve their skills in critical thinking, reading, listening, viewing, writing, and oral expression
- develop greater curiosity and openness to new ideas (even when those ideas may be “old” ones), and greater moral and spiritual discernment and responsibility

Course(s): This requirement can be met by taking IDS 171 & 172, an interdisciplinary sequence combining literature, history, and philosophy. These courses will survey movements or themes in cultural and intellectual history from the earliest periods of Western civilization to the present. Students will read and examine texts from literary, historical, and philosophical perspectives, will explore the interrelatedness of these perspectives, and will consider, where appropriate, developments in the visual and performing arts.

This requirement can also be met by taking a combination of an interdisciplinary course with a disciplinary course offered by the Departments of English, History, and Philosophy. If IDS 171 is selected, another course from English 232, History 131, Philosophy 232 may be selected to complete this requirement. If IDS 172 is selected, another course from English 231, History 130 or Philosophy 230 may be selected to complete this requirement.

Or, this requirement can be met by taking three courses, one each in English, History, and Philosophy. One four-credit course must have an ancient focus (English 231, History 130, or Philosophy 230). One four-credit course must have a modern focus (English 232, History 131, or Philosophy 232). The final course may be a two-credit or four-credit course in the department not already chosen. Two-credit and four-credit writing courses in the English Department will not apply to this requirement.

Since chronology is important in this requirement, the ancient-period course should be taken before the modern-period course.

All cultural heritage courses will introduce students to ways of knowing in the humanities. They will also build upon the writing skills developed in English 113 by offering significant instruction in and practice of writing skills.

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SENIOR SEMINAR - 4 credits

Rationale: The purpose of this requirement is to enable students to meet a major objective of a liberal arts education at Hope College: to develop an awareness of Christian ways of living and of how they relate to the variety of commitments that people make and assume. Senior seminar is intended to be a capstone to the student's liberal arts experience and the capstone of students' efforts to reach this objective. This requirement engages most directly with the "Knowing About" criterion of enabling students to explore and understand the central questions of human identity.

Objectives: In their senior seminar course, students will

- acquire knowledge of Christian ways of being, knowing, and living
- articulate their own value commitments and discuss them in the light of Christianity
- acquire an awareness of and tolerance for differing values that people affirm and live by
- increase their ability to discuss differences of value openly, sensitively, and reasonably
- acquire an ability to reflect on their own philosophy for life and to write about it in a personal, coherent, and disciplined manner

Course: IDS 400-level courses

The specific purpose of the senior seminar is to ensure that before students graduate from Hope College, they have explicitly confronted questions of value and belief in a practical and concrete way and to clarify how the Christian faith can inform a philosophy for living. These courses will emphasize neither a specific methodology nor specific course content, but will deliberately raise fundamental questions about human values and combine those questions with a challenge to students to reflect on their own choices — how they have come to make them and how they might affect the future. This course, taught topically, is intended to be interdisciplinary in nature. Students will, therefore, be able to enroll in any seminar that interests them.

Some sections of the senior seminar will focus on issues of cultural diversity and will therefore fulfill the cultural diversity general education requirement.

Because this course serves as the capstone to a student's liberal arts education, this course should be taken no earlier than the May Term of a student's junior year.

Note: IDS 452 will remain a three-credit course for those preparing for teacher certification.

CULTURAL DIVERSITY REQUIREMENT - 4 credits

Rationale: The purpose of this requirement is to provide students an opportunity to examine and reflect upon cultural and global issues as they exist in contemporary American society and the world. As American society has been and continues to become increasingly mixed, complex, and variegated in its cultural practices and ethnic make up, as global communication and economic exchange bring very different cultures into closer contact, students will be encouraged to de-center themselves and place the group or groups discussed in diversity courses at the center of their learning rather than keeping them peripheral to their knowledge, lives, and society. This requirement will also assist students in developing an appreciation for and a growing sensitivity to cultures other than their own.

Objectives: In courses with focus on cultural diversity, students will

- understand the concepts of culture and their ramifications so they can use these for systematic inquiry into and active engagement with a specific culture or cultures.

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- Courses will meet the above objective by
- presenting to students the complexity and the uniqueness of the specific culture or cultures
 - acquainting students with areas of similarity and connectedness between cultures
 - helping students explore the value and validity of alternative approaches to solving the issues people confront
 - involving pedagogies which engage students and allow them to encounter other ways of knowing
 - examine issues of (1) racial and ethnic diversity in North America and/or (2) issues dealing with Africa, Asia, Latin America, and/or the Middle East; and/or (3) issues of gender and (4) in all cases, issues of difference, intolerance, inequality, justice, and power so that students understand the interplay of these complex concepts
 - engage authentic voice through the use of written, oral, visual, and artistic sources and/or foreign languages across the curriculum

Course: All students will be required to complete a minimum of four credits in courses designated as having cultural diversity as its primary focus. Courses and/or sections of courses satisfying this requirement may be in the general education program or the major program and will be flagged as such on the class schedule.

Students will also have the opportunity to select additional courses which focus on diversity or have a component dealing with cultural diversity.

THE MAJOR PROGRAMS

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in 37 fields of major concentration: ancient civilization, accounting, art, biology, business administration, chemistry, classical languages, communication, computer science, dance, economics, engineering, English, fine arts, French, geology, geochemistry, geophysics, German, history, international studies, kinesiology (athletic training, exercise science, teaching and coaching), language arts, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, science, social studies, social work, sociology, Spanish, and/or theatre.

The Bachelor of Music degree may be earned in performance, vocal music education, and/or instrumental music education.

The Bachelor of Science Degree may be earned in biology, chemistry, computer science, engineering, geology, mathematics and physics. The Bachelor of Science degree requires a minimum of 36 credits in the major and a minimum of 60 credits in the natural sciences division.

Nursing majors may elect either a Bachelor of Arts degree or the Bachelor of Science in Nursing (B.S.N.) degree.

A student may formally declare a major anytime after the first semester of college work as long as the student is in good academic standing. Normally, the choice of a major program is made by the end of the sophomore year. Every student must declare and be assigned an academic advisor in the major area by the time senior status is obtained (90 semester credits).

For all those courses counting and required for a particular major program an average grade point of 2.00 or better is required for graduation. (Certain governmentally supervised programs such as teacher certification and social work may require higher grade point averages. Students must be aware of such special criteria.)

1. The Departmental Major

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon the decision of a

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major and after consultation with the academic advisor, a student makes formal declaration of a major to the department chairperson on the appropriate form from the Registrar's Office. The department chairperson assigns a new advisor. The student and the new advisor then work out the academic program in line with all the specific requirements of the major program as stated in the course listing section of the catalog. The student should become familiar with all the departmental requirements in order to graduate from the college. The department chairperson will certify to the Registrar that all the criteria for the major have been met, including the 2.00 GPA required in the major area course work.

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major, but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field. Some composite majors have been formally established and are listed on pages 112-113 of the *Catalog*.

Guidelines for the Composite Major — The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. Applicants must present a rationale for their composite major. This must include a definition of the field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credits of course work aimed at providing depth in the defined field of inquiry.
3. Of these credits, at least half should be in courses that are not elementary but upper level courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the Registrar that the major has been completed.

Students interested in pursuing a composite major should consult with the Registrar about application procedures.

THE GROUP (COMPOSITE) MAJOR FOR THE ELEMENTARY EDUCATION STUDENT

Education students planning to seek certification in elementary education and not intending to major in one department should plan to follow one of the group (composite) programs already approved. Such a student should consult with the department of education by the end of the sophomore year. The group (composite) major leading to certification in elementary education consists of a minimum of 36 credits in related academic fields, as approved by the Michigan Department of Education. At present, the following composite majors are approved:

- Fine Arts (Art, Dance, Literature, Music, Theatre)
- Language Arts (English, Communication, Theatre)
- Science (Biology, Chemistry, Geology, GEMS, Physics)

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Social Studies (Geography, History, Political Science, Economics) *Social Studies group major also available to secondary education students.*

THE COMMUNICATION/ENGLISH COMPOSITE MAJOR is designed to equip students with speaking, reading, listening, and writing skills, as well as a background in communication theory, familiarity with a range of literature, and practical experience in media.

ALL-COLLEGE REQUIREMENTS:

English 231 recommended; IDS 171 may be substituted
Communication 101

COMMUNICATION AND ENGLISH REQUIREMENTS:

Communication 140
Communication 151
Communication 160
Communication 220 or 210
Communication 451 or 460
English 248

Twelve credits of literature courses in courses numbered 270 and above

Five or six credits of writing to be chosen from:

English 213, English 214, English 215, English 216, English 313, a creative writing class, English 493, Communication 255, and Communication 356

CO-CURRICULAR PROGRAMS:

Students electing the Communication-English Composite Major are encouraged to have two semesters of experience working on one or more of the campus media: *the Anchor, Opus, Milestone, and WTHS.*

THE MUSICAL THEATRE COMPOSITE MAJOR is designed for the student interested in integrating studies in music, theatre, and dance, with a focus on musical theatre. Every proposed composite major will consist of an individualized course of study, as determined in consultation with advisors from the three participating departments and as outlined in the above Guidelines for the Composite Major. However, to assist in this process, the following guidelines for course selection have been developed:

Dance: jazz, 4 credits; modern, 2 credits; ballet or dance improvisation, 2 credits; tap, 3 credits; Dance 114, Period Dance; Dance 305, Dance Composition

Music: applied voice, 8-16 credits; applied piano, 4 credits; Music 111 and 112, Theory IA and IB; Music 113 and 114, Aural Skills IA and IB

Theatre: 105, 161, 162, 210, 215, 243, 261, 306, 375, 376

Upper-level electives to fulfill the requirements of composite majors and to enhance and augment an individual student's program of study will be added through further advising.

MINORS

While minors are not required for the degree, concentrations of course work in a department may qualify students to have this minor listed on their academic transcripts. Consult the departmental listings for approved minor programs. Minor declaration forms are available at the Registrar's Office.

Minors are required for teacher certification and students who intend to be certified to teach at the elementary or secondary level should consult with the Department of Education.



THE REGULAR SESSION

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:00 a.m. and the last period ending at 5:20 p.m., with some evening offerings available. The college calendar is listed on page 408 of this catalog. Consult the Registrar for a list of course offerings.

The basic program of offerings during the regular academic session is found in the next section under Course Listings. Several special programs are offered during the academic year, some on campus and some at affiliated colleges and universities.

MAY TERM — JUNE TERM — JULY TERM

Hope College offers a program of summer school study on its campus for Hope students and those from other schools. The sessions are four-week terms in May (May Term), June (June Term) and July (July Term). Students enroll for three or four credits per term. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. Course offerings include some of the college's regular courses along with several novel courses that can only be approached in this manner. Some courses are taught off-campus or include one, two or three-day field trips.

The courses are undergraduate credit courses which can be applied toward a bachelor's degree at Hope or transferred to other colleges and universities. A few offered courses may be acceptable at universities for graduate credit. By enrolling in all three terms, a student can earn nearly an entire semester's credit at Hope College.

Admission is flexible and open to high school seniors. Enrollment during one of these terms does not assure admission as a degree candidate. Students regularly enrolled at another college should secure advance permission from the Academic Dean or Registrar of that college if they wish credit transfer for their summer study at Hope College. Veterans may apply for full privileges under the G.I. Bill. College facilities are available for housing and dining.

For full details on the May Term, June Term and July Term, contact the Office of the Registrar.

SUMMER SEMINARS

The Summer Seminar program is a series of one-week intensive courses from a variety of academic departments. Held during the first full week following the July Term, these courses are attractive to regularly enrolled students and to Holland-area residents. Participants may receive one or two undergraduate semester credits or one graduate credit. These courses are also open to those who wish to audit.

COURSE LISTINGS AND GLOSSARY OF TERMS



COURSE NUMBER GUIDE

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 — No credit courses
- 100-199 — Freshman competency level
- 200-299 — Sophomore competency level
- 300-399 — Junior competency level
- 400-699 — Senior competency level
- 700-899 — Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments the middle digit “9” refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd — 1st semester; even — 2nd semester) or course sequence.

GLOSSARY OF TERMS

COMPOSITE MAJOR — A combination of several major disciplines especially arranged for students possessing particular educational and vocational goals.

CREDITS — Courses usually run 2, 3, or 4 credits a semester. Since each credit of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit.

MAJOR — An area of concentration in one particular subject in which the student earns a fairly large amount of required credits.

MINOR — The fulfillment of a specified number of credits in fields of study related to the student’s minor. Particularly applicable to those students concerned with teacher certification, but all students may declare minor programs which will become part of the student’s record.

PREREQUISITE — The course(s) a student must have taken before he or she may take the course in question.

SEMESTER — The college year is divided into two semesters: a fall semester beginning in August/September and a spring semester beginning in January.

SEMESTER HOURS — Semester hours are credits. A student must complete 126 credits at a grade point average of 2.00 to be eligible for a degree and the credits must be in the required and elected courses.

ART AND ART HISTORY



Faculty: Ms. Mahsun, Chairperson; Mr. Hanson, Ms. Hillman, Mr. Mayer, Mr. McCombs, Mr. Nelson, Ms. Sullivan.

The Department of Art and Art History is accredited by the National Association of Schools of Art and Design.

Course offerings in the Department of Art and Art History are structured in form, content and sequence to provide a foundation in the fine arts for both the art student and the liberal arts student. The curriculum affords opportunities for study and creative work in the visual arts through studio practice and art history.

The Department of Art and Art History faculty members are teaching, producing and research oriented artists and art historians.

The department offers assistantships to qualified upper level students.

Students majoring in art at Hope College participate in a wide variety of activities:

- apprenticeships in New York City, Chicago and Philadelphia
- contacts with visiting artists and lecturers of national importance
- field trips to museums such as those in Chicago, Detroit and Toledo
- exhibition experience in the De Pree Gallery
- entrance in competitive shows
- varied contacts with other college art departments

Graduates of this department have gone into the following areas:

- graduate work in studio and art history
- practicing fine artists, sculptors, painters, printmakers, and photographers
- teaching on the college, secondary, and elementary levels
- graphic design in industry
- furniture design in industry
- art gallery management
- museum work
- publishing industry

MAJOR: A major consists of at least 42 credits of art in either of the following two programs:

A. STUDIO ART MAJOR

The studio major consists of a broad selection of studio courses. Required courses are Art 105, 113, 114, 115, 116, 213 and 215. The studio major is also required to have a concentration (at least 8 additional credits above the basic course) in either painting, printmaking, drawing, sculpture, ceramics, or photography. In addition to the above studio courses, the student is required to take twelve credit hours in art history. Art 383 and 384 are strongly recommended. A studio art major must present a comprehensive portfolio for a junior year review by the faculty. This must be passed in order to continue in the program. An exhibition of his/her work is required at the end of the senior year. The expected ratio of the studio students' clock hour involvement, in class and/or outside of class, to each credit is 3 clock hours of work per week to one credit.

B. ART HISTORY MAJOR

Majors in art history must fulfill course work in the Department of Art and Art History as follows: Art from Pre-history to Post-medieval and Art from Proto-Renaissance to the Present Day (8 credits); 2 credits in each of the areas of Ancient, Medieval, Renaissance, Baroque, Modern and Non-Western; a concentration (8 credit minimum) must be developed in at least one area; 4 credits in the area of concentration must be related to the Senior paper; 8 credits of elective courses of which one may be a 2-credit studio course; 4 credits of directed studies undertaken in a special problem area leading toward a Senior Art History paper to be given in a public presentation; Art 493, Methodologies of Art (2 credits); 4

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credits in a basic studio course. Reading knowledge of one foreign language must be demonstrated. If graduate work is contemplated, a reading knowledge of German and French is recommended.

A major in art is expected to take related course work in such areas as history, literature, music, and theatre. Art students are expected to visit museum collections and special exhibitions regularly. If at all possible, foreign study and travel are strongly recommended during the student's stay at Hope.

C. VISUAL ART EDUCATION K-12 CERTIFICATION (50 Credits)

The visual art education major is a K-12 major on the secondary certification track only. The major consists of 50 credits as follows (no minor is required):

Courses in art history (12 credits): required courses are Art 109 and 110. An additional 4 credits must be taken in Art 295, 326, 332, 372, 373, 376, 377, 383, 384, 386, 390, or 391.

Courses in studio art (26 credits), comprised of required foundational courses (18 credits): Art 105, 106, 113, 114, 115, 116, 117, 118, and 119, and upper level studio courses (8 Credits): Art 213, 214, 215, 216, 217, 219, 313, or 315.

Required art education courses (12 credits): Art 305, 306, and 307.

An art education major must present a comprehensive portfolio for a junior year review by the faculty. This must be passed in order to continue in the program, and will determine whether or not the department can make a positive recommendation for student teaching. An exhibition of his/her work is required at the end of the senior year.

MINOR: A minor with a studio concentration consists of 22 credits in art, including 4 credits above the 100 level and 14 credits selected as follows: Art 109 or 110, and Art 105, 113, 114, 115 and Art 116.

A minor with an art history concentration consists of 22 credits in art, including 4 credits in studio, Art 109, Art 110 and an additional 10 credits of art history.

STUDIO ART COURSES

105. Basic Design — Introduces basic design principles that are common to both the fine and applied arts. Principles are introduced through slide lectures and the solution of studio problems. Required for studio majors. No prerequisite.

Two Credits Hillman Both Semesters

106. Basic Design Applied — Teaches students how to use basic design principles to solve problems in the applied art disciplines of graphic, interior and architectural design. Prerequisite: Art 105.

Two Credits Hillman Both Semesters

113. Basic Painting — A study of the elements of 2-dimensional design and color theory through applied problems in painting. The course investigates a variety of painting concepts. Required for studio majors. No prerequisite.

Two Credits Sullivan Both Semesters

114. Basic Drawing — An introductory course that provides fundamental drawing experiences and information. Students will explore several approaches to drawing, using a variety of techniques and drawing media. Required for studio majors. No prerequisite.

Two Credits McCombs, Staff Both Semesters

115. Basic Sculpture — A study of the elements of design through applied three-dimensional problems in sculpture. The course investigates three-dimensional design concepts through a variety of materials and methods. Required for studio majors. No prerequisite.

Two Credits Mayer Both Semesters

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116. Basic Printmaking — An introduction to basic printmaking techniques, including etching, drypoint and woodcut. Required for studio majors. No prerequisite.

Two Credits McCombs Both Semesters

117. Basic Ceramics — An introduction to ceramics as a medium for creative expression. Coil, slab and wheel work are focused on in utilitarian and sculptural modes. Raku, stoneware glazing and firing are explored. No prerequisite.

Two Credits Staff Both Semesters

118. Watercolor — Traditional and contemporary approaches to all water-soluble media, exploring fundamental techniques and color theory through still lifes, figure studies, outdoor assignments, slide lectures and demonstrations. No prerequisite.

Three Credits McCombs Yearly

119. Fundamentals of Photography — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisite.

Two Credits Nelson Both Semesters

213. Painting II — Experimentation with various painting approaches and techniques leading to further skill development and a continuing search for a personal artistic voice. Required for studio majors. Prerequisite: Art 113.

Four Credits Sullivan Both Semesters

214. Drawing II — Continuation of Art 114. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 114.

Four Credits McCombs Yearly

215. Sculpture II — An exploration of various sculpture materials and processes including direct metal, wood construction, mixed media and basic foundry procedures. Specific assignments may vary from semester to semester. Required for studio majors. Prerequisite: Art 115.

Four Credits Mayer Both Semesters

216. Printmaking II — Continuation of Art 116 with emphasis on advanced printmaking techniques such as color viscosity, intaglio prints, collographs, multicolor block and plate printing, large format prints. May be repeated for credit with permission of instructor. Prerequisite: Art 116.

Four Credits McCombs Both Semesters

217. Ceramics II — Continuation of Art 117, including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 117.

Four Credits Staff Yearly

219. Art Photo Processes — A continuation of Art 119 with emphasis on camera skills, digital imaging methods, color photography, and studio lighting to expand the knowledge and experience of materials available to individual photographic expression. Prerequisite: Art 119.

Four Credits Nelson Yearly

305. Elementary Art Methods — Designed for the prospective elementary art or fine arts teacher, this course investigates the many facets of creative development from early childhood to upper elementary. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized. Methods of guiding and motivating creative expression K-5 are observed, discussed and practiced. There is a weekly field placement in area elementary art classrooms.

Four Credits Hayes-Hagar Fall Semester, Even Years

306. Secondary Art Methods — Designed for the prospective secondary art teacher, this course develops a foundational understanding of the nature and character-

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istics of creative development in secondary art students--middle school through high school. A variety of common secondary-level art media and tools will be explored and evaluated. The course will also address current best practices in the field of art education in order to develop both an informed personal philosophy of art education and an intelligent secondary art curriculum framework. There is a weekly field placement in area secondary art classrooms.

Four Credits Cornell Fall Semester, Odd Years

307. Field Experience in Art Education — This is a two-week fine arts (visual art, dance, music theatre) for elementary children with a focus on promoting the arts in the larger community. Working with an experienced fine arts team, students will design integrated art experiences, implement them in the camp setting, and debrief the outcomes in daily staff meetings. Offered during the first two weeks of August. Organizational meetings will be held during the spring semester in preparation for the arts camp experience.

Four Credits Hayes-Hagar Every August

313. Painting III — Development of personal voice through a series of paintings, aided by individual, group, and visiting artist critiques, construction of an artist's book, and presentations. May be repeated for credit with permission of instructor. Prerequisite: Art 213.

Four Credits Sullivan Both Semesters

315. Sculpture III — Individual experimentation in various sculptural media including oxyacetylene and arc welding, M.I.G. and T.I.G. welding. Site specific installation is also explored. May be repeated for credit with permission of instructor. Prerequisite: Art 215.

Four Credits Mayer Both Semesters

389. GLCA Arts Program — The Great Lakes College Association, Inc. Arts Program, presently based in New York City, involves the student in a full semester of study and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective credits within the department.

Sixteen Credits (maximum) Both Semesters

490. Special Problems in Studio — Independent study for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairperson of the department. Prerequisite: advanced standing and permission of the instructor.

Two or Four Credits Staff Both Semesters

ART HISTORY COURSES

109. Art from Pre-history to Post-medieval: A Critical History — Through a critical approach, visual arts are explored as they arise historically, culturally and stylistically in Pre-history, Antiquity and the Medieval period. This course is designed to increase the skills of visual perception, analysis, understanding of and sensitivity to the fundamental ideas and cultural values embodied in art. Museum field trips are required. Required for all studio art and art history majors. No prerequisites.

Four Credits Hanson Both Semesters

110. Art from Proto-Renaissance to the Present Day: A Critical History — Through a critical approach, visual arts are explored as they arise historically, culturally and stylistically in Renaissance, Baroque, Modern and Post-modern periods. This course is designed to increase the skills of visual perception, analysis, understanding and sensitivity to the fundamental ideas and cultural values embodied in art. Museum field trips are required. Required for all studio art and art history majors. No prerequisites.

Four Credits Mahsun Both Semesters

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295. Special Studies — Studies and research in areas of art history or studio not covered in regular course listings. Course topics to be announced. Prerequisite: permission of professor. *Two Credits Staff Both Semesters*

322. Early Antiquity: Nature and Art — An examination of man's earliest art and architecture in the pre-historic age, the Near East, Egypt and the Aegean with a focus on their geographic and social contexts. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

323. Late Antiquity: Empires and Individuals — The art and architecture of the Greek, Etruscans and Romans with emphasis on social forces interwoven with their cultures. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

326. Women: From Ancient to Medieval, From Body to Spirit — An investigation of the achievements of women artists in light of the fundamental role of women, their liberties and restrictions, within the various cultures from pre-history and antiquity through the middle ages. *Two Credits Mahsun Every Two Years*

327. Medieval Art in the First Millennium — Pre- and Post-Constantinian, Byzantine, Hiberno-Saxon, Carolingian and Ottonian art and architecture will be explored in their religious and political contexts as they bear on the making of modern Europe. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

328. Pilgrim, Crusader, Monastic: Images of Faith and Reason in Medieval Art — A study of major social phenomena in the West which led to the maturing of medieval art in the Romanesque and Gothic styles. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

332. Women: Renaissance to Today, From Artist to Feminist — Revising the history of art from the Renaissance to the present through an examination of the contributions of women artists, together with an assessment of the role of woman as subject matter. *Two Credits Mahsun Every Two Years*

334. Northern Renaissance: Van Eyck to Bosch — A study of the transformations from the late Gothic to the early Renaissance in northern European art of the fifteenth century. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

345. Humanists and Reformers of the Northern Renaissance: Durer-Breugel — A study of early 16th century northern artists seen against religious and scientific tendencies of the times. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Hanson Every Two Years*

346. Tradition and Innovation in Early Renaissance Italy — A study of the birth of a new figurative style, together with the variations found in artistic expressions in response to the social, economic and political context of late 13th, 14th and 15th century Italy. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Mahsun Every Two Years*

347. Naturalism and Artifice in the Art of 16th Century Italy — An investigation of painting and sculpture from the invention of the High Renaissance style to the Mannerist reaction against it in Late Renaissance Italy. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Mahsun Every Two Years*

348. The Dutch World of Rembrandt — Rembrandt the painter, printmaker and draughtsman, is examined in the context of the Dutch baroque Golden Age.

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Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Hanson Every Two Years

349. Piety and Pleasure: The Dutch Masters — A survey of Dutch painters from Hals through Vermeer in light of their times. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Hanson Every Two Years

352. Early Baroque Painting: Caravaggio and the Carracci - Real and Ideal — A study of the diversity of styles in early Baroque painting as manifest in the realism of Caravaggio and the Caravaggisti and the eclectic idealism of the Carracci and their followers. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

353. Bernini and Roman Baroque Splendor — A survey of the work of Bernini and the patronage of the papal court in Counter-Reformation Rome. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

355. Watteau to Fragonard: Rococo to Reform — A consideration of the decline in France of the Baroque in the face of romanticism and revolution. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Staff When Feasible

356. 18th Century Reason and Refinement — A survey of the development of the rococo, realism and neo-classicism in the 18th century art of England, Italy, and Germany. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Staff When Feasible

372. 19th Century Painting and Sculpture: The Modern Mentality — The beginnings of the modern art are examined in the styles of Neoclassicism and Romanticism found in Italy, France, Germany, and England during the late 18th and early 19th centuries. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

373. Romanticism to Realism — A study of French art from Delacroix through Courbet, with special emphasis given to developments in landscape painting. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

376. From Impressionism to Abstraction — A study of the rise of the avant-garde, tracing the development of art from Manet and the Impressionists through the Symbolists and Expressionists to Abstraction in European Art. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

377. Order and the Irrational in 20th Century Art — Cubism and other abstract movements are examined, together with their irrational counterparts, Dada and Surrealism. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Mahsun Every Two Years

380. Architecture of the Real and Ideal: 19th Century — Pre-modern architecture will be addressed from the dissolution of the Baroque in the late eighteenth century through Revivalism, Rationalism and Art Nouveau. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Staff Every Two Years

381. Architecture of the Real and Ideal: 20th Century — A presentation of the varied origins of modern architecture from 1900 to the development between the world wars, post World War II responses and recent architecture leading up to the present. Prerequisite: Art 109 or 110 or permission of instructor.

Two Credits Staff Every Two Years

ART AND ART HISTORY

383. Pollock to Pop — A study of the social upheaval and artistic dissent that gave rise to such movements as Abstract Expressionism, Happenings, Pop, Minimalism, etc., during the 40s, 50s and 60s in Europe and America. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Mahsun Every Two Years*

384. Pluralism: Art from the 70s - 90s — A study of post-modernist styles such as conceptualism, process, historicism, etc., together with the resurgence of Realism and Expressionism in contemporary art. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Mahsun Every Two Years*

386. Nativist Art of the Americas — The indigenous art and architecture of South, Central, and North America will be surveyed with study of such phenomena as mound building, pueblos, ceramics, totems and masks. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Staff When Feasible*

387. American Art: Revolution to Realism — Painting and sculpture in America, including Mexico, from the Colonial period to the Civil War. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Staff When Feasible*

388. American Art: Regionalism and Internationalism — An investigation of American and Mexican art from the Colonial period to the present, with emphasis on such forces as pre-Columbian heritage and European modernism. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Staff When Feasible*

390. African Art and Artifacts — East, Central and West African are considered, from symbolic, stylistic and anthropological perspectives. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Staff When Feasible*

391. Topics in Asian Art — A selective treatment of the art of India, China and Japan. Prerequisite: Art 109 or 110 or permission of instructor. *Two Credits Staff When Feasible*

491. Independent Study in Art History — Independent study for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the department chairperson. Prerequisite: advanced standing and written permission of the instructor. *Two Credits Mahsun Both Semesters*

493. Methodologies of Art — An examination of various approaches to art, such as Formalism and Style, Iconography, Contextual, Biography, Psychoanalysis and Semiotics. *Two Credits Mahsun Every Two Years*



Faculty: Mr. T. Bultman, Chairperson; Mr. Barney, Mr. Best, Mr. Boelkins, Ms. Burnatowska-Hledin*, Ms. Chase, Mr. Cronkite, Mr. Evans, Mr. Fraley, Ms. McDonough, Mr. Murray, Mr. Sullivan, Ms. Swarthout, Ms. Winnett-Murray.

Biology is actually a number of different approaches to the study of life, from the molecular and biochemical to the ecological. The Department of Biology offers all Hope College students an opportunity to participate in biology, either in courses listed here or in some of the GEMS and Environmental Science courses. Several members of the Department of Biology faculty have been recognized as outstanding educators at the state and national levels. Biology majors leave Hope College well prepared to pursue a number of different careers. Many of our majors go on to earn advanced degrees in graduate, medical, dental, or other professional schools. Our success at placing students in those schools is outstanding. Other students go on to careers in the allied health professions, industrial research and laboratory positions, conservation and natural resources management, secondary education, and environmental/outdoor education.

We give students the chance to learn biology in well-taught courses in a diverse curriculum. Courses emphasize active participation by the students in lecture, discussion and laboratory settings. A hallmark of the department's approach is the belief that students best learn biology by doing biology. Thus almost all of our courses include investigative laboratories. In addition, we provide students with the opportunity to be biologists by participating in research projects with our faculty. Student/faculty research occurs both in the summer, when stipends are available to give selected students the experience of full-time research, and during the academic year. More than 100 research papers co-authored by students have been presented or published in the last five years. The variety of research projects reflects the diversity of interests of the biology faculty:

- ecologists are studying seed banks and tropical forest regeneration, effects of endophytic fungi on insects, behavioral ecology of tropical birds, and the ecology of invasive plants.
- botanists are investigating molecular plant systematics and environmental effects on plant physiology
- physiologists are studying temperature regulation and thirst in rats, the role of vasopressin receptors, the regulation of body mass and reproduction in vertebrates, and the electrophysiology of the hippocampus
- geneticists and molecular biologists are studying receptor cloning, molecular biology of amino acid carriers, and lipid metabolism in yeast
- zoologists are investigating host-parasite relationships of trematodes; interactions between insects, fungi, and grasses; and competition for nesting sites among bird species.

The department has many well-equipped laboratories and a 55-acre nature preserve for both teaching and research, and a well-supplied library of books and current journals. More recent additions to our capabilities include a computer laboratory for statistical analyses and simulation studies, diode array spectrophotometers, an automated DNA sequencer, a real-time PCR thermal cycler, gamma and scintillation counters, a video image analysis system, a computerized oxygen and carbon dioxide analysis system for metabolism studies, a portable photosynthesis system, equipment for electrophysiological studies, seven computerized polygraphs for physiological measurements, new field equipment, a molecular biology laboratory, and facilities for plant and animal tissue culture and gene cloning and amplification.

*Sabbatical Leave, Academic Year 2005-06

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Qualified students can spend a semester at a university abroad or in an internship while pursuing their other studies at Hope College or during participation in one of the college's domestic off-campus programs.

BIOLOGY MAJOR: A Hope College biology major must be prepared to meet a variety of future challenges. For that reason the basic requirements are distributed among the diversity of approaches to the study of biology. Students should discuss their individual needs with a member of the Department of Biology as early as possible so that those needs can be met.

Basic major requirements: The B.A. in biology requires completion of at least 28 credits of biology, including the 3 required core biology courses, 1 semester of a 4-credit mathematics course and 1 year of chemistry (major level courses are strongly recommended). The B.S. in biology requires completion of a minimum of 67 credits in the natural sciences. At least 36 of the 67 credits must be in biology and include the 3 required biology Core courses (although Chemistry 314 and 315 may be counted as biology credits for the B.S. degree) and include 20 credits at the 300-level or higher. Also required are Chemistry 111, 113, 114, 121, 221, 231 and 255; 2 semesters of 4-credit courses in mathematics; and 8 additional credits from courses in the natural science departments other than biology and chemistry.

Required courses: biology majors desiring either a B.A. or a B.S. must take the entry-level course, Biology 240 (Cells and Genetics), as well as Biology 260 (Organismal Biology) and Biology 280 (Ecology and Evolutionary Biology). These should be taken in numerical sequence. To ensure students are informed about the important topic of biological diversity, at least one of the following courses must be taken: Biology 332, 340, 343, 380, 422, and 432.

Important Considerations:

1. Biology 240 and 260, and Chemistry 111, 113, 114 and 121 should be taken in the first year of college if possible.
2. The first year of chemistry must include laboratory each semester. For most students the preferable chemistry sequence for the requirement is Chemistry 111, 113, 114 and 121.
3. Students planning to attend graduate, medical or dental schools, or to pursue other biology careers that require rigorous training should take Mathematics 131 and 132; 1 year of physics; and Chemistry 111, 113, 114, 121, 221, 231, 255 and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.

BIOLOGY MAJORS AND MINORS FOR SECONDARY TEACHER CERTIFICATION: Majors desiring a B.A. must take at least 30 credits in biology, beginning with the three-course core: 240, 260, and 280.

Biology secondary teacher candidates must choose an additional 14 credits. (See the Department of Education Web page for specific electives approved for certification.) Because of the expectations for high school teaching, teacher candidates only may choose BIOL 221, Human Physiology. In addition to biology course work, teacher candidates must take one semester of a 4-credit mathematics course and a year of chemistry. Candidates must have a minimum 2.5 GPA in biology for approval to student teach and to be recommended for Michigan certification.

Minors for secondary teacher certification must take at least 20 credits in biology, beginning with BIOL 240, 260, and 280. An additional four credits may be chosen from the same biology department electives as the secondary teacher certification major. (See the Department of Education Web site.) Candidates for a biology minor must have a minimum of 2.5 GPA for approval to student teach and to be recommended for Michigan certification.

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BIOLOGY MINOR: The minimum requirement for a biology minor is 20 credits of biology including Biology 240, 260, and 280, plus 8 more credits selected from other courses in the department. Students must have a minimum GPA of 2.0 in biology to graduate with the minor. If earning a minor for secondary teacher certification, must have at least 2.5.

Core courses in biology:

240. Cells and Genetics — This is the first course prospective biology majors should take. It is a study of cells at the molecular level and the fundamentals of genetics. Topics covered will include: structure and function of cell membranes and cell organelles, enzyme activity and biosynthesis, metabolic and energy interconversions, Mendelian and molecular genetics and modern biotechnologies. Three lectures and one 3-hour laboratory per week. At least one semester of chemistry is highly recommended. *Four Credits Staff Fall Semester*

260. Organismal Biology — An examination of the relationships between structure and function in organisms. Common and unique solutions to the problems of support, movement, growth, gas exchange, water balance and other aspects of homeostasis will be examined. Three lectures and one 3-hour laboratory per week. Prerequisite: Biology 240. *Four Credits Staff Spring Semester*

280. Ecology and Evolutionary Biology — A broad overview of ecology and evolutionary biology, emphasizing the ways in which organisms interact with their physical and biological environments and how the results of such interactions drive the forces of evolution. Three lectures and one 3-hour laboratory per week. Prerequisites: Biology 240 and 260. *Four Credits Bultman, Murray Fall Semester*

Courses designed for students preparing for careers in the allied health fields. These courses do not count toward a biology major or minor.

195. Introduction to Cell Biology — A study of the fundamentals of cell biology and genetics. Three lectures and one 3-hour laboratory period per week. Not open to students who have taken Biology 240. *Four Credits McDonough Fall Semester*

221. Human Physiology — A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week. Not open to students who have taken Biology 260 unless they have permission from the chairperson of the Department of Biology. Can be applied to the biology major only if the student has been accepted into the Education Program and has permission from the chairperson of the Department of Biology. *Four Credits Barney, Fraley Fall Semester*

222. Human Anatomy — A course where the human body is studied from histological and gross anatomical perspectives. Laboratories require dissections, microscope work, and use of computer programs. Three lectures and one 3-hour laboratory period per week. Cross-listed with Kinesiology 200. *Four Credits Armstrong Spring Semester*

231. Biology of Microorganisms — A study of selected bacteria, viruses and parasites with an emphasis on host-microbe interactions and microorganisms implicated in human disease. Three 1-hour lectures and two 1.5-hour laboratories per week. Prerequisites: Biology 195, one year of chemistry, or permission of the instructor. Not open to students who have had an advanced microbiology course. *Four Credits Best Spring Semester*

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Advanced courses in biology:

315. Advanced Topics in Ecology — A course that deals with the interactions between organisms and their physical and biological environments at an advanced level, emphasizing recent developments and specialized problems. Areas of emphasis (e.g., conservation biology, plant-animal interactions, community ecology, and physiological ecology) as well as course format (lecture-lab, lab only) and credits (1-4) will vary. Prerequisites: Core courses in biology.

One to Four Credits Murray Spring Semester

320. Plant Physiology — A study of the physical processes, nutrition, metabolism, biochemistry, and growth and development of plants and how these functions are affected by changes in the environment and in responses to other organisms. These plant functions will be examined at the molecular, cellular and organismal levels. Three lectures and two 1.5-hour laboratories per week. Prerequisites: Core courses in biology and Chemistry 221.

Four Credits Swarthout Spring Semester Even Years

332. Comparative Anatomy of Vertebrates — An evolutionary study of vertebrate bodies, emphasizing structural adaptations to functional problems imposed by different environments. Laboratory work includes extensive dissections of a variety of aquatic and terrestrial vertebrates. Not open to students who have taken Biology 222. Three lectures and one 3-hour laboratory period per week. Prerequisites: Core courses in biology.

Four Credits Staff Spring Semester Odd Years

340. Advanced Topics in Plant Biology — An in-depth study of specialized topics in botany such as plant anatomy, plant breeding systems, plant molecular systematics, and ecophysiology of plants. Two lectures and one 3-hour laboratory per week. Prerequisites: Core courses in biology.

Four Credits Evans, Swarthout Fall Semester Odd Years

343. Vascular Plant Systematics — A study of the biology, evolutionary relationships and identification of selected families of vascular plants, and the principles of plant classification. The laboratory will involve field work and concentrate on the local flora. Two lectures and one 3-hour laboratory per week. Additional out-of-class hours are required. Prerequisites: Core courses in biology.

Four Credits Evans Fall Semester Even Years

348. Special Topics in Cell Biology — A study of selected topics in cell biology. The topics for the course will vary from year to year, but each will be used to explore general issues in cell biology (such as membrane function and cell differentiation) as well as more specific issues. Examples of selected topics include Alzheimer's disease, cancer, and responses to hormones. Three lectures and one 3-hour laboratory per week. Prerequisites: Biology 240 and Chemistry 221, or permission of instructor.

Four Credits Burnatowska-Hledin Fall Semester

355. Embryology — A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three lectures and one 3-hour laboratory per week. Prerequisites: Core courses in biology and one year of chemistry, or permission of instructor.

Four Credits Cronkite Spring Semester

356. Genetics — A comprehensive overview of genetics from its classical beginnings, including Mendelian genetics, linkage, chromosomal aberrations and extranuclear inheritance to modern molecular genetics. After a thorough grounding, topical subjects are covered in the last part of the semester, and have included cancer genetics, genetics of behavior, and population genetics. Three lectures a week. The

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laboratory (1 credit) is optional, and may be taken concurrently with the course. Prerequisites: Core courses in biology and Chemistry 231.

Three Credits McDonough Fall Semester

357. Genetics Laboratory — Designed to introduce the student to the experimental basis of lecture topics. Investigations include the purification and analysis of DNA, generation and sequencing of recombinant DNA molecules, and *Drosophila* and bacterial genetics. Prerequisites: Core courses in biology, Chemistry 231, Biology 356 concurrently.

One Credit McDonough Fall Semester

366. Molecular Biology — An advanced course which examines the role of gene structure, function, and regulation at the molecular level to explain biological processes. Topics include basic processes such as DNA replication, recombination, and regulation of gene expression, as well as an emphasis on experimental design and techniques. The laboratory component of the course uses a project approach to introduce experimental design and molecular biological methods as students clone and characterize a gene. Three lectures per week, and one 5-hour laboratory. The lab meets only during the last half of the semester. Prerequisites: biology core courses and Chemistry 231. Biology 356 recommended.

Four Credits McDonough Spring Semester

370. Animal Behavior — An investigation-based study of vertebrate and invertebrate behavior from an evolutionary perspective. Topics include proximate behavioral mechanisms (genetic, developmental and neurological) and ultimate consequences (evolution, ecology and sociology). Two 3-hour laboratories per week plus additional required out-of-class hours. Prerequisites: Core courses in biology. Statistics is strongly recommended.

Four Credits Winnett-Murray Fall Semester Alternate Years

374. Biology of Insects — The course is an introduction to the identification, structure, life cycle and behavior of insects. Field aspects will be stressed. Two 4-hour lecture/laboratory periods per week. Prerequisites: Core courses in biology.

Four Credits Staff Fall Semester Even Years

380. Field Studies in Biology — A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 6 credits. Prerequisite: Permission of instructor.

One to Three Credits Staff May Term/June Term/July Term

390. Independent Study of Biology — A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic. Prerequisites: Core courses in biology.

One, Two, or Three Credits Staff Both Semesters

395. Studies in Biology — Lecture, laboratory or seminar classes in a special topic of biology. For 2005-06, offerings will include Advanced Topics in Bioinformatics, Microbiology, Population Genetics, and Plant Form and Function. Prerequisites: Core courses in biology. Three to

Four Credits Staff

421. Evolutionary Biology — A study of special topics concerning the process of evolution and its mechanisms involving both micro and macro evolution. Each year a different special topic is explored. Past examples include evolutionary molecular biology and speciation. Three lectures and one 3-hour laboratory/discussion per week. Prerequisites: Core courses in biology.

Four Credits Cronkite Fall Semester

422. Invertebrate Zoology — The biology of selected invertebrate animals will be studied with emphasis on their functional morphology, ecology and behavior. Labora-

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tory includes field studies with a weekend trip to southern Indiana. Two lectures and two 3-hour laboratories per week. Prerequisites: Core courses in biology.

Four Credits Bultman Spring Semester Odd Years

432. Vertebrate Zoology — Vertebrate examples are used to investigate a broad range of biological topics including evolution, speciation, historical and modern zoogeography, energetics, behavior, ecology and conservation. Laboratory includes both laboratory exercises and field trips that focus on the taxonomy, external morphology, natural history and field identification of local vertebrates. Three lectures and one 3-hour laboratory per week. Additional out-of-class hours are required. Prerequisites: Core courses in biology.

Four Credits Winnett-Murray, Murray Fall Semester Alternate Years

442. Advanced Topics in Animal Physiology — An in-depth examination of some aspects of animal physiology such as cardiovascular systems, renal physiology, endocrinology, immunology, or environmental physiology. Three lectures and one 3-hour laboratory per week, or two lectures and two 2-hour laboratories per week. Prerequisites: Core courses in biology.

Four Credits Barney, Fraley Spring Semester Odd Years

490. Independent Research in Biology — This course is designed to give students majoring in biology a chance to do research in an area in which they have a special interest. Students are expected to attend weekly seminars. Requires formal application and permission of the instructor with whom the student will work.

Normally Two Credits Staff Both Semesters

495. Advanced Topics in Biology — A special course, sometimes taught as a seminar, which deals with a specific area of biology at an advanced level. Past topics have included environmental genetic theory, the biology of sex, the heart and kidney, cancer biology, ecology of plant-animal interactions, and cholesterol biology. Prerequisite: Permission of the instructor.

One to Four Credits Staff Both Semesters

499. Internship — An opportunity to gain practical experience in the work place. Requires formal application and permission of the department chairperson. Prerequisites: Core courses in biology.

Biology Seminars — A program designed to give biology students and faculty an opportunity to participate in seminars on special topics in biology or areas of current research. Most of the speakers are biologists from outside Hope College. Not for credit. Biology majors are expected to attend.

Biology Laboratory Assistant — Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Assistants may work in research labs, in teaching labs, as animal and plant care technicians, or as teaching assistants. Not for credit. Assistants receive an hourly wage.



Faculty: Mr. Seymour, Chairperson; Ms. Brinkmann, Mr. Brown, Ms. Burnatowska-Hledin^{‡*}, Ms. Chase[‡], Mr. Clark, Mr. Gillmore, Mr. Krueger, Mr. Lee, Mr. Mungall, Mr. Peaslee^{‡‡}, Mr. Pikaart, Mr. Polik, Ms. Sanford, Mr. Silver^{*}, Ms. Smith, Ms. Stewart, Mr. Taylor.

The Department of Chemistry is known nationally for its excellent program. In a study of chemistry programs at private four-year colleges published in the *Journal of Chemical Education*, the Hope College Department of Chemistry was recognized as outstanding in the productivity of its research program and for the accomplishments of its graduates. The chemistry program is certified by the American Chemical Society's Committee on Professional Training.

The program provides students with a rigorous introduction to the fields of chemistry and biochemistry in a setting that emphasizes knowledge of current developments in chemistry and experience with modern instruments and laboratory techniques. The chemistry faculty maintains a keen interest in students' professional involvement and scholarly development. The department has an active seminar program which brings students into contact with nationally recognized authorities in chemistry and chemistry-related fields.

The chemistry program places a strong emphasis on faculty-student research. Chemistry majors are encouraged to begin work with a professor on a research project early in their academic program. Research stipends are available to enable many students to work full-time on their projects during the summer. Student research is directed toward professional development and may result in joint authorship of scientific publications and in the opportunity to present research results at a regional or national scientific meeting.

The chemistry major includes sequences of both lecture and laboratory courses designed to establish a fundamental understanding of the major areas of the discipline. Students can elect to complete a chemistry major for a B.A. degree or a more extensive major for a B.S. degree. Students planning to do graduate work in the field or to enter industry should fulfill the requirements of the American Chemical Society's (A.C.S.) Certified Major Program which generally requires one course beyond the B.S. degree in chemistry. An A.C.S. certified B.S. Degree Program in Chemistry with Biochemistry Emphasis is available for students who have interests in chemistry and biology. Students who intend to enter medical or dental schools or plan a career in secondary education may design their major program according to their specific goals. Since students planning a chemistry major have a number of options, it is essential that they discuss their plans with the chairperson of the department or a chemistry advisor early in their academic program.

CHEMISTRY MAJOR PROGRAMS

BACHELOR OF ARTS DEGREE — The minimum requirements for a chemistry major are twenty-five (25) credits of science major chemistry courses, two semesters of physics with laboratory, and Calculus I (Math 131 or Math 125 and Math 126) and II (Math 132). While calculus based General Physics 121, 141, 122 and 142 are recommended for the B.A. degree and required for the B.S. degree, students seeking the B.A. degree may wish to consult their academic advisor to discuss if College Physics 105, 107, 106 and 108 are appropriate for their program of study. The chemistry courses must include: Chemistry 111, 121, 221, 231; six (6) credits of laboratory courses (e.g., Chemistry 113, 114, 255, and 256; Chemistry 315,

*Sabbatical Leave, Academic Year 2005-06

‡Joint appointment with Department of Biology

‡‡Joint appointment with Department of Geological and Environmental Sciences

CHEMISTRY/ BIOCHEMISTRY

324, 332, 345 or other laboratory courses may be included in these 6 credits); and two courses selected from Chemistry 311, 322, 331 and 332, or 343. (Chemistry 331 and 332 must be taken together and are considered one course.) A minimum GPA of 2.0 is required for the science major chemistry courses.

BACHELOR OF SCIENCE DEGREE AND THE A.C.S. CERTIFIED MAJOR IN CHEMISTRY

— The B.S. degree in chemistry requires thirty-six (36) credits of science major chemistry courses and a total of sixty (60) credits in the natural sciences. A minimum GPA of 2.0 is required for all science major chemistry courses that are part of the B.S. degree or A.C.S. certified major. Both the B.S. degree and the A.C.S. certified major in chemistry require the same core courses in chemistry (30 credits), physics (8 credits), and mathematics (8 credits) that are listed in the following table. Dependent on the student's background in mathematics, General Physics 121 may be taken concurrently with Chemistry 121 in the freshman year or taken no later than the second semester of the sophomore year. College Physics 105, 106, 107 and 108 do not satisfy requirements for the B.S. degree.

The core chemistry, mathematics, and physics courses required for the B.S. degree and for the A.C.S. Certified Chemistry Major are:

Chem 111 (3) General Chem I	Math 131 Calc I (or Math 125 and Math 126)
Chem 113 (1) Gen Chem Lab I	Math 132 Calc II
Chem 121 (3) General Chem II	Phys 121 Gen Phys I
Chem 114 (1) Gen Chem Lab II	Phys 141 Phys Lab I
Chem 221 (3) Organic Chem I	Phys 122 Gen Phys II
Chem 255 (2) Org Chem Lab I	Phys 142 Phys Lab II
Chem 231 (3) Organic Chem II	
Chem 256 (1) Org Chem Lab II	Strongly Recommended Courses:
Chem 322 (3) Inorganic Chem	Math 231 Multivariable Math I
Chem 331 (3) Analytical Chem	Math 232 Multivariable Math II
Chem 332 (1) Analytical Chem Lab	
Chem 343 (3) Physical Chem I	
Chem 345 (1) Phys Chem Lab I	
Chem 344 (3) Physical Chem II	

For the B.S. degree, in addition to all of the core courses, a student must complete Chem 346 and 5 other credits of 200, 300 or 400 level advanced lecture or laboratory courses for a total of 36 credits (see Chem 256 description regarding the advanced lab). Suggested advanced level courses are listed below.

For the A.C.S. Certified Chemistry Major with a B.S. degree, in addition to the core courses, a student must complete Chem 311, Chem 324, Chem 346, 3 other credits of 300 or 400 level advanced lecture, and additional advanced laboratory experience to exceed 500 total laboratory hours (the laboratory hours for the advanced courses are listed with the course descriptions). The required laboratory courses (core plus Chem 324 and Chem 346) provide 384 laboratory hours. The additional hours could be Chem 490 combined with any other advanced laboratory, or any combination of three 200/300 level advanced laboratories (see Chem 256 description regarding the advanced lab). Only 84 laboratory hours of Chem 490 may apply to the 500 laboratory hours. An eight-week summer research experience may be applied toward the 500 laboratory hours in the same manner as Chem 490, provided an appropriate report is submitted. With approval of the chairperson of the Department of Chemistry, a chemistry-related, advanced level course from another natural science department may be substituted for one advanced level chemistry course in the A.C.S. Certified Chemistry Major Program.

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Advanced level chemistry courses for the B.S. and A.C.S. Certified Chemistry Major include:

Chem 256 (1) Org Chem Lab II	Chem 347 (1) Chemical Modeling Lab
Chem 311 (3) Biochemistry	Chem 348 (1) Advanced Spectroscopy Lab
Chem 314 (3) Biochemistry II	Chem 421 (3) Struct. Dynam. & Syn. I
Chem 315 (1) Biochem Lab	Chem 422 (3) Struct. Dynam. & Syn. II
Chem 324 (1) Inorganic Lab	Chem 490 (1, 2, 3) Research
Chem 346 (1) Phys Chem Lab II	

For students planning to go to graduate school in chemistry it is essential to take Mathematics 231 and 232.

Premedical, pre dental and preveterinary students are advised to take the following courses in chemistry: 111, 113, 114, 121, 221, 231, 255, 256, and 311. To qualify for a chemistry major, health profession oriented students must meet the department's B.A. or B.S. degree requirements. These students design their chemistry major according to the specific requirement of their intended profession. Suggested courses to prepare for medical school are given on page 345.

Students who wish to major in chemistry for teaching in secondary school must complete all the requirements for a teaching certificate in the State of Michigan (pages 164-166), which include a 30-credit Department of Education approved major in chemistry. The chemistry major must consist of all the courses required for the B.A. degree (including the math and physics courses) and additional upper-level courses to meet the 30-credit requirement. With prior approval of the department chairperson, up to 4 credits of chemistry-based GEMS courses may be counted toward the 30-credit chemistry requirement. Students seeking the chemistry endorsement for teacher certification must have a major and/or minor GPA of 2.5.

Students interested in chemical engineering should consult with the chairperson of the Department of Chemistry or the engineering advisor early in their undergraduate program.

Students who are interested in combined science fields, special programs, or contract curriculums should consult with the appropriate chairpersons as early as possible to learn of opportunities, prospects, and requirements.

A.C.S. CERTIFIED BACHELOR OF SCIENCE DEGREE IN CHEMISTRY WITH BIOCHEMISTRY EMPHASIS

— For the A.C.S. certified B.S. degree with biochemistry option, in addition to all of the core courses, a student must complete Chem 311, Chem 314, Chem 315, and at least three credits of advanced biology or biochemical research. The three advanced course credits may include Bio 356 (Genetics) or Bio 366 (Molecular Biology). The criterion of 500 laboratory hours is required for the biochemistry option, as described above for the A.C.S. certified chemistry major.

CHEMISTRY MINOR

The requirement for a chemistry minor is twenty-one (21) credits of chemistry courses including: Chemistry 111, 113, 114, 121, 221, 255, and eight (8) additional credits of science major chemistry courses.

BIOCHEMISTRY MINOR

The requirement for a biochemistry minor is twenty-two (22) credits of chemistry courses including: Chemistry 111, 113, 114, 121, 221, 231, 255, 311 and 314.

Note: The biochemistry minor is not awarded in conjunction with either the B.A. or the B.S. major in chemistry.

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COURSES DESIGNED PRIMARILY FOR STUDENTS NOT MAJORING IN ONE OF THE SCIENCES

101. Introduction to Chemistry — This course presents selected chemical concepts at an introductory level for students who are not majoring in one of the sciences. Topics include atomic, ionic and molecular properties, bonding, balanced equations, acids and bases, solutions, simple organic structures, polymers, and nuclear chemistry. Laboratory activities support concepts presented in lecture. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Co- or prerequisite: GEMS 100 (Mathematics for Public Discourse), Math 205, or any calculus or statistics course. This course is cross-listed as GEMS 160. *Four Credits Spring Semester Seymour*

103. Introduction to Biological Chemistry — This course is designed for pre-nursing students and for students not majoring in one of the sciences. The fundamental concepts of chemistry will be emphasized as they relate to organic chemistry and biochemistry. The course does not count toward a chemistry major. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Prerequisite: a full year of high school chemistry with laboratory or Chemistry 101 or GEMS 160. *Four Credits Pikaart Spring Semester*

COURSES DESIGNED PRIMARILY FOR SCIENCE MAJORS

111. General Chemistry I — This first course in chemistry is for all students who wish to major in science. Topics include stoichiometry, states of matter, periodicity, inorganic reactions, atomic structure, chemical bonding, geometry of molecules, chemistry of non-metals and solutions. Lecture, 3 hours per week; discussion, 1 hour per week. *Three Credits Krueger, Pikaart Fall Semester*

113. Laboratory of General and Analytical Chemistry I — This course provides an introduction to techniques and laboratory procedures. Topics include qualitative analysis, colorimetry, spectroscopy, colligative properties, gas laws, and computerized data collection and analysis. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 111. *One Credit Pikaart, Polik, Seymour, Staff Fall Semester*

114. Laboratory of General and Analytical Chemistry II — This is a continuation of Chemistry 113 including volumetric analysis, potentiometric titration, calorimetry, study of reaction rates by spectrophotometry, determination of acid dissociation constants, electrochemistry, atomic absorption spectroscopy, and the Nernst equation. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 121. *One Credit Brown, Peaslee, Seymour, Staff Spring Semester*

121. General Chemistry II — This course consists of a continuation of the basic principles of chemistry including chemical energy, electrochemistry, chemical kinetics, acids and bases, and ionic equilibria with an emphasis on inorganic reactions and the chemistry of metals. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 111. *Three Credits Brown, Peaslee Spring Semester*

221. Organic Chemistry I — The basic principles of organic chemistry are introduced through studies of the structures and reactions of carbon compounds. The mechanistic treatment of aliphatic and aromatic chemistry is stressed. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 121. *Three Credits Gillmore, Mungall Fall Semester*

231. Organic Chemistry II — This is a continuation of Chemistry 221 with emphasis on complex molecules, including those found in biological systems. Lecture,

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3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 221. *Three Credits Gillmore, Sanford Spring Semester*

255. Organic Chemistry Laboratory I — This laboratory course stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week (84 lab hours). Corequisite: Chem 221. Prerequisite: Chemistry 121.

Two Credits Gillmore, Sanford, Stewart, Staff Fall Semester

256. Organic Chemistry Laboratory II — This is a continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses and qualitative organic analysis. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week. The first 8 weeks of this laboratory (48 lab hours) comprise the 1 credit that is part of the core requirements. The remaining 6 weeks (36 lab hours) consist of an independent synthetic project and comprise the 1 credit that is part of the advanced level courses. The advanced level credit must be taken in conjunction with the core level requirement. Corequisite: Chem 231. Prerequisites: Chemistry 221 and 255.

One or Two Credits Gillmore, Mungall, Sanford Spring Semester

295. Studies in Chemistry — A lecture and/or laboratory course in a chemical area of current interest. *Three Credits Staff Both Semesters*

311. Biochemistry I — The biochemistry of proteins, carbohydrates, lipids, enzymes and coenzymes is discussed together with the important metabolic pathways. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 231. *Three Credits Chase, Pikaart Fall Semester*

314. Biochemistry II — The course is a continuation of Chemistry 311 with emphasis on biosynthetic pathways, regulatory processes, transfer of genetic information, and recombinant DNA. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisite: a grade of C- or better in Chemistry 311.

Three Credits Pikaart Spring Semester

315. Biochemistry Laboratory — This laboratory course introduces general biochemistry molecular experiments including characterization of amino acids, carbohydrates, proteins, nucleic acids, and lipids; N-terminal analysis of proteins; enzyme kinetics, and purification and characterization of DNA. Techniques include chromatography, electrophoresis and spectrophotometry. Laboratory, one 5-hour session per week; discussion session, 1 hour per week (42 lab hours). This course may be taken during the first half of the spring semester or during the second half of the spring semester. Prerequisite: Chemistry 311. *One Credit Pikaart Spring Semester*

322. Inorganic Chemistry — A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 3 hours per week. Prerequisite: Chemistry 221.

Three Credits Stewart Spring Semester

324. Inorganic Chemistry Laboratory — Laboratory experiments provide an introduction to modern laboratory techniques used in inorganic chemistry. The work stresses synthetic techniques (including the handling of air-sensitive materials in glove boxes and on vacuum lines), the preparation of novel materials of an inorganic and bioinorganic nature, and the study of their chemical, physical, structural, and kinetic

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properties by modern instrumental techniques. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 322. *One Credit Staff Spring Semester*

331. Analytical Chemistry Lecture — Lecture topics include statistics, sampling, chemical equilibrium, titrimetric procedures, spectroscopy, separations and electrochemistry as well as an introduction to modern analytical instrumentation. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 114, 121, and Physics 122. Corequisite: Chemistry 332.

Three Credits Brown Fall Semester

332. Analytical Chemistry Laboratory — Laboratory experiments apply the total analytical process to real samples, including sample collection, chemical workup, wet chemical and instrumental analysis. Methods of analysis include standard volumetric procedures, UV/VIS spectroscopy, atomic absorption, ion selective electrodes, gas chromatography-mass spectrometry, and HPLC, as well as standard methods from various official agencies. Extensive data analysis using spreadsheets. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 331. Chemistry 331 and 332 must be taken during the same semester. *One Credit Brown Fall Semester*

343. Physical Chemistry I — Emphasis is placed on a study of the thermal properties of matter. The way in which temperature, pressure, volume and chemical composition determine the state of chemical equilibrium, and the rate at which equilibrium is attained are studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites or corequisites: Chemistry 121, Mathematics 132 and Physics 121. Mathematics 231 is strongly recommended.

Three Credits Krueger Fall Semester

344. Physical Chemistry II — The quantum description of matter is investigated by studying basic concepts of quantum mechanics, simple quantum models, atomic orbitals, molecular energy levels, spectroscopy, and chemical bonding. Lecture, 3 hours per week; discussion session, 1 hour per week. Prerequisites or corequisites: Chemistry 121, Mathematics 132, and Physics 122. Mathematics 231 and 232 are strongly recommended.

Three Credits Polik Spring Semester

345. Physical Chemistry Laboratory I — Laboratory experiments provide an introduction to modern laboratory techniques used in physical chemistry. The work stresses thermochemistry, kinetics, transport phenomena, data and error analysis, vacuum techniques, the use of instrumentation, and technical report writing in obtaining, analyzing and presenting accurate data from chemical systems. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 343.

One Credit Brinkmann, Polik Fall Semester

346. Physical Chemistry Laboratory II — Molecular structure and dynamics of chemical systems are studied using Fourier transform infrared and ultra-violet spectroscopy. Spectral interpretation in terms of basic quantum mechanical models is emphasized. Laboratory, one 3-hour session per week (42 lab hours). Corequisite: Chemistry 344.

One Credit Polik Spring Semester

347. Chemical Modeling Laboratory — Computer modeling exercises provide an introduction to mathematical models used in physical chemistry. The work stresses the development and application of mathematical models to understand and make predictions about the physical properties of chemical systems. Computer laboratory, one 3-hour session per week (42 lab hours). Prerequisite or corequisite: Chemistry 344.

One Credit Polik Spring Semester Odd Years

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348. Advanced Spectroscopy Laboratory — Modern nuclear magnetic resonance and laser spectroscopy methods are studied. The quantum mechanical and kinetic theory behind the operation of these instruments is studied, and the acquisition of technical proficiency in their use is emphasized. Laboratory, one 3-hour session per week (42 lab hours). Prerequisite or corequisite: Chemistry 344.

One Credit Krueger, Polik Spring Semester Even Years

395. Special Topics in Chemistry — This course may be a lecture or laboratory on a topic in chemistry related to special interests of the faculty or to significant current developments in the field. The content of this course will build in a significant way on concepts introduced in the core courses required for the B.S. degree.

One to Three Credits Staff Both Semesters

421. Structure, Dynamics and Synthesis I — This course provides important coverage of chemical synthesis by building on prior knowledge to critically explore more complex concepts. The course is designed for students who intend to become professional chemists at the B.S. level or who plan on attending graduate school for an advanced degree. Topics include organometallic chemistry, advanced organic synthesis and mechanisms, and selected topics in advanced inorganic chemistry. Lecture, 3 hours per week. Prerequisite: Chemistry 231. Prerequisite or corequisite: Chemistry 343.

Three Credits Sanford Fall Semester

422. Structure, Dynamics, and Synthesis II — This course provides important coverage of chemical theory and computation by building on prior knowledge to critically explore more complex concepts. The course is designed for students who intend to become professional chemists at the B.S. level or who plan on attending graduate school for an advanced degree. Topics include molecular symmetry and group theory, computational chemistry, and molecular orbital theory. Lecture, 3 hours per week. Prerequisite: Chemistry 231. Prerequisites or corequisites: Chemistry 322 and Chemistry 344.

Three Credits Krueger, Polik Spring Semester

490. Independent Research in Chemistry — This course provides chemistry majors an opportunity to do research in a field in which students and faculty have special interests. An appropriate report must be submitted to the department chairperson in order for credit to be awarded. Students should contact faculty or the department chairperson to arrange for research with a faculty member (84 lab hours).

One, Two or Three Credits Staff Both Semesters

499. Internship in Chemistry — This program provides chemistry training and skill development for the student. This is usually done off-campus and the student must work under the supervision of a qualified scientist. A written report appropriate to the internship experience is required. A prospectus describing the project must be approved by the supervising scientist and submitted to the department chairperson before a student may register for credit.

One to Two Credits Staff Both Semesters

700. Recent Advances in Chemistry — Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.

Six Credits (Maximum) Staff

Assisting in Chemistry Laboratory — Upon the recommendation of the chemistry faculty, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation, but a stipend is offered.

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Chemistry Seminar — A weekly series of seminars given by guest lecturers from academic institutions, industry, and government. Lecture topics include research activities and current special topics in all areas of chemistry. The guest lecturers are also available for discussions concerning graduate education as well as career opportunities for chemistry majors. No credit or honor points will be given toward graduation.

Teaching of Science — See Education 331 (page 170).



Faculty: Ms. Johnston, Chairperson; Ms. Anderson, Ms. DeWitt-Brinks, Ms. Heinz, Mr. Herrick, Ms. Housel, Mr. Pocock, Mr. Schock, Mr. Spielvogel.

Communication studies is one of the fastest growing majors on campus. In 1995, the Hope College Department of Communication was recognized as one of the two outstanding small college departments of communication in the nation by the Speech Communication Association. In 1987, the department was recognized as one of three “Programs of Excellence” by the Central States Communication Association for the quality of the curricular program. In 1991, the department was again named a “Program of Excellence” in recognition of the content and structure of the introductory course, Comm 101. The Department of Communication is housed in the new, state-of-the-art Martha Miller Center for Global Communication, where students have the opportunity to use broadcasting and journalism facilities and speech and research labs.

Communication knowledge and skills are essential for personal success and for full participation in a complex and rapidly changing democratic society. Communication competence incorporates a number of learning goals often identified as important by employers and graduate schools. These goals include:

- interacting easily and productively with others;
- thinking critically and solving problems;
- communicating ideas clearly and effectively;
- balancing conflicting viewpoints;
- exhibiting tolerance and trust in relations with others; and
- working for social justice and change.

Historically, communication theory and practice have been central to education in the liberal arts tradition. In keeping with this tradition, the Department of Communication offers a curriculum designed to enhance understanding of the communication process and refine communication skills. Courses focus on major perspectives for studying communication, and on applying communication knowledge to various contexts, including interpersonal relationships, small group interaction, face-to-face persuasive presentations, and print and electronic mass media.

Communication majors at Hope often link their academic programs with other disciplines as they prepare for careers in business, ministry, theatre, law and teaching. Professional plans in journalism, broadcasting, closed-circuit television, public relations, human resource development, and government often stem from opportunities provided to communication majors. The nationally-recognized Hope communication curriculum also provides a strong and well-regarded foundation for students planning further study in communication at major graduate institutions.

SOCIAL SCIENCE REQUIREMENT

Communication 101 (The Communication Process) satisfies the Social Science I general education requirement. This course focuses on communication competence - the ability to communicate effectively in relationships and to critically analyze media messages.

Communication 151 (Introduction to Mass Media) satisfies the Social Science II general education requirement. This course focuses on the nature, content, influence, and regulatory mechanisms of both broadcast and print media.

COMMUNICATION MAJOR — The communication major curriculum is designed to provide a balanced education emphasizing theoretic understanding and skill development across all significant communication contexts. A student typically enters the program through any one of four introductory courses (101, 140, 151, 160). It is assumed that majors will progress through the course offerings chronologically, from

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100-level to 300- and 400-level courses, with exceptions where skill and theoretic understanding warrant departure from prescribed course sequencing.

A Bachelor of Arts degree with a communication major may be obtained by completing **38** credits in the Department of Communication according to the following criteria:

Credits required:

100 level: 14 credits

- COMM 101 - Introduction to the Communication Process (4 credits)
- COMM 140 - Public Presentations (4 credits)
- COMM 151 - Introduction to Mass Media (2 credits)
- COMM 160 - Analytic Skills in Communication (4 credits)

200 level: 12 credits with COMM 260 and COMM 280 required

- COMM 210 - Interpersonal Communication (4 credits)
- COMM 220 - Task Group Leadership (4 credits)
- COMM 231 - Communication and Conflict (4 credits)
- COMM 251 - Media Production I (4 credits)
- COMM 255 - Print Media I (4 credits)
- COMM 257 - Communication for Public Relations (2 credits)*
- COMM 260 - Rhetoric and Public Culture (4 credits)
- COMM 280 - Research Methods (4 credits)
- COMM 290 - Independent Media Project (1-2 credits)*

*Does not fulfill 200-level major requirement.

300 level: 8 credits

- COMM 330 - Organizational Communication (4 credits)
- COMM 352 - Media Production II (4 credits)
- COMM 353 - Media Production III (4 credits)
- COMM 356 - Print Media II (4 credits)
- COMM 357 - The Documentary (4 credits)
- COMM 360 - The Art and Science of Persuasion (4 credits)
- COMM 371 - Communicating Across Differences: Intercultural & Gender Communication (4 credits)
- COMM 390 - Independent Study (1-4 credits)
- COMM 395 - Topics in Communication (e.g., Leadership, Political Communication, Film Criticism) (4 credits)
- COMM 399 - Communication Internship (1-4 credits)**

**Does not fulfill 300-level major requirement with the exception of approved semester-long, off-campus internship programs – 4 credits maximum.

400 level: 4 credits with COMM 451 or COMM 460 or COMM 495 required

- COMM 451 - Mass Media Theory (4 credits)
- COMM 460 - Rhetorical and Communication Theory (4 credits)
- COMM 495 - Critical Theory (4 credits)

COMMUNICATION MINOR — The communication minor consists of six regularly offered courses in communication:

Communication 140: Public Presentations

Communication 151: Introduction to Mass Communication

Communication 160: Analytic Skills **or** Communication 101: The Communication Process

Plus three additional courses at the 200, 300, or 400 level (excluding independent studies and internships), with no more than two courses at any one level for a total of at least 22 credits.

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101. The Communication Process — This course focuses on communication competence. Readings and exercises explore and develop relational communication skills and media literacy. This course also addresses how filters of self, relationships, culture, gender, race, and ethnicity affect communication processes.

Four Credits Anderson, Housel, Johnston, Spielvogel Both Semesters

140. Public Presentations — This course introduces students to the theory and practice of public speaking. Topics covered include methods of organizing a speech, delivery, the types and uses of evidence, and the effective use of visual aids. Students prepare and deliver several speeches including an informative speech, a persuasive speech, an occasional speech, and a career simulation speech.

Four Credits DeWitt-Brinks, Pocock Both Semesters

151. Introduction to Mass Communication — This course will enable students to begin to understand the impact of mass media on our culture. The course will focus on one medium each half-semester. That medium will be chosen by the students the first day of class. Students will research - using the Internet - characteristics of each medium, its organization, ownership, management, effects on audiences and investors, and effects on society. Students will contribute their researches to the Hope College Center for Media Research web page. They will be responsible for building a textbook for the course.

Two Credits Schock Both Semesters

160. Analytic Skills in Communication — This course seeks to develop the analytic skills involved in effective reasoning and communication. In developing these skills, the course introduces students to various types of arguments, the tests to which each is susceptible and the characteristics of a reasonable argument: validity, evidence, and linguistic consistency. Analysis of sample arguments is stressed throughout. The course also considers the ethics of advocacy, and the qualities of a reasonable person.

Four Credits Herrick Fall Semester

210. Interpersonal Communication — Interpersonal communication is the study of face-to-face interaction and the creation of meaningful relationships. In this course, we will explore and develop five areas of interpersonal communication skill: interpretive competence, self competence, role competence, goal competence, and message competence. Topics include family systems, self identity, intimate relationships, gender issues, power, language, and non-verbal communication.

Four Credits Johnston Fall Semester

220. Task Group Leadership — This course focuses on understanding and developing communication competence in small groups. This involves learning how to function effectively as part of a team, as well as exercising appropriate leadership. Topics include group development, competitive vs. cooperative climates, decision-making and problem-solving, power resources, and conflict management.

Four Credits Anderson Fall Semester

231. Communication and Conflict — This course addresses the theory and practice of conflict resolution from a communication perspective. Students examine, in the first half of the course, symbolic patterns of destructive conflict behavior, including the role and function of words and images in constructing enemies and dehumanizing others. Role-play, discussion, and lecture are utilized in the second half of the course to introduce students to the theory, practice and vocation of mediation, a facilitative non-adversarial conflict resolution process. Students learn how to use communication to maintain mediator neutrality, frame issues, generate problem-solving options, and write agreements.

Four Credits Spielvogel Spring Semester

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251. Media Production I, Copywriting — This course focuses on analyzing, writing, and producing advertising and continuity copy for electronic media with emphasis on radio and television. This course is designed to serve as an introduction for students who want to learn how the media work_hands on. The goal of the class is to engender literate media consumers and beginning practitioners who may go on to further involvement. The course includes lecture/discussion and workshop/lab sessions.
Four Credits Schock Both Semesters

255. Print Media I — Print Media I teaches students the basics of writing for the print media (primarily newspapers). It will also develop their ability to gather, analyze and synthesize information for news reports. The course will also focus on interviewing techniques, legal and ethical issues in print media, and the operations of a newsroom.
Four Credits Housel, Lewison Both Semesters

257. Communication for Public Relations — This course provides an introduction to communication among corporations, smaller businesses, non-profit organizations and government and human service agencies and their internal and external publics. Particular attention is given to the uses of media. The course simulates public relations and management situations using practical experiences and case studies.
Two Credits Pocock Spring Semester

260. Rhetoric and Public Culture — This course explores the rhetorical strategies, argumentative approaches, and definitional techniques embedded in the texts of popular culture. Contrasting current theories of rhetorical analysis and cultural studies with those of the classical period, the course aims to familiarize students with the rhetorical elements in the symbolic world we inhabit, and to sharpen their critical skills as consumers of persuasive messages. The course will also introduce students to some of the basic qualitative research approaches commonly employed in the field of communication studies, including Burkean analysis, culture-centered criticism, and narrative criticism.
Four Credits Herrick, Spielvogel Both Semesters

280. Research Methods — This course is an introduction to social science research methods used to study communication and human social behavior. We will discuss experimental, survey, message analysis and ethnographic research methods. The class will work together to design a research study, collect data, and interpret results.
Four Credits Johnston Both Semesters

290. Independent Media Project (does not fulfill major requirement) — This course provides an opportunity for communication majors to develop media skills by producing a media project under the supervision of a faculty member. Credit for this course is elective and may not be applied to fulfill the requirements of the major. Students are expected to maintain approximately 4 hours of project work per week for each credit granted. Prerequisites: Communication 255 and 356 or Communication 251 and 352, junior standing, submission of departmental Independent Media Project Application, approval of instructor, and final approval of media project proposal by department.
One or Two Credits Both Semesters

330. Organizational Communication — This course introduces students to the basic concepts of how communication processes work in organizations. The first section of the course focuses on theories of organizations, including classical theory, humanistic theories, systems theory, cultural theories, and critical theories. The second section focuses on the challenges and misunderstandings that face organizations, such as recruitment and socialization of members, conflict management, and superior-subordinate communication.
Four Credits Anderson Spring Semester

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352. Media Production II, Broadcast Reporting — This course focuses on reporting and crewing for a twice-weekly television news show originating at Hope College. Students will use the skills they gained in Media Production I and further them with additional studio and field production. The purpose of the class is to teach clear and effective broadcast news writing skills and video acquisition, editing, and production techniques for broadcast and cablecast news. Students should come away from the class with a clear understanding of the news gathering process, source, news elements, news organization, and news presentation. The course includes lecture/discussion and workshop/lab sessions. Prerequisite: Media Production I or permission of instructor. *Four Credits Schock Spring Semester*

353. Media Production III, Producing the News — This course focuses on organizing and administering reporters in the production of a twice-weekly television news show originating at Hope College. Students will not only administer, that is, take the leadership roles in the broadcast, but will also refine their reporting and production skills. The anchors, producers, news directors, and technical directors for the show will come from this class on a first-come-first-served basis. The purpose of the class is to give students guidance and experience in producing a television newscast and is intended to offer a practical approach within the understanding of a liberal arts education. Prerequisites: Media Production I and II or permission of instructor. *Four Credits Schock Spring Semester*

356. Print Media II: News Feature and Public Relations Writing — This course will introduce students to advanced techniques for communicating through print media. Students will learn to write news feature and public relations articles, edit and rewrite copy, generate story ideas, develop sources, and use technology for effective information-gathering. *Four Credits Housel Spring Semester*

357. Media Production IV, The Documentary — The purpose of a documentary is to show a vision of life, contemporary or historical. Students will develop concepts, assess video assets they will need to develop or uncover, find and convince participants to share their experiences on video, and work with clients. They also will establish budgets, crew shoots for other students, and go through the process of logging tapes, post production, revisions and showings. Students will primarily use electronic field production (EFP) skills they have acquired, refine them, and turn them to a new venue. Prerequisites: Media Production I and II or permission of instructor. *Four Credits Schock Fall Semester*

360. The Art and Science of Persuasion — This course provides a comprehensive view of persuasion by analyzing how persuasion operates at both an interpersonal and a social level. The analysis of persuasive contexts includes discussions of popular culture, news media, advertising, cults, social movements, politics, law, families and interpersonal relationships. The study of persuasion will be applied to personal communication skills such as: the production of ethical persuasive messages, and critical media literacy skills. *Four Credits Johnston Spring Semester Odd Years*

371. Communicating Across Differences: Intercultural and Gender Communication — This course addresses the social construction of inequality, specifically focusing on how communication processes are the means by which gender, race, class, nationality, culture and ethnicity are created, and are also the means by which individuals can resist personal participation in perpetuating systems of inequality. Through encountering multicultural experiences, interviewing people in different social positions, and engaging in exercises and simulations, we will learn to broaden our self-identities and our understanding of others by learning about the experiences,

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feelings, and views of people in social situations different from our own. **Note:** This course is cross-listed with Women's Studies.

Four Credits Johnston Spring Semester Even Years

390. Independent Study — An independent study is a program providing advanced students in communication an opportunity to broaden their perspectives or intensify study in a communication area of unique interest. Prerequisites: junior standing, submission of departmental Independent Study Application, approval of instructor, and final approval of research proposal by department.

One to Four Credits Both Semesters

395. Topics in Communication — A seminar in a special topic of the discipline offered for majors in the department and other interested/qualified students. The course will focus on a particular aspect of the discipline and reflect theory, research and application to the extent expected for the course level and credits assigned. Topics occasionally offered include Family Communication, Film Criticism, Black Images in Film, and Political Communication. *Two to Four Credits Occasionally*

399. Communication Internship — Students secure an internship with an organization, agency, or communication media industry to observe, assist, and assume regular duties, or engage in special projects under the supervision of skilled professionals. Students are expected to maintain approximately 4 hours of placement per week for each credit granted. Up to 4 hours of internship credit may be applied to fulfill the communication major 300-level requirements only if the internship constitutes a "field placement" through an established semester-long internship study program. Approved field placement programs include: the Philadelphia Center Semester, the Chicago Semester, the Arts Program in New York Semester, and the Washington Honors Semester. Prerequisites: junior standing, submission of departmental Internship Application, approval of instructor, and final approval of internship placement by department.

*One to Four Credits Anderson, Herrick, Johnston, Schock, Spielvogel
Both Semesters*

451. Media Theory — This seminar examines theories of mass communication and explores implications for criticism of media performance. Prerequisites: Communication 101, 151, 260 and 280.

Four Credits Spielvogel Fall Semester

460. Rhetorical and Communication Theory — This seminar begins with a survey of rhetoric in Western culture. It then considers interpretive and social science theories of communication. Themes carried throughout the course include the nature of language, the construction of meaning, and the impact of social and cultural processes on communication. Prerequisites: Communication 101, 160, 260, and 280.

Four Credits Herrick and Johnston Spring Semester

495. Critical Theory — This seminar examines theories of how power is expressed symbolically and embedded in cultural texts. Students will develop skills in the interpretation and analysis of cultural meaning. Prerequisites: Communication 101, 160, 260 and 280.

Four Credits Housel Spring Semester



Faculty: Mr. Jipping, Chairperson; Mr. Cusack, Mr. DeJongh*, Mr. Dershem, Mr. McFall.

Computer science is a dynamically growing discipline. In recognition of this fact, the Department of Computer Science is committed to providing students with a program that includes the basic fundamentals of the field and allows students the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. This is accomplished by providing both instruction in the theoretical principles and experience with a diverse collection of modern hardware and software technologies. The faculty and students of the department cooperatively carry out research in the areas of web technologies, algorithm animation, bioinformatics, networking, educational technology, and mobile computing.

COMPUTER RESOURCES — The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Department of Computer Science supports a network of 35 powerful Unix workstations for classroom and research work. These systems provide a window-based user interface, high-resolution graphics, a parallel processing environment, and high-speed computation. They are located in a general student laboratory, a research laboratory, and a unique laboratory-classroom combination. This laboratory-classroom contains 12 student workstations and is used for all computer science classes to incorporate hands-on laboratory experiences. In addition, the departmental facilities provide access to many other types of computing: tablet PCs, Macintosh G4 and G5 workstations, and mobile phones. The departmental network is also accessible from residence halls via direct network connection and throughout campus via wireless access. Many personal computers are available for use by students and faculty, and are located throughout the campus in dorms and labs. All students have access to electronic mail and the Internet.

THE COMPUTER SCIENCE MAJOR — The department offers major programs that emphasize problem solving and communication skills and allow students the flexibility to design programs suitable for their interests and goals. Each student's major program, designed by the student and a departmental advisor, includes a core of computer science courses, a strong component of courses in some field to which computer science can be applied and a senior project seminar involving research or software development under the supervision of a member of the Hope College faculty. By following an appropriate major program, students may prepare themselves for graduate study in computer science or computer science careers involving applications programming, systems programming, systems and network analysis, computer graphics, Web technology, teaching, or software engineering.

COMPUTER SCIENCE MAJOR REQUIREMENTS — The requirement for an A.B. degree in computer science is a plan of study approved by the department that includes at least 32 credits in computer science courses, not including 140. These 32 credits must include Computer Science 112 or 114, 225, 231, 241, 250, 260, and 481, and must include at least 8 credits of 300-level courses.

The requirement for the B.S. degree in computer science is a plan of study approved by the department that includes at least 38 credits in computer science courses, not including 140. These 38 credits must include Computer Science 112 or 114, 225, 231, 241, 250, 260, 470, and 481, and must include at least 12 credits of 300-level courses. Mathematics 131, 132, and one 4-credit Mathematics course for which 132 is a prerequisite are required in addition to the 38-credit computer science

*Sabbatical Leave, Academic Year 2005-06

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requirement. A total of 60 credits in the natural sciences must be completed. Mathematics and computer science courses count toward this 60-credit requirement.

COMPUTER SCIENCE MINOR — A minor in computer science consists of a minimum of 18 credits in computer science, including Computer Science 112, Computer Science 225 and at least 10 credits from courses numbered higher than 225.

COMPUTER ENGINEERING — Please consult the Department of Physics and Engineering about the Computer Engineering Emphasis.

PREREQUISITE POLICY — Many courses in the department have prerequisites listed. A grade of C- or better is required in such courses for the prerequisite to be fulfilled. If a grade below C- has been received, the course requiring the prerequisite may not be taken without the written permission of the instructor and the department chairperson.

112. Exploring Computer Science — This course explores the discipline of computer science by looking at computer science at many levels, from how the computer represents information digitally to how programs are constructed to take advantage of the capabilities of the machine. Students will be introduced to a variety of topics within the field of computer science, including data representation, computer architecture, operating systems, networks, and artificial intelligence. A student may not receive credit for both CSCI 112 and CSCI 114. *Two Credits Staff Both Semesters*

114. Introduction to Computer Science — This course combines an exploration of computer science with an introduction to programming methods and techniques. The student will explore the discipline by looking at computer science at many levels, including data representation, computer architecture, operating systems, networks, and artificial intelligence. Programming exercises will be done in the Java programming language in a collaborative laboratory environment. A student may not receive credit for both CSCI 112 and CSCI 114. *Four Credits Staff Both Semesters*

140. Business Computing — This course introduces students to the computing skills needed in the completion of the Management and Accounting majors at Hope College and to become a successful computer user in a business career. Students learn the fundamentals of operating systems, spreadsheet processing in Microsoft Excel, data communications, statistical packages and database processing. This course may not be counted toward a computer science major. *Three Credits Staff Both Semesters*

160. Scientific Computer Programming — An introduction to computers, programming, and methods of scientific problem solving and data reduction. Numerical methods tuned to scientific needs will be introduced. Features of operating systems and file management will be included. Corequisite: Mathematics 131. *Four Credits Staff Spring Semester*

225. Software Design and Implementation — An introduction to the techniques and practices of software design and implementation, including top-down design, object-oriented principles, advanced programming concepts, and the use of software development tools. Students will gain substantial experience with the Java programming language. This course has a laboratory component. Prerequisite: Computer Science 120 or equivalent. *Four Credits Staff Both Semesters*

231. Introductory Data Structures — An introduction to the fundamental data structures of computer science and their accompanying algorithms. Stacks, Queues, Binary Trees, and Priority Queues will be included. Projects utilizing these data

COMPUTER SCIENCE

structures will be completed. The emphasis will be on choosing the best data structure for a given application. Prerequisite: Computer Science 225.

Two Credits Staff Fall Semester

241. Program Development — An introduction to the techniques and strategies used in the design and implementation of computer programs. File manipulation and recursion will be emphasized. Linked structures through pointer reference will be studied. Students will develop many extensive programs in a higher-level language. Prerequisite: Computer Science 231.

Two Credits Staff Fall Semester

250. Discrete Structures — An introduction to the discrete mathematical structures that are fundamental to the field of computer science. Topics include propositional logic, sets, Boolean algebra, switching circuits, functions, relations, and combinatorics. Prerequisite: Computer Science 112.

Two Credits Staff Spring Semester

260. Computer Organization — An introduction to the organization of computers at the register level. Digital logic including gates, circuits, memory organization, and microprocessors. Conventional machine architecture and assembly language programming. Prerequisite: Computer Science 250.

Two Credits Staff Spring Semester

295. Studies in Computer Science — A course offered in response to student interest and need. Deals with topics in computer science that are not included in regular courses.

One, Two, Three, or Four Credits Staff

321. Applications Programming — A course in state-of-the-practice programming applications. This will include a study of logical structures, graphical user interfaces, forms, menus, files, and event processing. It will also include a study of object-oriented programming, classes, objects, database access, SQL, scripting languages, and class modules. Prerequisite: Computer Science 231. Offered odd years.

Four Credits Staff Fall Semester

335. Introduction to Computer Architecture — This course introduces the basics of the design and implementation of computer architecture. Topics include machine modeling, design issues, the design of processors, buses, and memory. Prerequisite: Computer Science 260. Offered even years.

Four Credits Jipping Spring Semester

342. Computer Graphics — An introduction to the concepts, techniques, algorithms, and data structures used in computer graphics and image processing. Topics include transformations, clipping, windowing, perspective, hidden lines and surfaces, color, shading, ray tracing, edge detection, and compression. Prerequisite: Computer Science 241. Offered odd years.

Four Credits McFall Spring Semester

354. Operating Systems — This course provides an overview of operating systems, including operating system functions and support functions for operating systems. Students will gain hands-on experience with the Unix operating system. Prerequisite: Computer Science 241 and 260. Offered odd years.

Four Credits Staff Fall Semester

361. Programming Language Paradigms — This course offers an in-depth study of programming language paradigms, including concepts of imperative, object-oriented, functional, and logic-oriented languages. These concepts include control structures, data aggregates, and procedural abstraction. Scripting languages will be examined as examples of these principles. Students will program in languages that belong to these paradigms. Prerequisites: Computer Science 241 and 260. Offered even years.

Four Credits Dershem Fall Semester

376. Computer Networking — This course provides a study of computer networking architecture and protocols, using the TCP/IP protocol suite as our primary

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example. We will study application-level protocols such as electronic mail, remote login, and file transfer. We will learn about network management and interconnecting heterogeneous networks. We will study different types of transmission media and media access protocols. Students will gain experience writing client-server applications and network analysis programs. Prerequisites: Computer Science 241 and 250. Offered odd years. *Four Credits Jipping Spring Semester*

385. Advanced Data Structures and Algorithms — Study of classical algorithms of computer science, techniques for algorithm design, and analysis of algorithms. Topics include search tree construction, tree balancing techniques, algorithms from graph theory and computational geometry, string matching algorithms, skip lists and hash tables, and techniques for parallel algorithms. Prerequisites: 241 and 250. Offered even years. *Four Credits Dershem Spring Semester*

392. Database Systems — This course examines database architecture by examining application design and looking at external, conceptual, and internal levels of databases. We also study the use of database software tools. Topics include the development of queries through query languages; the design of forms and reports; the design and layout of a database; the design and implementation of front-ends; the relational model; protection issues including recovery, concurrency, security, and integrity; distributed database concepts; optimization strategies; storage structures and access methods; and object-oriented databases. Prerequisite: Computer Science 231. Offered even years. *Four Credits McFall Spring Semester*

470. Languages and Machines — This course examines the theoretical foundations of computer science. It studies the relationship between finite-state machines and various language models. Computability theory is also studied. Prerequisite: Computer Science 250. *Two Credits Dershem Spring Semester*

481. Senior Project Seminar — Each student will complete a major software or research project, either individually or as a part of a team. Ethical aspects of computer science will be discussed. This course is required of all computer science majors. Prerequisites: Computer Science 225 and senior standing. *Two Credits Staff Fall Semester*

490. Independent Study and Research in Computer Science — Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: permission of the chairperson of the department. *One, Two, Three, or Four Credits Staff*

491. Internship in Computer Science — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: permission of the chairperson of the department or the director of internships. *One, Two, Three, or Four Credits Staff*

495. Advanced Studies in Computer Science — A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been compiler construction, web technologies, Java technologies, human-computer interface and artificial intelligence. This course is offered at least once each year and may be repeated for additional credit with a different topic. Prerequisite: permission of the chairperson of the department. *One, Two, Three, or Four Credits Staff*



Faculty: Ms. Graham, Chairperson; Ms. DeBruyn, Mr. Iannacone, Mr. Rivera, Mr. Tadio. **Assisting Faculty:** Mr. Armstrong, Mr. Aschbrenner, Ms. Barton-DeVries, Ms. Bombe, Ms. Booker, Mr. Landes, Ms. Smith-Heynen, and Guest Faculty.

The Department of Dance is certified by the National Association of Schools of Dance.

The dance program follows Hope's philosophy of liberal arts education by providing opportunities for students' intellectual, artistic, and physical development. Hope's diverse resident and guest faculty, fine studios and performance facilities, performance and teaching opportunities and curriculum, divided among modern, ballet, jazz, and tap technique and dance theory contribute to the department's goal of developing well-rounded dancers who are prepared for careers in dance performance, production, education, therapy, medicine, and engineering. Graduates of the program are currently:

- dance teachers at colleges and universities
- dance teachers in public and private school programs K-12
- professional dancers in New York City and other key cities
- students in professional company schools in major dance centers
- managers for dance companies
- directors of dance for recreational and fitness centers
- dance therapists
- dance historians

Freshmen considering a dance major should meet with the department chairperson early in the year in order to plan their curriculum. All freshmen considering a dance major are encouraged to complete as many of the general education requirements as possible during their freshman year. Please note that all level II and III technique courses may be repeated for credit.

GENERAL EDUCATION COURSES: The following general education courses are recommended for all dance students:

- IDS 101 for fulfillment of Arts I requirement
- Students taking technique classes for Arts II requirement must take two one-credit classes. They do not have to be in the same dance form.

DANCE MAJOR CAREER OPPORTUNITIES — The Department of Dance offers the following options:

- Dance performance/choreography is a 58.5 credit major in dance. This major requires specialized instruction in dance forms that range from modern dance, jazz, tap, ballet, and sacred dance. This concentration prepares students for professional careers in dance or graduate school.
- Dance education is a 32.5 credit major in dance, plus education requirements for meeting the requirements for teacher certification from the Michigan Department of Education. Dance education/certification prepares students to teach dance and explore creative thinking skills with students in kindergarten through twelfth grade. Students are certified through the Michigan Department of Education. Students majoring in dance education must contact the Department of Education and Department of Dance for counseling.
- Dance therapy is a preparatory program for graduate school and a career. It consists of a dual major of 43.5 credits in dance and 30 credits in psychology. Provisions are made through the registrar and the Department of Dance chairperson. Dance movement therapists work in a wide variety of therapeutic, educational, and clinical settings, assisting individuals in their emotional, psychological, and physical development and well-being.

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- Dance medicine consists of a 43.5 credit dance major and fulfillment of the pre-medicine requirements. A double major in dance and biology or chemistry as an undergraduate can prepare students for graduate or medical school in order to pursue a career in dance medicine. Students specialize in orthopedic or neurological medicine or physical therapy.
- Dance engineering is a dual major of 36 credits in engineering and 43.5 credits in dance. A double major in dance and engineering/physics can better prepare students for graduate school and a career in dance science. In graduate school, students can further analyze movement through scientific analysis. They learn about the biomechanical and physiological aspects of movement, and they develop skills in injury prevention, care, and rehabilitation.
- Anyone wanting to major in one of the above areas should get a Department of Dance Handbook with a suggested sequential course outline from the department chairperson.
- Assessment by resident faculty in the fall of the junior and senior years is required for all students majoring in dance. At this time the department will assess the student's academic, creative, and technical ability in the areas of performance, choreography, and pedagogy. Students will be advised as to their potential success as dance majors; faculty will counsel dancers regarding their strengths, weaknesses, and future career opportunities. Additional information concerning the assessment is available from the department chairperson.
- All students who have been accepted into the major program are required to participate in one musical theatre production, two annual dance concerts, and perform in or produce at least two choreographed pieces for the student concerts. One teaching assistantship in a Technique I class as a junior or senior is also required.

DANCE MINOR — The dance minor consists of a minimum of 21 credits divided between technique and theory. Students not in teacher education must include Dance Composition (305) in the 21 credits required. Students in teacher education must include Dance Composition (305), Creative Dance for Children (310), and Teaching of Dance (315) in the 21 credits required.

Required Technique Courses: Modern I and II (120/122, 125/127), Jazz I and II (140/142, 145/147), Ballet, Novice I (162), Folk, Social, and Swing Dance (110) and Period Dance (114).

Recommended Technique Course: Tap I (150/152)

Required Theory Courses: Eurhythmic (201), Anatomical Kinesiology (221), Dance Improvisation (300), Dance Composition (305), Teaching of Dance (315) (for teacher certification only), and Dance History Survey (316).

Recommended Theory Courses: Stage Makeup (215), Lighting Design (223), Costume Design (224), Dance Repertory (301), Creative Dance for Children (310), and Dance Improvisation (Bodies in Contact) (412). The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters, including auditions for performances and a mini-teaching assignment.

Teacher certification for grades K-12 has been available since 1975. Students must meet all requirements of the Department of Education.

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COURSE OFFERINGS

110. Folk, Social, and Swing Dance — An introduction to folk, social, and swing dance techniques. Special emphasis will be placed on the cultural aspects of the development of these types of dance. *One Credit Booker Both Semesters*

114. Period Dance — Research and execution of representative social dances from historical periods to present time. No prerequisites. *Two Credits Graham Fall Semester*

115. Dance for Sport — A combination of movements through dance technique that the athlete can use in sport, isolating rhythm, energy, and spatial awareness to enhance his/her movement ability. *One Credit DeBruyn Spring Semester*

120. Modern Dance I Beginning — Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems. *One Credit Tadio, Staff Both Semesters*

122. Modern Dance I Advanced — A continuation of Modern I Beginning designed for the student with at least one semester of modern. Purpose of this course is to develop additional technique and basic principles. *One Credit Tadio, Iannacone Both Semesters*

125. Modern Dance II Beginning — A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit. *One Credit Iannacone, Staff Both Semesters*

127. Modern Dance II Advanced — A continuation of Modern II Beginning, emphasis is placed on technique and repertory. Course may be repeated for credit. *One Credit Tadio, Staff Both Semesters*

140. Jazz I Beginning — A study of jazz techniques, free style movement, floor and barre work, and combinations designed for the student with no training in any dance form. The purpose of this course is to introduce the beginning student to a wide range of movement and provide a creative means of expression for theatre dance. *One Credit Graham, Tadio Both Semesters*

142. Jazz I Advanced — A continuation of Jazz I Beginning; designed for the student with at least one semester of jazz. The purpose of this course is to develop understanding of basic principles and technique, and introduce the student to more complex dynamics, styles, and combinations. *One Credit Tadio, Staff Both Semesters*

145. Jazz II Beginning — A continuation of Jazz I Advanced; designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance. *One Credit Staff Both Semesters*

147. Jazz II Advanced — A continuation of Jazz II Beginning; intermediate-advanced level; designed to further develop the student for dance composition and improvisation. Emphasis is placed on technique and the importance of rhythms, dynamics, special awareness and projection as means of creating variety in dance. *One Credit Tadio Both Semesters*

150. Tap I Beginning — A traditional, basic study of the elements of tap dance designed for the beginning or novice dancer. Emphasis is placed on developing the music of the feet through a technically focused, rhythm centered, body aware study. Students will develop a basic mastery of its elements and explore the defining concepts of this dance form. *One Credit Barton-DeVries Both Semesters*

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152. Tap I Advanced — A continuation of Tap I Beginning designed for the experienced tap dancer. It builds upon the technical fundamentals of tap dance through a systematic, rhythmically complex study. Students will develop an expanded mastery of its elements and application of its concepts. Students will explore and learn to apply the rudiments of shading. *One Credit Barton-DeVries Both Semesters*

155. Tap II Beginning — This course is designed for the advanced tap dancer. It requires solid technical fundamentals, introduces advanced steps, and emphasizes the stylistic presentation of rhythmically complex phrases. Students begin exploring improvisation to create dynamic phrases based upon their mastery of the elements and concepts of tap. *One Credit Barton-DeVries Both Semesters*

157. Tap II Advanced — A continuation of Tap II Beginning, this course requires solid technical fundamentals and a functional advanced step vocabulary. It emphasizes improvisation in addition to the stylistic presentation of rhythmically complex phrases. Students explore compositional principles and create dynamic phrases based upon their mastery of the elements and concepts of tap. *One Credit Barton-DeVries Spring Semester*

160. Ballet, Novice — This course is an introduction to and appreciation of ballet vocabulary and its principles of movement. In this course the student will be introduced to, and physically experience, fundamentals of human movement as it applies to ballet technique. Ballet terminology and history will also be introduced. *One Credit Graham Both Semesters*

161. Ballet Fundamentals — In this class we will analyze and discuss the basic principles of ballet technique with specific attention paid to the proper use of turnout, core stability, the role of demi-pointe, and overall stretching and strengthening. Students will be given the opportunity to practice these principles while executing a ballet barre and will also be given exercises to target specific muscle groups. This class requires a basic physical and verbal vocabulary used in a ballet class. *One Credit Smith-Heynen Both Semesters*

162. Ballet I — This course is designed for the student with at least one semester of ballet. The purpose of this course is to continue the development of an understanding of ballet technique and principles. The student will be expected to develop an understanding of ballet technique and theory, focusing on correct placement and fundamental technique. The student is expected to analyze, understand, and execute ballet movement. Correct use of terminology, movement concepts, and ballet history are integrated into course studies. *One Credit Graham Both Semesters*

163. Ballet II — A continuation of Ballet Novice I, this course is designed for the serious dance student with a minimum of two semesters of ballet. The course develops a deeper kinesthetic understanding of ballet fundamentals and sharpens physical presentation of technique. For selected students only, beginning pointe work is introduced in this course. *One Credit Smith-Heynen Both Semesters*

165. Ballet III — This course is designed to continue the process of enlarging and strengthening some areas of ballet technique beyond the novice levels. Emphasis is to be placed on accurate and consistent execution of technical skills, efficient use of energy, and expressive performance in the context of a contemporary application of the balletic forms. Large, sweeping spatial patterns and travels, complex adagios, unusual phrasings, and other performance challenges will be introduced. Theory will be discussed to include and integrate prior experience and training with historical perspective and the instructor's current approach. *One Credit Iannacone Both Semesters*

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167. Ballet, Pointe — This course is designed to further develop ballet performance skills. Pointe work is introduced; a basic understanding of the physics behind pointe will be integrated into course studies, with emphasis placed on a demonstrated understanding of pointe principles. Honing fundamentals of technique through a physical understanding of rhythm, dynamics, spatial awareness, ensemble, and projection will be explored as a means to create variety in ballet performance.

One Credit Smith-Heynen Both Semesters

201. Eurhythmics — A course designed to teach musical rhythm through body movement. Linear and contrapuntal rhythms as well as small forms are studied in physical movement through space in order to develop aural awareness, physical and mental alertness, rhythmic coordination, fluidity and expressivity.

One-Half Credit Aschbrenner Fall Semester

215. Stage Makeup — Study of the principles of makeup for the stage. Training in skills and techniques needed for understanding the application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures. Same as Theatre 215.

Two Credits Bombe Spring Semester Even Years

221. Anatomical Kinesiology — The muscle-skeletal system and its action, with special reference to the fields of dance and physical education, are studied in detail. Same as KIN 221. Prerequisite: Permission of instructor.

Three Credits Armstrong Fall Semester

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course deals with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisites: Theatre 210 and 211, or permission of the instructor.

Three Credits Landes Fall Semester Even Years

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept, development of techniques for analysis, historical research, and rendering. Prerequisites: Theatre 210 and 211, or permission of instructor.

Three Credits Bombe Fall Semester Odd Years

295. Studies in Dance — Technique and/or theory. (May Term)

300. Dance Improvisation (Body-Self Exploration) — This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to Dance Composition. This course may be repeated for additional credit. Prerequisite: experience in at least two dance forms.

One Credit DeBruyn Spring Semester

301. Dance Repertory — Emphasis is on learning new techniques from guest artists through combined movement phrases and by learning dances and/or sections of dances. Prerequisite: permission of chairperson.

Two Credits Tadio, Staff Spring Semester

305. Dance Composition — An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisite: see department chairperson.

Two Credits DeBruyn, Iannacone Spring Semester Even Years

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310. Creative Dance For Children — An introduction to creative dance for children. Teaching methods will focus on grades K-6. Prerequisite: two credits in dance technique; none for students in teacher education.

Two Credits DeBruyn Fall Semester

312. Dance Technique III — Advanced technique in the areas of ballet, modern, and jazz including an introduction to repertory. Prerequisites: Modern II and Jazz II.

Two Credits Tadio Spring Semester

315. Teaching Of Dance — Methods, principles and techniques in the teaching of dance, climaxed by a mini-assignment in the public schools, K-12. Open to majors and minors only.

Two Credits DeBruyn Spring Semester Odd Years

316. Dance History Survey — A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on ballet and dance in America.

Three Credits Staff Fall Semester Even Years

320. 20th Century Dance History and Criticism — Perspectives on dance in the 20th century including its relation to society, the other arts, criticism and its future directions. Focus will be on ballet, modern, post-modern and social dance trends. Prerequisite: Dance History Survey or permission of the instructor.

Three Credits DeBruyn Fall Semester Odd Years

330. Accompaniment For Dance — An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes. Prerequisite: Eurhythmics I.

Two Credits Graham Spring Semester Odd Years

350. Sacred Dance — An introduction to dance as a means of Christian expression. Historical and scriptural backgrounds will be studied as well as contemporary dance in the church. Prerequisite: permission of instructor.

One Credit Staff Spring Semester Odd Years

360. Dance Therapy — An introductory course in dance therapy exploring methods, concepts and techniques used by therapists today.

Three Credits Leventhal Fall Semester Odd Years

370. Laban Movement Analysis — The basic language of effort/shape will be presented as the means to record and interpret movement quality. Students will explore and gain an understanding of concepts through observation and participation, thereby expanding their intellectual and kinetic understanding of movement. Prerequisite: majors and minors by permission.

Two Credits Guest Instructor Spring Semester Even Years

372. Labanotation — The elementary principles of dance notation will be taught through their immediate application to dance repertory. Fundamentals of the system will be covered: stepping, arm and leg gestures, jumping, turning, circling, floor plans, and repeat signs. Prerequisites: Laban Movement Analysis; majors only and minors with permission.

Two Credits Guest Instructor May Term Even Years

410. Dance Technique IV — An advanced course in technique. Prerequisite: majors only.

Three Credits Iannacone, Staff Spring Semester

412. Dance Improvisation (Bodies in Contact) — An introduction to partnering techniques including lifts, turns, and sustained adagio work. Prerequisite: by permission of instructor only.

One Credit Iannacone Fall Semester

460. Skills and Preparation for Dance Careers — An orientation for those planning a career in dance. Legal, financial, educational, and performance aspects will be covered with a focus on preparing and guiding the individual student to the area in

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which he/she will be most successful. Prerequisite: seniors and juniors by permission of instructor. Majors only. *Two Credits Graham Spring Semester Even Years*

480. Dance Production — An advanced composition class in which students explore all areas of concert production. Each student will choreograph and produce a piece as a final project. Prerequisite: Dance Composition.

Three Credits Tadio Fall Semester

490. Independent Study — Advanced research in dance history and other studies.

Two-Three Credits Staff Both Semesters

495. Advanced Studies In Dance and/or Composition — Further study for the advanced student in choreography or a particular area of need or interest. Prerequisite: Dance Composition. Dance majors only. *Two-Three Credits Staff Both Semesters*

ECONOMICS, MANAGEMENT, AND ACCOUNTING



Faculty: Mr. Lunn*, Chairperson; Ms. Boyd, Mr. Claar, Mr. Heisler, Ms. Hendrix, Ms. Klay, Mr. Martin, Mr. Porter, Mr. Smith, Mr. Steen, Ms. Ten Haken, Mr. VanderVeen.

The Department of Economics, Management, and Accounting seeks to prepare students with the professional skills and academic breadth necessary for leadership and service in the dynamic world of business, economics, and accounting. Both theoretical and applied concepts of economics, accounting, and management are stressed. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management. Knowledge of mathematics, strong verbal and written communication skills, and basic computer literacy are required, but we also expect our students to appreciate and draw from their knowledge of history, psychology, sociology, philosophy, ethics, politics, the natural sciences, other cultures and languages, and the arts. The demands made upon professional managers, accountants and economists require that they be competent in the use of the analytical tools of their trades and well-informed about the complex socio-economic environment in which they work.

Students majoring in the department actively participate in off-campus programs in Philadelphia, Chicago, Washington, D.C. and London, internships with local business firms, and independent research projects. They meet frequently with distinguished business executives and economists.

A great deal of emphasis is placed on applying theory to practice. For example, students in recent years have:

1. held management internships with a variety of firms.
2. held accounting internships in banking, manufacturing and public accounting
3. produced market research and benefit/cost studies.
4. prepared employee personnel handbooks.
5. participated in a business consulting program with local Chamber of Commerce.
6. prepared econometric forecasts for local businesses.

Computer applications and simulations, role-playing, management, business, accounting and economics case studies enliven the classroom work.

Hope College is the only college in the state of Michigan, and one of 33 in the country, to have received a George F. Baker Foundation Grant. This grant provides special enrichment and growth opportunities to students who show promise of being exceptional business leaders.

The department offers two tracks for accounting majors — one for general accounting and one for public accounting. Students planning a career in public accounting have the option of completing the 150-hour public accounting track or the traditional 126-hour program, depending on the state licensing law where they intend to practice. The department offers all those accounting courses required for taking the Michigan C.P.A. examination. Students planning to sit for the C.P.A. exam should be aware that, since the year 2000, most states require candidates to have earned 150 credits prior to taking the exam. In most cases, no additional accounting classes beyond those in our major would be required. Both accounting tracks can be completed in four years with careful planning, and the cost of completing a graduate program is not necessary. Any student contemplating taking the C.P.A. exam in a state other than Michigan should confer with his/her advisor no later than the first semester of his/her junior year. Students planning a career in industrial accounting, governmental or not-for-profit accounting, or banking and finance need to complete only the traditional 126-hour program. Internships are available in all of these areas of accounting.

*Sabbatical Leave, Spring Semester 2006

ECONOMICS, MANAGEMENT, AND ACCOUNTING

Approximately 30% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration, business administration, and economics. Those who choose to begin their careers upon graduation pursue employment opportunities in both the public and private sectors.

ECONOMICS MAJOR — A major in economics requires a minimum of 36 credits in economics. The following courses are required: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), History of Economic Thought (Economics 401), Econometrics (Economics 306), Senior Research Project (Economics 480), and two additional courses in economics. It is also required that students take one semester of Calculus (Mathematics 131) and Introductory Statistics (Mathematics 210) or Statistics for Scientists (Mathematics 310). Students considering graduate work are strongly encouraged to take additional courses in mathematics. Courses in accounting and computer science are strongly recommended.

MANAGEMENT MAJOR — A major in management consists of 39-40 credits in the department.

The first part of the major consists of 18 hours of CORE COURSES: Management Decisions (Management 100), Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Financial Accounting and Lab (Accounting 221) and Management Theory (Management 200).

The second part of the major consists of selecting 2 sets of the following paired courses (paired courses need to be taken in the same semester):

FINANCE: Financial Management (Management 371) AND
Monetary Economics (Economics 302)

HUMAN RESOURCES: Human Resource Management (Management 352) AND
Labor Economics (Economics 403)

MARKETING: Marketing Management (Management 331) AND
Industrial Organization (Economics 402)

OPERATIONS: Operations Management (Management 361) AND
Managerial Accounting (Accounting 222)

In addition, Statistics (Mathematics 210 or 310), one approved elective course (300-level or higher) within the department, and the Management Seminar (Management 400) are required.

Courses in communication, English and theatre are strongly encouraged to improve written and/or verbal communication skills. Business computing is recommended for all management majors, especially those interested in finance and/or operations. An off campus internship experience, such as those offered in Chicago and Philadelphia, is highly recommended.

MANAGEMENT/ECONOMICS DOUBLE MAJOR — a double major in management and economics consists of 56-60 credits in the department.

The first part of the major consists of the following courses: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Econometrics (Economics 306), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), History of Economic Thought (Economics 401), Financial Accounting and Lab (Accounting 221), Management Decisions (Management 100), and Management Theory (Management 200).

The second part of the major consists of selecting 2 sets of the following paired courses (paired courses need to be taken in the same semester):

ECONOMICS, MANAGEMENT, AND ACCOUNTING

FINANCE: Financial Management (Management 371) AND
Monetary Economics (Economics 302)

HUMAN RESOURCES: Human Resource Management (Management 352) AND
Labor Economics (Economics 403)

MARKETING: Marketing Management (Management 331) AND
Industrial Organization (Economics 402)

OPERATIONS: Operations Management (Management 361) AND
Managerial Accounting (Accounting 222)

Note: If the operations pairing is chosen, an additional upper-level economics elective is required.

The following two 400-level departmental seminars are also required: Senior Research Project (Economics 480) and the Management Seminar (Management 400).

Additionally, Statistics (Mathematics 210 OR Mathematics 310) AND Calculus I (Mathematics 131) are required.

Courses in Communication, English and Theatre are strongly encouraged to improve written and/or verbal communication skills. Business Computing is recommended for double majors interested in operations. An internship experience is highly recommended. Students considering graduate work are encouraged to take additional advanced mathematics courses.

ACCOUNTING MAJOR — Students who wish to major in the area of professional accounting should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses. A major in accounting consists of 59 credits in the department, including eight credits of economics (Economics 211 and 212), Business Law I (Management 341), Management Decisions (Management 100), Management Theory (Management 200), Marketing Management (Management 331), Financial Management (Management 371), and the following 24 credits of accounting courses: Financial Accounting and Lab (Accounting 221), Managerial Accounting and Lab (Accounting 222), Intermediate Accounting I and II (Accounting 321 and 322), Accounting Information Systems (Accounting 333), and Cost Accounting (Accounting 375). Out of the following accounting courses, ten credits of 400-level electives are required for the 126-hour track: Auditing (Accounting 423), Individual Taxation (Accounting 425), Corporate Tax and Research (Accounting 426), Advanced Accounting (Accounting 427), Government and Not-for-Profit Accounting (Accounting 428) and Ethics in Accounting (Accounting 430). All of these courses may be taken by students wishing to complete the 150-hour track, but they are not all required. However, 69 credit hours of management, economics, accounting, statistics, and communication classes are required by the State of Michigan. In addition, Introductory Statistics or Statistics for Scientists, the communication skills courses Communication 140 and English 214, and Business Computing (CSCI 140) are required.

ACCOUNTING MINOR — The minor requirements for accounting consist of 26 credits of course work. Courses required are: Financial Accounting and Laboratory (Accounting 221), Managerial Accounting and Laboratory (Accounting 222), Accounting Information Systems (Accounting 333), and two courses from the following four: Intermediate Accounting I and II (Accounting 321 and 322), Cost Accounting (Accounting 375), and Individual Taxation (Accounting 425). Also required are Management Decisions (Management 100) and Introductory Statistics (Mathematics 210).

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MANAGEMENT MINOR — The minor requirements for management consist of 18 credits of course work. Courses required are: Management Decisions (Management 100), Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Financial Accounting and Lab (Accounting 221), and Management Theory (Management 200).

ECONOMICS MINOR — The minor requirements for economics consist of 22-24 credits of course work. Courses required are: Principles of Macroeconomics (Economics 211), Principles of Microeconomics (Economics 212), Intermediate Macroeconomics (Economics 311), Intermediate Microeconomics (Economics 312), and two additional courses in economics.

MANAGEMENT/FRENCH DOUBLE MAJOR — In addition to on-campus courses in French, management, accounting and economics, students interested in a double major in management/French should consider a semester or full year in Dijon, the capital of French Burgundy. This program, administered by the Institute for the International Education of Students, offers the following special features:

- One-semester study of European business management practices and international economics, offered in cooperation with l'Ecole Supérieure de Commerce de Dijon, one of the leading business schools in France,
- Full-year option available to students with advanced French language skills,
- Courses available in both French and English,
- Housing available in French homes,
- Field trips to companies and historic locations in Burgundy and other areas of Europe,
- Selected internships available during the summer for students with advanced French language skills.

INTERNSHIPS — Internship programs which place students into professional relationships with managers in organizations (profit making firms as well as not-for-profit organizations) are available in major metropolitan centers in the U.S. as well as in the local western Michigan area. These internships are supervised and yield academic credit.

INTERNSHIPS IN SOCIAL RESPONSIBILITY — The objective of this program is to enable accounting, management and economics students to explore and strengthen their knowledge about the ways they can apply their skills in organizations that are serving human needs. Generally, a student works in the business department of a medical, educational, agricultural, developmental or religious organization. The locations typically would be Africa, the Middle East or Asia.

ADVISING PROCEDURES — Upon declaration of a major and approval by the chairperson, the student will be assigned an advisor from the department. Together, they will work out a tentative program for the student to complete the major.

A. Course Offerings — Economics

200. Economic Themes and Topics — Exploring “economic ways of thinking” as they apply to a theme or to issues of public concern. The course is designed to fulfill the objectives of the Social Science II General Education requirement and may not be applied toward a management, economics or accounting major.

Two Credits Heisler, Klay, Lunn, Steen Both Semesters

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211. Principles of Macroeconomics — An introduction to economic principles and concepts, designed to fulfill the objectives of the college social science requirement and to prepare students for additional work in economics, management, and accounting. The course deals with such topics as supply and demand, markets, money, the determination of national income, employment and the price level, and international trade. The government's role in the economy is examined throughout.

Four Credits Claar, Klay, Steen Both Semesters

212. Principles of Microeconomics — An introduction to economic analysis at the microeconomic level which focuses on individual and firm decision-making in a market environment. This course deals with such topics as consumer demand, costs of production and supply, resource allocation, the role of competition in markets, labor and resource markets and the economics of the environment. Prerequisite: Economics 211 with a grade of C- or better. *Four Credits Claar, Heisler, Lunn Both Semesters*

295. Studies in Economics — A lecture or seminar class on a special topic of economics for majors and non-majors in the discipline. For example, Ethics and Economics of Labor Unions has been offered under this topic number.

One, Two or Four Credits Staff Both Semesters

302. Monetary Economics — A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. When taken jointly with Management 371, this pair will meet the management major paired course requirement. Prerequisites: Economics 211 and 212.

Four Credits Claar Fall Semester

304. Economic Growth and Development — A study of the factors that influence the growth and development of modern economies with particular emphasis on Third World countries. Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena. Prerequisites: Economics 211 and 212.

Four Credits Klay Spring Semester

306. Econometrics — An introduction to the mathematical and statistical tools used in constructing and estimating economic models. Focuses on applications of multivariate regression analysis in the areas of economic forecasting and hypotheses testing. Extensive use of the computer. Prerequisites: Economics 211 or 212, and Mathematics 210 or equivalent.

Four Credits Claar Fall Semester

310. Environmental Public Policy — This course is an introductory analysis of the economic, scientific and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's general education science requirement.

Four Credits Holmes, Lunn, Peterson Spring Semester

311. Intermediate Macroeconomics — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisites: Economics 211 and 212 and Mathematics 131. *Four Credits Claar Spring Semester*

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312. Intermediate Microeconomics — Intermediate-level treatment of microeconomics concerned primarily with resource allocation decisions under various product and resource market conditions. Implications for business and public policy are emphasized. Prerequisites: Economics 211 and 212 and Mathematics 131.

Four Credits Heisler, Lunn

318. International Economics — This course presents a survey of the fields of international trade and finance with attention given to fundamental theory and present policy and practice. Prerequisites: Economics 211 and 212.

Four Credits Klay

395. Advanced Studies in Economics — A lecture or seminar in a special topic in advanced economics. For example, Law and Economics will be offered under this number. Prerequisite: approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

401. History of Economic Thought — An introduction to, and critical survey of, the important people and ideas in economic theory. Attention is given to the interaction of economic ideas with the times in which they arose, and the evolution of significant economic doctrines. Prerequisites: Economics 211, 212, and either 311 or 312.

Four Credits Klay Fall Semester

402. Industrial Organization — A theoretical and empirical study of how the organization of markets affects the conduct and performance of firms in those markets. Topics include the determinants of market structure; the impact of market power on pricing, product differentiation, technological change, and profit; and the nature and effect of government intervention in and regulation of markets. Several specific U.S. industries will be studied. When taken jointly with Management 331, this pair will meet the management major paired course requirement. Prerequisites: Economics 211 and 212.

Four Credits Heisler, Lunn Spring Semester

403. Labor Economics — Study of the institutional and economic forces which determine wages and employment in labor markets. Economic theory is used to analyze the impact of various policies on the distribution of income. Topics include the economic effects of unions, minimum wage legislation, investment in human capital, discrimination in labor markets, poverty and transfer programs, and the disincentive effects of taxation. This course also examines issues of work and vocation. When taken jointly with Management 352, this pair will meet the management major paired course requirement. Prerequisites: Economics 211 and 212.

Four Credits Steen Fall Semester

480. Senior Research Project — A capstone course required of all economics majors to develop advanced skills in economic research and writing. A research paper will be prepared in conjunction with an upper-level economics course being taken at the same time. Prerequisites: Economics 306, 311 and 312. Permission of instructor of the associated upper-level economics course is required.

Four Credits Lunn Spring Semester

490. Independent Studies in Economics — Independent studies in advanced economics under the supervision of a designated staff member. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

495. Advanced Studies in Economics — A lecture or seminar in a special topic in advanced economics. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

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B. Course Offerings — Management

100. Management Decisions — This course will introduce students to the various components of an organization. It is intended to acquaint students with the diverse functions within an organization — finance, marketing, operations, human resources, and accounting — and how these functions relate to and complement one another. A comprehensive simulation package will be the primary method of exploring and understanding the complex relationships within modern organizations. Prerequisites: none. **Note:** Must be taken at Hope College. Enrollment limited to freshmen, sophomores, and declared majors and minors.

Two Credits Porter, Smith, Ten Haken, VanderVeen Both Semesters

200. Management Theory — Study of modern managerial principles and processes as usually associated with business (but which principles also apply to the management of non-profit organizations such as churches, schools, etc.) through an examination of the functions of planning, organizing, leadership and controlling. Current problems facing businesses are reviewed. Changing patterns of management are discussed. Prerequisites: Economics 211 and Management 100, both with grades of C- or better. Prerequisite or Corequisite: Economics 212.

Four Credits Porter, Ten Haken, VanderVeen Both Semesters

295. Studies in Management — A lecture or seminar class in a special topic of management for majors and non-majors in management.

One, Two, Three or Four Credits Staff Both Semesters

331. Marketing Management — This course develops decision-making skills in the context of managing the marketing function in all types of organizations. Simulations and case studies describing actual marketing problems provide an opportunity for the student to develop an appreciation for the types of problems which exist in the real world of marketing; and to develop the skills of analysis and decision-making necessary for success in marketing and other areas of organizations. Topics include marketing opportunity analysis, market segmentation, product policy, promotion, channels of distribution, pricing policy, and the analysis of complete marketing programs. Fall semester is “unpaired.” Spring semester is paired with Economics 402 (Industrial Organization), or unpaired with permission of instructor. Prerequisite: Management 200 (Management Theory). *Four Credits VanderVeen Both Semesters*

341. Business Law — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisites: Economics 211 and 212. *Three Credits Staff Both Semesters*

352. Human Resource Management — The analytical and applied approach to human resources management for potential human resource professionals, line management, or employees. Traditional personnel and labor relations topics are presented such as the legal environment for management of employees, job analysis, recruiting and selection of employees, performance evaluation, discipline, and labor negotiation. Paired with Economics 403 (Labor Economics), or “unpaired” with permission of instructor. Prerequisite: Management 200 (Management Theory).

Four Credits Ten Haken Fall Semester

358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. Seminars with leaders of business, labor, and government are conducted in London and various other locations in England.

Three Credits Heisler, Smith May Term

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361. Operations Management — This course examines the management of the conversion process — converting raw materials, land, labor, capital, and management inputs into desired outputs of goods and services. This will include the study of traditional approaches as well as new contributions from just-in-time practices, constraint theory, total quality management, and statistical process control. The analysis of operational decisions will include strategic, productivity, and ethical considerations. Fall semester is “unpaired.” Spring semester is paired with Accounting 222 (Managerial Accounting), or unpaired with permission of instructor. Prerequisites: Mathematics 210 (Statistics) and Management 200 (Management Theory). Computer Science 140 (Business Computing) is recommended.

Four Credits Smith Both Semesters

371. Financial Management — This course examines financial decision making within the context of public corporations. The concepts of risk, rates of return, time value of money, valuation, and stewardship are utilized to analyze financial decisions involving capital budgeting and capital structure. The analysis of these decisions will include both financial and ethical considerations. Fall semester is paired with Economics 302 (Monetary Economics), or unpaired with permission of instructor. Spring semester is “unpaired.” Prerequisites: Mathematics 210 (Statistics), Accounting 221 (Financial Accounting) and Management 200 (Management Theory). Computer Science 140 (Business Computing) is recommended.

Four Credits Porter Both Semesters

395. Advanced Studies in Management — A lecture or seminar in a special topic in advanced management. Prerequisite: approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

400. Management Seminar — This seminar in management is intended to challenge participants to evaluate several aspects of management more thoroughly than possible in a traditional classroom setting. Students will work closely with the professor and others to read, evaluate, and discuss topics of critical importance to successful leadership in organizations. Professors may emphasize a management topic of particular interest to them and their professional study. Common components may include: study of classic management readings and materials; Christianity and leadership; vocation and calling as applied to management; and a written analysis of case studies and other topics. Prerequisites: Management 200 (Management Theory), Senior Status and department major.

Two Credits Porter, Smith, Ten Haken, VanderVeen Both Semesters

490. Independent Studies in Management — Independent studies in advanced management under the supervision of a designated staff member. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

495. Advanced Studies in Management — A lecture or seminar in a special topic in advanced management. For example, Total Quality Management and Finance Seminar have recently been offered under this number. Prerequisite: approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters

499. Management Internships — Internships are encouraged and can be an important part of the undergraduate learning experience. It is highly recommended that students take advantage of an off-campus study semester such as those in Philadelphia or Chicago. Internships are an inherent part of these semester-long programs. Internships may also be begun during the May term and completed by the end of July. Students earn academic credit by working as a full-time employee in an organization (approximately 32-40 hours per week). These internships are approved

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and evaluated by faculty in the Department of Economics, Management and Accounting. An internship proposal and written agreement with the participating firm are required for approval.

Up to Four Credits Staff May Term

C. Course Offerings — Accounting

221. Financial Accounting and Laboratory — An introduction to the financial accounting model for business enterprises intended for potential accounting majors, business majors, and others who wish to read, understand, and analyze financial statements. Course includes lecture, discussion and laboratory. **Note:** no prerequisites. Completion during freshman or sophomore year highly recommended.

Four Credits Hendrix, Martin Fall Semester

222. Managerial Accounting and Laboratory — The study of accounting information as used to assist in managerial decision making. Topics include break-even analysis, manufacturing cost control, product pricing, cost-volume-profit analysis, and other uses of accounting data internally by managers in directing and controlling organizations. Course includes lecture, discussion and laboratory. Enrollment is limited to those receiving a passing grade in Accounting 221.

Four Credits Boyd, Hendrix Fall and Spring Semester

295. Studies in Accounting — A lecture or seminar class in a special topic of accounting for majors and non-majors in accounting. For example, Ethics and Accounting has recently been offered under this number.

One, Two, Three or Four Credits Staff Both Semesters

321, 322. Intermediate Accounting — A continuation of the study of financial accounting theory and practice at the intermediate level. It examines the development of accounting standards, the presentation of income and retained earnings, the balance sheet and the statement of cash flows, asset and liability recognition and measurement problems, and accounting for owners' equity. Prerequisites: Accounting 221 and 222. Enrollment in 322 is limited to those receiving a passing grade in 321. (321, Fall only; 322, Spring only).

Eight Credits Hendrix

333. Accounting Information Systems — A study of the basics of contemporary information systems in both manual and computerized environments. It includes the role of information in the management of business organizations. Prerequisite: Accounting 221.

Four Credits Martin Spring Semester

361, 362. Accounting Practicum — This course is designed to provide hands-on experience with accounting practitioners. It will provide an opportunity for students to relate the theories and concepts learned in their business and accounting classes to actual practice in an organizational setting. Students are supervised by organizational managers. Although most placements are in the west Michigan area, they can be arranged in any other locations. Students will work in public, industrial or not-for-profit accounting positions in the field, and will attend weekly seminars on campus. Other requirements include maintaining an analytical journal, writing a final summary paper and participating in discussions. Prerequisites: a minimum of eight credits in accounting and permission of instructor. Accounting 362 (Accounting Practicum II) is a continuation of Accounting 361 (Accounting Practicum I). Enrollment in 362 is limited to the successful completion of Accounting 361.

Eight Credits Hendrix Spring Semester, May, June, July Terms

375. Cost Accounting — Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control,

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planning of profits and costs, and cost and profit analysis. Prerequisite: Accounting 222.
Four Credits Martin Fall Semester

395. Advanced Studies in Accounting — A lecture or seminar class in a special topic in advanced accounting. Prerequisite: approval of chairperson.

One, Two, Three or Four Credits Staff Both Semesters

423. Auditing — An introduction to basic audit planning and risk assessment, auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, audit reports and opinions, ethics in auditing, and the legal and regulatory environment. Prerequisite: Accounting 333.

Four Credits Hendrix Spring Semester

425. Individual Taxation — An introduction to federal tax accounting as it relates to income tax for individuals. Completion of Accounting 322 is recommended, but not required.

Four Credits Martin Fall Semester

426. Corporate Tax and Research — This course continues the study of taxation from Accounting 425. It emphasizes tax concepts applied to corporations, S corporations, partnerships, limited liability companies, estates, and trusts. It includes skills recommended by the AICPA Model Tax Curriculum such as ethical considerations, team building, and research. Prerequisite: Accounting 425.

Four Credits Martin Spring Semester

427. Advanced Accounting — Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, governmental accounting, and international accounting topics. Prerequisites: Accounting 221, 222, 321. Corequisite: Accounting 322.

Four Credits Staff Fall Semester

428. Governmental and Not-for-Profit Accounting — A study of the accounting theory and practice and the applicable professional standards for government and not-for-profit institutions. Prerequisite: Accounting 322.

Two Credits Staff Fall Semester

430. Ethics in Accounting — A seminar class. It will familiarize the student with the spectrum of codes of ethics in accounting and provide models for analyzing ethical issues. It includes discussions directed toward identifying and examining a student's own personal and business code of ethics. Prerequisites: Accounting 221 and 222.

Two Credits Staff May Term

490. Independent Studies in Accounting — Independent studies in advanced accounting under the supervision of a designated staff member. Prerequisites: advanced standing in the department and approval of the chairperson.

One, Two or Three Credits Staff Both Semesters

495. Advanced Studies in Accounting — A lecture or seminar class in a special topic in advanced accounting. For example, Governmental and Not-for-Profit Accounting has recently been offered under this number. Prerequisite: approval of the chairperson.

One, Two, Three or Four Credits Staff Both Semesters



Faculty: Mr. Mezeske, Chairperson; Mr. Bultman*, Mrs. Cherup, Mrs. Cook, Mrs. Cornieles, Mrs. Dell’Olio, Mr. Donk, Mrs. Finn, Ms. Hwang, Mrs. Jordan, Mrs. Miller, Mrs. Pardo, Mr. Yelding.

The Department of Education prepares students to teach in elementary and secondary schools. To fulfill the requirements for graduation and for certification, all students planning on a professional teaching career must complete a major and a minor in an approved academic field along with the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides field experiences for students to put theory into practice. Students will complete at least four field placements in area schools prior to student teaching. Throughout the professional sequence, prospective teachers will develop increasing competence and confidence in the professional abilities identified by education faculty. These abilities will enable a graduate to act as:

- an effective communicator
- a professional collaborator
- a curriculum developer
- a problem solver
- a decision maker
- a scholarly educator

Student-led chapters of national organizations, Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education students.

Graduates of Hope’s education program teach in public and private K-12 schools around the country. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in special areas of education, such as reading, curriculum development, special education, counseling and administration.

Graduates of our education program are currently serving as:

- classroom teachers in rural, urban and suburban K-12 schools
- special education teachers in self-contained, inclusive, resource or mainstreamed classrooms
- teachers overseas
- Peace Corps volunteers
- counselors in elementary and secondary schools
- curriculum coordinators and supervisors
- administrators in area school systems
- college professors

ELEMENTARY AND SECONDARY PROGRAMS — Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education program. Application for admission to the Teacher Education program should be made during the sophomore year or following the completion of the introductory courses and field placements. A student will be denied admission to the Teacher Education program if he or she has been convicted of, or pled no contest to, a felony or a misdemeanor involving a minor. A packet of application materials is available in the education office.

*Sabbatical Leave, Fall Semester 2005

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All policies that pertain to the application process to the Teacher Education program, the continuation through the course sequence, the process for assignment to a student teaching placement, and final recommendation for Michigan certification, are contained in the department's Student Handbook. This Handbook is available both in hard copy format through the Department of Education and on the department's Web page (<http://www.hope.edu/academic/education/>). The students must obtain this handbook, must become familiar with all expectations, deadlines and responsibilities, and must comply with policies and regulations stated therein. Failure to do so may cause delays in the student's application process, entry to course sequence and to the student teaching semester.

COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:

1. Program application accessed online through department Web page
2. Three rating sheets from faculty members
3. Major/minor declaration forms
4. Successful field placement evaluations for Ed 221 and Ed 226
5. Passing scores on the Michigan Test for Teacher Certification (basic skills)
6. Signed statement of commitment to professionalism
7. Cumulative GPA of 2.5/4.0 scale or higher
8. Special education majors are also required to submit an essay on "Why I Want to Major in L.D. or E.I."

After successful completion of all program requirements, graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate through reciprocal certification agreements is valid in many other states. Students desiring to teach outside of Michigan should confer with the Department of Education's Director of Certification for specific requirements.

All program requirements must be completed for students to be recommended for a teaching certificate in the State of Michigan. Program requirements include:*

1. Secure formal admission to the Teacher Education program.
2. Complete the Professional Education Sequence which has been established:
 - a) Elementary — Complete Education 220, 221, 225, 226, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.
 - b) Secondary — Complete Education 220, 221, 225, 226, 285, 286, 287, 360, 455, 480 or 485, 500, and a special methods course in the major or minor field.
3. Earn a C+ or better grade in each education professional sequence course and field placement.
4. Meet the general education diversity requirement by completing the IDS 200 Encounter with Cultures course (effective Fall 2001).
5. Earn a GPA of at least 2.5 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence, and a cumulative GPA for all college work.
6. Complete the requirements for a major and minor** approved by the Department of Education and affirmed by the Michigan Department of Education.
 - a) Elementary: selected majors of 30 credits or a group major of 37-38 credits and a substantive minor of 20 credits, a regular academic minor of 20-22 credits, or a group minor of 28-30 credits.

*State of Michigan requirements are subject to periodic change. Students must meet State of Michigan and Department of Education requirements for teacher certification in effect at the time application is made for acceptance into the program.

**Specific requirements for all certifiable majors and minors are available on the department Web page.

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- b) Secondary: selected major of 30-46 credits, or a Social Studies group major of 37-40 credits, and a selected minor of 20-22 credits.
7. Earn a C+ or better grade in student teaching.
8. Satisfy the general requirements for the A.B., B.M., or B.S. degree at Hope College.
9. Pass the required Michigan Test for Teacher Certification (MTTC) in appropriate areas. In 2004-05, 100% of teacher candidates who completed the teacher education program at Hope College passed the required MTTC tests.
10. Hold valid certification in CPR/First Aid at time of application for Michigan teacher certification.

Students are urged to plan their programs carefully and should begin that process early in their college careers. Students should also meet individually with education faculty. Students typically begin the teacher education sequence with Education 220/221 during their sophomore year and reserve one semester of the senior year for the professional semester program during which they will take specified education courses including student teaching. Application for student teaching must be made in the junior year. All students seriously considering teaching in the elementary school are encouraged to meet some General Education requirements by taking GEMS and other courses recommended by the Department of Education. Further information about recommended courses is available on the department Web page.

After approval from the Department of Education, students fulfill their student teaching experience in urban, suburban or rural school districts. Some students fulfill this requirement in the Chicago Semester.

MEETING PROFESSIONAL STANDARDS: All students in education courses must demonstrate that they have met the Entry Level Standards for Michigan Teachers (ELSMT) and the National Education Technology Standards for Teachers (NETS*T) in order to be designated as “highly qualified” teachers as required by No Child Left Behind (NCLB) legislation. The Department of Education has selected an electronic program that requires students to store artifacts and assessments over the course of the certification program. Utilizing this past work, teacher candidates will develop their student teaching professional portfolios to demonstrate they have met these professional standards. Graduates may continue the use of this program as they begin their careers. Contact the Department of Education for further information and charges.

SPECIAL EDUCATION: The Department of Education offers majors in the areas of K-12 Emotional Impairments and Learning Disabilities. Students follow the Elementary Education Certification track.

K-12 TEACHING SPECIALISTS: In the areas of Art, Music, Physical Education and Dance, Hope College offers K-12 programs for teaching specialists.

URBAN EDUCATION PROGRAM: Urban education teacher candidates believe they have been called to serve children in poverty areas who are at risk of not succeeding in school - “Children of Promise.” This program consists of a redesigned elementary curriculum for juniors and seniors, an extended pre-student teaching placement, and an expanded student teaching placement.

DEPARTMENT HANDBOOK: The Department of Education provides each student desiring certification a comprehensive Handbook which outlines all program sequences and pertinent Teacher Education program information from the initial application to the department through certification.

Students desiring additional program information should contact Hope’s Department of Education office or see the department Web page.

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FINDING A TEACHING POSITION — Special efforts are made by the Office of Career Services to help teacher candidates secure teaching positions, but the college does not guarantee the placement of students in positions. Credentials packets must be completed during the semester in which the student does student teaching. They are then placed on file in the Office of Career Services.

ACCREDITATION — Hope College's Teacher Education programs are approved by the Michigan Department of Education. Hope College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers all preparation programs. The college maintains membership in the American Association of Colleges for Teacher Education and the Michigan Association of Colleges for Teacher Education.

LEVEL ONE: INTRODUCTORY COURSES

220. Educational Psychology — The growth and development of children in all phases, but with special emphasis on social, emotional, and intellectual development. Careful study of the learning process with implications for teaching and the classroom. Students will be introduced to the department's Professional Abilities and the program options. This is considered a sophomore level course. Field placement (Education 221) is required and must be taken concurrently.

Three Credits Donk, Hwang, Jordan Both Semesters

221. Educational Psychology Field Placement — This field placement component is corequisite with Education 220, and will provide opportunities for students to work with mentor teachers in K-12 classrooms and to interact with children in large and small groups and/or one-to-one to discover the complexities of the teaching/learning process, and to determine if teaching is a career choice.

One Credit Donk, Hwang, Jordan Both Semesters

225. The Exceptional Child — A study of the person who deviates markedly from the norm — mentally, physically or socially — and requires special attention in regard to his/her education, development or behavior. Special attention is directed toward the following persons: autistic, emotionally impaired, gifted, hearing impaired, learning disabled, mentally impaired, physically or otherwise health impaired, speech and language impaired, and visually impaired. Corequisite: Education 226. Prerequisite: Education 220; Psychology 100 for psychology majors. Sophomore standing. Cross listed as Psychology 225.

Three Credits Cherup, Staff Both Semesters

226. The Exceptional Child Field Placement — This field placement component is corequisite with Education 225 and will provide opportunities for interaction with persons with sensory, emotional, physical and/or cognitive disabilities, or who are at-risk, as well as gifted and talented individuals.

One Credit Cherup, Staff Both Semesters

241. Introduction to Emotionally Impaired — An introduction to historic, philosophical, etiological, and current instructional perspectives in educating emotionally and/or behaviorally disordered students. Current national, state, and local programming alternatives and issues will be explored and evaluated. Prevalent research, theoretical perspectives, legislative provisions and concerns will be examined. Implications for effective programming will be stressed. Must be taken concurrently with Education 242. Prerequisite: Education 225.

Three Credits Staff Spring Semester

242. Field Experience: Elementary and Middle School Emotionally Impaired — One half-day per week placement with emotionally and/or behaviorally disordered

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students. This experience will provide opportunities for individual and small group instruction, management, and observation. A regularly scheduled seminar will be provided to integrate the placement experience with appropriate theoretical and conceptual models. Required for E.I. majors, and must be taken concurrently with Education 241. *One Credit Staff Spring Semester*

251. Introduction to Assessment in Special Education — This course is a prerequisite for ED 352, Assessment, Prescription and Remediation in Special Education. It provides the knowledge and skills necessary to be successful in the field placement portion of the subsequent assessment course. Legal issues, technical understanding of assessment, reliability, and validity are examined. Investigation and application of appropriate assessment procedures and techniques for students with special needs are explored, and administration of various norm and criterion referenced tests are practiced. Current research and literature resources are reviewed.

Four Credits Finn, Cornieles Fall Semester

253. Introduction to Learning Disabilities — Legal and working definitions of a learning disability are presented and key issues affecting the field are studied. Historical and current theories and their implications in the classroom setting are addressed. Must be taken concurrently with Education 254.

Three Credits Cook Fall Semester, May Term

254. Field Experience: Learning Disabled — This experience provides an opportunity for students to work with students with learning disabilities and observe how they are serviced in the school setting. Must be taken concurrently with Education 253. Requires two hours per week.

One Credit Cook Fall Semester, May Term

295. Studies in Education — This course is designed to allow students at the sophomore and junior level to become involved in studies in special interest areas.

One, Two or Three Credits Staff Both Semesters

LEVEL TWO: PROFESSIONAL SEQUENCE COURSES

PRE-REGISTRATION REQUIRED. PREREQUISITE: ADMISSION TO DEPARTMENT

280. Literacy I: Reading and Language Arts, Birth to Second Grade — An in-depth examination of literacy issues which begin at birth and develop through the second grade. The six language arts (reading, writing, speaking, listening, viewing and graphically representing) will be studied in an interactive, integrated manner to guide the prospective teacher through a developmentally appropriate, constructive analysis of emerging literacy. Through the use of children's literature, diagnosis and assessment, reading strategies, phonological awareness, writing and holistic approaches to instruction, the prospective teacher will be encouraged to adopt a flexible teaching mode which recognizes the diversity of learning styles and needs in the elementary classroom. Prerequisites: Education 220 and 221, Education 225 and 226, and admission to the Teacher Education program. Corequisite: Education 281.

Three Credits Donk Both Semesters

281. Literacy I: Field Placement — A coordinated, supervised field placement in an appropriate elementary school, Pre-K through grade two. Requires a minimum of two hours a week. Corequisite: Education 280. *One Credit Donk Both Semesters*

282. Literacy II: Reading and the Language Arts, Grades 3-6 — The focus of this course is the transitional reader, the child becoming an independent reader in the elementary classroom. Building on the foundation provided in Education 280, prospective teachers will consider issues surrounding content area reading and the

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growing use of expository texts. Instructional scaffolding for continued student growth will be an additional focus. Informal and formal assessment, children's literature, and the integrated language arts will provide a framework for designing instruction which engages all learners. Prerequisites: Education 280 and 281. Corequisite: Education 283.
Three Credits Pardo Both Semesters, May Term

283. Literacy II: Field Placement — A coordinated, supervised field placement in an appropriate elementary school setting, grades three through six. Requires a minimum of two hours a week. Corequisite: Education 282.

One Credit Pardo Both Semesters, May Term

285. Secondary Reading/Language Arts Across Disciplines — This course will focus on the integration of reading and the other language arts into content subjects for grades 6-12. Course topics include: uses of literature; reading, writing, listening, speaking and graphically representing as tools for diverse learners in content subjects; diagnostic teaching; study skills; direct skill instruction and formal/informal assessment practices. Planning for content subject lessons will be integrated with Education 287. Also recommended for elementary teachers who wish to teach middle school. Prerequisite: admission into the Teacher Education program. Must be taken concurrently with Education 286 and 287.

Three Credits Mezeske Both Semesters

286. Secondary Reading/Adolescent Design Field Placement — A coordinated, supervised field placement in an appropriate content area middle school or high school classroom. This placement is shared with Education 287 and requires a minimum of two hours a week. Corequisite: Education 285 and 287.

One Credit Mezeske Both Semesters

287. Instructional Design for Adolescents — This course will examine critical dimensions of adolescent (ages 12-18) development and identify appropriate instructional structures which create effective middle and high school learning environments. Research and instructional technologies will be utilized to design, monitor, assess, and evaluate instructional plans. Includes an overview of classroom and behavior management theories and techniques. Recommended also for elementary teachers who wish to teach in middle school. Course must be taken concurrently with Education 285 and 286 as the first secondary professional courses after acceptance into the Teacher Education program.

Two Credits Mezeske Both Semesters

300. Elementary Music Methods — A practical presentation of how to teach music to school children, using singing, instruments and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy. Designed for the classroom teacher and the music specialist. Prerequisites: basic music skills (singing and note reading) and permission of instructor.

Three Credits DeBoer Fall Semester

310. Elementary Curriculum and Methods (Math, Science, Social Studies) — An examination of the modern elementary school curriculum — its philosophy, structure, organization, methods of curriculum development, and methods of instruction, including use of technology. General principles and practices taught are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of social studies, mathematics, and science. Recommended for pre-student teaching semester. Prerequisite: admission to the Teacher Education program. Corequisites: Education 311 and 312.

Five Credits Dell'Olio, Jordan Both Semesters

311. Elementary Curriculum and Methods Field Placement — More than 40 hours of participation and observation in local elementary or middle school class-

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rooms. Students will observe instruction; keep reflective logs; maintain classroom routines; work with individual students, small and large groups; and develop original lesson plans and units. Recommended for the semester prior to student teaching. Prerequisite: admission to the Teacher Education program. Corequisites: Education 310 and 312. *One Credit Dell'Olio, Jordan Both Semesters*

312. Classroom Management for the Elementary and Middle School Teacher — An overview of classroom and behavior management techniques for elementary and middle school teachers in general education settings. Course topics will include classroom organization, setting individual and group behavioral expectations, developing and implementing classroom rules and procedures, working proactively with students, and analyzing a variety of behavioral management philosophies. Prerequisites: admission to the Teacher Education program and completion of Education 280, 281, 282 and 283. Corequisite: Education 310 and 311. *Two Credits Dell'Olio, Jordan Both Semesters*

321. Teaching of Social Studies in the Secondary School — Methods of teaching social studies at the secondary school level. While examining theoretical issues, this course will focus on the real world of teaching. As such, we will examine the complex role of the teacher as it pertains to curriculum, lesson planning, evaluation, and the dynamics of the classroom. Students will be expected to prepare and demonstrate various teaching models, and create lesson and unit plans based on the Michigan Content Standards and Benchmarks for Social Studies. In addition, students will be expected to research current issues and practices in the social studies and present those findings to the class. *Three Credits Norkus Fall Semester*

323. Teaching of Mathematics in the Secondary School — Methods of teaching mathematics with emphasis on varied approaches, classroom materials, standards and benchmarks, curriculum changes, and trends in mathematics. Same as Math 323. Prerequisite: admission to the Teacher Education program. *Two Credits Andersen Fall Semester Odd Years*

331. Teaching of Science in the Secondary School — This course introduces methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of biology, chemistry, geology, and physics. Classroom management, student diversity, at risk students, cooperative learning in the science classroom, the Michigan Curriculum Benchmarks and Content Standards, student-centered activity-based lesson plans, long-term planning, and safe laboratory practices and techniques are topics included in this course. *Three Credits Gormley Fall Semester*

333. The Special Education Student at the Secondary Level: Programs and Services — This course, the first in a two-course sequence, is designed to prepare students for understanding and working with learning disabled and emotionally impaired students at the secondary level. It provides an overview of philosophies, programs and strategies appropriate for use with students with learning and behavior problems in the middle or high school setting. Emphasis will be placed on programs and services designed to meet the unique educational needs of secondary level students with disabilities. Adolescent development, legal issues, curricular considerations and transition will be addressed. Prerequisite: admission to the Teacher Education program. Taken concurrently with Education 251. *Two Credits Cornieles, Finn Fall Semester*

342. Psychoeducational Strategies — A comprehensive review of the unique curricular and programming alternatives for school aged emotionally and/or behaviorally disordered students. Emphasis is placed upon problems, issues and strategies

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which are associated with special education programs for this population of students both locally and nationally. Prerequisites: Education 241, 242, admission to Teacher Education program. *Three Credits Finn Fall Semester*

345. Teaching Physical Education and Recreation in the Elementary School — Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

Three Credits Fritz Fall Semester

344 and 346. — Special methods courses for the secondary and K-12 physical education major. See the Kinesiology section of this catalog for course descriptions.

352. Assessment, Prescription and Remediation in Special Education — This course provides an opportunity for students to apply assessment practices in the field in conjunction with a corresponding field experience. Students will move through the assessment process from the selection of testing tools, to the administration of assessments, to the writing of a case study, to the implementation of an Individualized Education Plan within the special education system. Must be taken concurrently with Education 356, 357/358 and 359. Prerequisites: admission to the Teacher Education Program and Education 251.

One Credit Cook Spring Semester

356. Classroom and Behavior Management: L.D./E.I. — An overview of classroom and behavior management relative to the unique needs of students with emotional impairments and/or learning disabilities. Must be taken concurrently with Education 352, 357/358 and 359. Prerequisites: admission to the Teacher Education program and Education 241 or 253, and 251.

Two Credits Cherup Spring Semester

357. Field Experience: Learning Disabilities — This placement provides an opportunity to integrate information covered in Education 352, 356 and 359 to field placement settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Must be taken concurrently with Education 352, 356 and 359. Prerequisites: Education 251 and 253 and admission to the Teacher Education program.

Three Credits Cherup, Cook Spring Semester

358. Field Experience: Emotionally Impaired — This placement provides an opportunity to integrate information covered in Education 352, 356 and 359. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. Must be taken concurrently with Education 352, 356 and 359. Prerequisites: Education 241 and 251 and admission to Teacher Education program.

Three Credits Cherup, Finn Spring Semester

359. Instructional Design: L.D./E.I. — Curricular methods and materials appropriate for instruction of students with emotional impairments and/or learning disabilities will be studied. Emphasis will be placed upon development of programming based on specific objectives for the individual student. Focus will include oral language, reading, written language, mathematics, computer-assisted instruction, and content areas related to teaching strategies. Prerequisites: Education 241 or 253, and 251 and admission to the Teacher Education program. Recommended for the junior year. Must be taken concurrently with Education 352, 356 and 357/358.

Four Credits Cook, Finn Spring Semester

360. Secondary Principles — A study of secondary schools, with particular emphasis on principles and purposes. In conjunction with the various content-area

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methods courses, this course is designed to prepare students for teaching in middle schools and junior or senior high schools. When possible, students should schedule their content-area methods courses concurrently with this course. Prerequisite: admission to the Teacher Education program. Corequisite: Education 361.

Three Credits Bultman Both Semesters

361. Secondary Principles Field Placement — This 25-30 hour pre-student teaching placement is structured so students are in area secondary schools one to two hours every day for five weeks during the middle of the semester.

One Credit Bultman Both Semesters

370. Secondary Instrumental Methods and Administration — Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music; the selection, care, and repair of orchestral instruments; and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite.

Three Credits Staff Fall Semester Even Years

380. Teaching of English in the Secondary Schools — A study of and experience in applying methods of teaching grammar, literature, and composition in the secondary schools. Same as English 380. Prerequisite: admission to the Teacher Education program or by consent of the chairperson of the Department of Education.

Four Credits Moreau Both Semesters

383. Teaching English as a Second or Foreign Language — A survey of procedures and materials for teaching English as a second or foreign language. Recommended for majors in English, Communication, or Language Arts who plan to teach in inner city schools. Students enrolled in Education 383 serve a tutoring internship. Tutorials provide a laboratory experience for the collection and analysis of data as well as for the application of knowledge and methodology gained in the course. Following completion of the course students are eligible for employment as ESL tutors. Same as English 383. Prerequisite: any one of the following: Education 220, Education 310, Education 360, English 356, or Linguistics 364.

Three Credits Braaksma Fall Semester

384. Teaching of Foreign Languages — Methods of teaching French, Spanish, German, and Latin at the middle school, high school, or college levels. Required of those planning to teach these languages in the secondary school.

Four Credits Burkey Spring Semester

434. The Special Education Student at the Secondary Level: Strategies and Implementation — This course provides a continued study of philosophies, programs and strategies appropriate for use with students with learning and behavior problems in the middle or high school setting. Emphasis will be placed on behavior management and social skill instruction designed to meet the needs of secondary level students with disabilities. Speakers from a variety of settings, field trips to secondary programs, and “trips” via distance learning will enhance the course content. To be taken concurrently with Education 453, 454, 455, and 460, 465 or 470. Prerequisites: admission to Teacher Education program, Education 333, 352, 356, 357 or 358, and 359.

Two Credits Cornieles Fall Semester

453. Computers and Technology: Special Education — An overview of the technology appropriate to special education populations. Emphasis will be given to the exploration of computer related hardware and software systems for students and teachers. Must be taken concurrently with Education 434, 454 455, and 460, 465, or

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470. Prerequisites: admission to the Teacher Education program and Education 333, 352, 356, 357 or 358, and 359. *Two Credits Cherup Fall Semester*

454. Current Issues and Trends: Special Education — A discussion of issues affecting the field of special education as well as an overview of current research and programs will be presented. Must be taken concurrently with Education 434, 453, 455, and 460, 465 or 470. Prerequisites: admission to the Teacher Education program and Education 333, 352, 356, 357 or 358, and 359. *Two Credits Cook Fall Semester*

488-01. Rural Education — A study of rural community attitudes and characteristics which affect the local school with actual teaching in rural Northern Michigan. *Three Credits Yelding May Term*

488-02. Cross Cultural Education — Native American Studies — This course is conducted on the Rosebud Reservation in South Dakota and provides an opportunity to learn about the history and culture of the Lakota Sioux, as well as an opportunity to teach in the schools. *Three Credits Cherup May Term*

490. Independent Studies in Education — For prospective teachers who wish to do advanced study in a special interest field. This course should not be taken as a replacement for any regular course but rather should be limited to students who are seriously interested in doing some independent research study. Approval for study must be given by the department chairperson prior to registration.

One, Two or Three Credits Mezeske Both Semesters

LEVEL THREE: PROFESSIONAL SEMESTER

455. Student Teaching Seminar — The student teaching seminar is a required component of the Professional Semester experience and is taken in conjunction with student teaching. It is designed to provide an opportunity to synthesize the student teaching experience and move the student teacher toward the world of teaching at a professional level. Meeting once a week, it offers information on the certification and employment search processes, while also presenting chances to interact with other student teachers in similar situations. Student teachers are also given the chance to connect with their respective college supervisors in order to examine their practice in the field. *One Credit Cook Both Semesters*

460. Student Teaching, Learning Disabilities — This field-based learning experience, supervised by the Department of Education, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. Must be taken concurrently with Education 455. Prerequisite: admission to student teaching program. *Nine Credits Cook Both Semesters*

465. Student Teaching of Emotionally Impaired — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in a classroom for emotionally impaired children. Must be taken concurrently with Education 455. Prerequisite: admission to student teaching program. *Nine Credits Cook Both Semesters*

470. Student Teaching in the Elementary School — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in western Michigan. Must be taken concurrently with Education 455. Student Teaching in the Elementary School can also be completed in Liverpool, England, during the

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spring semester only. No special education placements are available in this setting. The application process begins in the prior spring semester. All candidates must complete a rigorous application process and submit to departmental interviews. See Professor Richard Mezeske for complete information Prerequisite: admission to student teaching program.

Nine Credits Cook Both Semesters

480. Student Teaching in the Secondary School — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in western Michigan. Must be taken concurrently with Education 455. Prerequisite: admission to student teaching program.

Nine Credits Cook Both Semesters

485. Student Teaching in the Elementary and Secondary Schools (K-12) — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, dance, and physical education to obtain K-12 endorsement. Must be taken concurrently with Education 455. Prerequisite: admission to student teaching program.

Nine Credits Cook Both Semesters

495. Seminar in Education — A course designed to allow a professor to instruct the upper level student in an area of his/her special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: consent of instructor.

One, Two or Three Credits Staff Both Semesters

500. Perspectives in Education — A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisites: senior status and admission to the Teacher Education program or by consent of chairperson of the Department of Education.

Three Credits Yelding, Staff Both Semesters



Faculty: Ms. Mader, Chairperson; Mr. Abrahantes, Mr. Brown, Mr. DeYoung, Mr. Gonthier, Mr. Krupczak, Mr. Little, Mr. Misovich, Mr. Veldman*.

The engineering program at Hope College offers a B.S. degree with a major in engineering that is ABET accredited. Our program emphasizes small class sizes, the opportunity to carry out research with faculty, and state-of-the-art laboratories. Hope engineering students are often double majors or participants in athletics. At Hope we offer the kind of one-on-one attention that insures that each student reaches his or her potential. Faculty are focused on the success of undergraduate students as our most important goal.

Our engineering curriculum is designed to help students identify and define their interests, and provide the technical background needed to begin work as an engineer or continue on to advanced graduate study. Our approach to engineering education includes challenging coursework in engineering fundamentals in the classroom and laboratory. Other aspects include rigorous study of science and mathematics, and a broad education in the humanities and social sciences. Our innovative engineering design class has appeared in USA Today. The Hope College engineering program has an excellent record of placing students after graduation either in graduate schools or industry. Our recent graduates have taken jobs with such industry leaders as: Ford, General Motors, Pfizer, Lockheed-Martin, and Hewlett Packard. About 50

of our students go directly on to engineering graduate schools. Since 1996 half of the Hope engineering students going to graduate school have gone to one of the top graduate engineering schools in the country. These graduate schools include: the Massachusetts Institute of Technology, the University of Michigan, and the University of California at Berkeley.

MAJOR PROGRAMS

The department offers several different majors designed to meet a variety of students' needs. Students with a possible interest in physics should also see that section.

ENGINEERING

The mission of the Hope College Engineering Program is to provide engineering students with a solid foundation in engineering and the underlying mathematics and sciences within the framework of a liberal arts education, and to contribute to the education of other Hope College students.

The professional practice of engineering requires an understanding of analytical methods, design techniques, social and economic influences, and an appreciation for cultural and humanistic traditions. Our program supports these needs by offering each engineering student the opportunity to acquire a broad yet individualized technical and liberal education. At the core of the curriculum is a sequence of mathematics, physics and engineering courses that foster analytical and design skills applicable to a range of engineering disciplines. Elective courses, design projects and undergraduate research opportunities allow students to pursue specific areas of interest. Hope's strong liberal arts core curriculum provides engineering students with critical thinking skills, proficiency in a foreign language, and exposure to a diversity of views and cultures. Graduates of the program are prepared to begin a professional career or continue study in graduate school.

*Sabbatical Leave, Fall Semester 2005

ENGINEERING

To educate engineers within the context of a liberal arts college that emphasizes small classes and attention to individual needs, the engineering program has established the following educational objectives:

1. To prepare graduates with the education and background necessary to begin a successful career in engineering practice and/or gain entry in engineering graduate school.
2. To train students in methods of analysis, including an understanding of mathematics, science and engineering principles appropriate for engineers to use in practice.
3. To develop the ability of students to select and use current engineering techniques to solve problems. This includes designing and conducting experiments, using computer software tools and interpreting data.
4. To equip students with the skills needed to design a process, component or system that meets desired needs. This includes the ability to handle ambiguous constraints, generate alternative ideas and deal with economic, social and ethical criteria.
5. To foster the ability of students to be effective working in multidisciplinary teams and communicating ideas to others.
6. To provide students with an awareness of the societal context of engineering. This includes recognizing the social, political, economic and environmental impacts of engineering decisions and technology.
7. To develop an appreciation of cultural diversity, an awareness of the international nature of engineering practice, and to prepare students to work in a global environment.
8. To provide students with the opportunity for specialization or study in a secondary area of interest. Examples are having a dual major, fulfilling a departmental minor or preparing for advanced study in the student's particular area of interest.
9. To provide applied educational opportunities for students via interactions with business and industry.
10. To offer undergraduate students the opportunity to become involved in research.

BACHELOR OF SCIENCE IN ENGINEERING

The Bachelor of Science in Engineering is a rigorous major accredited by the Accreditation Board for Engineering and Technology (ABET). The major provides an excellent preparation for graduate school in engineering or for engineering positions in a wide variety of industries.

Electrical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with an electrical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 170, 221, 222, 224, 241, 331, 333, 345, 351, 451, 452, and 342. An additional 15 credits are required, including a minimum of 9 credits selected from ENGS 242, 332, 352 or other approved electrical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Mechanical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a mechanical engineering emphasis, the major consists of 48 credits including the following courses: ENGS 170, 221, 222, 224, 241, 331, 333, 345, 346, 451, 452, and 361. An additional 15 credits are required, including a minimum of 9 credits selected from

ENGINEERING

ENGS 332, 344, 348, 355 or other approved mechanical engineering topics courses (ENGS 495). The remaining courses must be selected from other engineering courses, or CSCI 160 or 225.

Chemical Engineering Emphasis

For the Bachelor of Science degree with a major in engineering with a chemical engineering emphasis, the major consists of 48 credits of engineering and must include ENGS 170, 221, 222, 224, 241, 331, 333, 345, 346, 348, 451, 452, 14 credits of approved chemical engineering topical courses (ENGS 295 or 495), and two additional credits selected from engineering offerings, CSCI 160 or 225. In addition to the cognate requirements listed above for the major, CHEM 114, 121, 221, 255, 322, 343, and two additional credits in chemistry at the 200 level or above (lecture and laboratory) are required. This course sequence also satisfies the requirements for a chemistry minor.

Computer Engineering Emphasis

Students interested in computer engineering should contact the engineering program director or the department chairperson.

Biochemical Engineering Emphasis

Students interested in biochemical engineering should contact Professor Misovich or the department chairperson.

No Emphasis Option

For the Bachelor of Science degree with a major in engineering with no specified emphasis, the major consists of 48 credits including the following courses: ENGS 170, 221, 222, 224, 241, 331, 333, 345, 346 or 351, 451, 452, and 342 or 361. An additional 15 credits are required from other engineering courses, or CSCI 160 or 225.

For all emphasis options, two semesters of ENGS 080 are required. A maximum of only three credits of internship (ENGS 499) and research (ENGS 490) may be counted toward the major.

In addition, 31 credits in science and mathematics courses are required, including PHYS 121, 141, 122, 142, 280, MATH 131, 132, 231, 232, CHEM 111 and 113. Computer programming competence is required. Engineering students are expected to have programming experience by the beginning of the senior year. This requirement may be satisfied by CSCI 160 or 225, or by demonstrating competence on a problem chosen by the department. Twenty-four hours of work at the level of 300 or above must be completed at Hope College.

Students interested in **Civil Engineering** should consult with the engineering program director as early as possible.

BACHELOR OF SCIENCE IN ENGINEERING SCIENCE

The Bachelor of Science in Engineering Science major conforms to the minimum requirements for a Bachelor of Science degree at Hope College. It provides an adequate preparation for graduate school in engineering or entry level positions in industry. The major consists of a total of 36 credits which must include the following courses: ENGS 170, 221, 222, 224, 241, 280, 331, 333, 342 or 361, 345, 346 or 351, 451. An additional 3 credits must be chosen from ENGS 100, 242, 332, 342, 344, 348, 351, 355, 361, 452, 490, 495, 499, or CSCI 160, 225. Two semesters of ENGS 080 are required. Other courses may be substituted for the optional or required courses with **prior** approval of the department. A maximum of only three credits of internship and research may be counted toward the major.

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In addition, 24 credits in science and mathematics courses are required, including PHYS 121, 141, 122, 142, MATH 131, 132, 231 and 232, CHEM 111 and 113. Two semesters of PHYS 080 also are required. Computer programming competence is required. Engineering students are expected to have had programming experience by the beginning of the senior year. This requirement may be satisfied by CSCI 160 or 225, or by demonstrating competence on a problem chosen by the department.

ENGINEERING PHYSICS

Students wishing to combine elements of physics and engineering in their major should consider the Bachelor of Science in Engineering Physics. This major (minimum of 36 credits) combines elements from both areas and is designed in consultation with the chairperson and requires prior approval from the department.

DUAL MAJORS

In case of a dual major, the physics and engineering courses required are those described above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included engineering-dance, engineering-chemistry, physics-mathematics, physics-computer science, physics-geology, physics-chemistry, and physics-philosophy.

ENGINEERING MINOR

A minor in engineering consists of 20 credits of engineering courses. It must include ENGS 221, 241, and at least one 300 level course. The remaining courses are to be chosen by the student in consultation with the department chairperson and the student's advisor. The exact courses will depend upon the intended major program of the student. Prior approval of the courses by the department is required.

DUAL BACCALAUREATE IN ENGINEERING

In general, students planning to transfer under a dual baccalaureate program enroll in the same courses that students would who are expecting to earn a degree in engineering from Hope College. If a student enrolls in the usual engineering course pattern, the decision about transferring can be made in the junior year. It is the responsibility of the student to confirm the transferability of credits and the exact nature of the course work required by the engineering school. Early discussions with the engineering advisor in the Department of Physics and Engineering are strongly suggested.

PHYSICS

The fields of engineering and physics are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to read about the physics program elsewhere in this catalog.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C- or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

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ENGINEERING COURSES

080. Seminar — This is cross listed as Physics 080 and a full description may be found there.

100. Introduction to Engineering — This course is designed to introduce students to the intellectual endeavors of engineers and the various disciplines which constitute the field. Major engineering accomplishments are studied from historical, political, artistic and economic viewpoints. Students work in teams to solve engineering problems and undertake laboratory investigations. Visits to local companies and industrial installations are included. Open only to first year students. No prerequisites.

Two Credits Krupczak Spring Semester

170. Computer Aided Design — An introduction to computer aided design. Students will learn to use a solid modeling design system for the purpose of creating their own designs. Design methods and techniques will be studied through development of increasingly complex devices. Each student is expected to design a device of his/her own choosing, investigate its properties, write a report on it and make a presentation of the design to the class. Corequisite: Mathematics 131 or prior permission of the instructor.

One Credit Veldman Fall Semester

221. Introduction to Solid Mechanics I — Fundamental concepts of statics and the mechanics of deformable bodies: forces and couples, free body diagrams, equilibrium, mass properties, stress and strain, Hooke's Law and material behavior. Application to the equilibrium analysis of trusses, structures and machines in two and three dimensions. Engineering analysis of the stresses and deformations in structures which involve the axial loading of bars, torsion of circular rods and bending of beams. Corequisite: Mathematics 132. Prerequisite: Engineering 100 or Physics 121.

Four Credits Fall Semester

222. Principles of Engineering Materials — The properties of engineering materials depend on their internal structures. The role of these structures in metals, plastics, ceramics, and other materials is presented and applied to engineering problems. Failure theories for various structures are also discussed. Prerequisites: Mathematics 132, Chemistry 111, and Engineering 221.

Three Credits Spring Semester

224. Mechanics of Materials Laboratory — A laboratory to accompany Engineering 222, Principles of Engineering Materials. The laboratory investigates the properties of engineering materials by use of standard testing means. Students are expected to analyze the results of tests using packaged software programs and programs that they develop themselves. Student teams will undertake a design project in which they must analyze the mechanical properties of the materials they will use and predict the mechanical behavior of the object they design and build. Corequisite: Engineering 222. Prerequisites: Chemistry 111 and Mathematics 132.

One Credit Spring Semester

241. Electronics I — The course provides an introduction to analysis and design of DC, AC circuits, and phasors. Diodes are introduced and utilized in nonlinear circuit applications. Transistors are studied for applications as amplifiers and switches. Operational amplifiers and circuit applications are introduced and analyzed. Prerequisite: Engineering 100 or Physics 122 and 142, or Physics 106 and 108, or permission of instructor. Same as Physics 241.

Four Credits Fall Semester

242. Electronics II — The course examines in detail the design and analysis of analog and digital circuits. Analog integrated circuits include bipolar junction transistor amplifiers, operational amplifiers, and active filters. Generalized Ohm's law is

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employed to analyze and design active filters. Logic circuit design is presented and digital circuits are analyzed and designed. Prerequisite: Engineering 241 or permission of instructor. Same as Physics 242. *Four Credits Spring Semester Even Years*

280. Introduction to Mathematical Physics and Engineering — A course in mathematical methods. It is cross listed as Physics 280. A full description may be found there.

290. Independent Studies — With departmental approval, freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll each semester. Permission of the instructor is required.

One or Three Credits Staff Both Semesters

295. Studies in Engineering — A lecture and/or laboratory course in an engineering area of interest.

Two to Four Credits Staff Both Semesters

331. Dynamic Systems and Controls I — Introduction to the mathematical modeling, analysis, and control of mechanical, electrical, hydraulic and thermal systems. Derivation of governing state (differential) equations. Analysis of the free and forced response of systems by direct analysis and computer simulation. Introduction to the design of feedback control systems including analyzing stability and characterizing system behavior. Includes laboratory component. Corequisite: Engineering 241. Prerequisites: Physics 122 and Mathematics 232.

Three Credits Fall Semester

332. Dynamic Systems and Controls II — Design of linear feedback control for dynamic systems. Topics include stability analysis, root locus compensation and design, frequency response techniques, state space and digital controls. The mathematical software MATLAB is used extensively to analyze and simulate control systems. Prerequisite: Engineering 331.

Three Credits Spring Semester

333. Dynamic Systems and Controls Laboratory — A laboratory to accompany Engineering 331, Dynamic Systems and Controls I. The laboratory investigates the dynamic properties of systems of first and second order mechanical systems. Both linear and rotary systems are investigated. Systems with multiple masses and springs are studied. Controllers are developed and applied to some of the systems. Corequisite: Engineering 331. Prerequisites: Physics 122 and Mathematics 232.

One Credit Veldman Fall Semester

342. Electricity and Magnetism — A course in classical electromagnetism. It is cross listed as Physics 342. A full description may be found there.

344. Mechanical Vibrations — Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Analytical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: Engineering 221 and Mathematics 232.

Three Credits Veldman Fall Semester Even Years

345. Thermodynamics — Thermodynamics is the study of heat and work. The concepts of the zeroth, first and second laws of thermodynamics, and equations of mass and energy conservation are presented. These concepts are then applied to power generation systems, refrigeration cycles, internal combustion, and jet engines. Prerequisites: Mathematics 231 and Physics 122.

Three Credits Misovich Fall Semester

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346. Fluid Mechanics — The study of fluid mechanics is essential in analyzing any physical system involving liquids and gases. The properties of a fluid and the concepts of fluid statics, the integral and differential analyses of fluid motion, and incompressible flow are presented. Applications of these concepts to various engineering situations, such as propulsion systems, aerodynamics, and piping systems, are examined. Corequisite: Physics 280. Prerequisites: Mathematics 232 and Engineering 221, 345. *Three Credits Misovich Spring Semester*

348. Heat Transfer — This course introduces the fundamental concepts of heat transfer. The three modes of heat transfer are addressed: conduction, convection, radiation. Both steady state and time varying situations are considered. The energy balance is applied extensively, and physical and mathematical principles underlying the concepts of heat transfer are presented. Rectangular, cylindrical and spherical coordinate systems are used in the analysis. Various aspects of heat transfer phenomena are studied in the laboratory. Corequisites: Engineering 346 and Physics 280. Prerequisite: Engineering 345. *Three Credits Spring Semester Odd Years*

351. Signal Analysis and Communications — This course will introduce students to the basics of signal modulation and radio frequency analysis and design. The approach is tailored to a careful development of the mathematical principles upon which such systems are based. A wide variety of current communication systems will be presented. The emphasis in this course is the design and analysis of Amplitude Modulation (AM), Frequency (angle) Modulation (FM), and Pulse Width Modulation (PWM), and understanding the differences between these types of modulations. The students will also be introduced to band-pass filters that are extensively used in signal demodulation. Prerequisite: Engineering 241. *Three Credits Staff Fall Semester*

352. Optics — A course in geometrical and physical optics. It is cross listed as Physics 352. A full description may be found there.

355. Structural Analysis — This course covers the analysis of determinate and indeterminate structures; moment-area and conjugate beam methods; deflection of beams, trusses, and frames; consistent deformations method; influence lines; moment distribution method; and introduction to matrix methods in structures. Prerequisites: Engineering 222 and Engineering 224. *Three Credits Fall Semester Odd Years*

361. Analytical Mechanics — This course covers classical mechanics. It is cross listed as PHYS 361. A full description may be found there.

451. Introduction to Engineering Design — Engineers create products, systems, and processes to solve problems and meet social needs. This course introduces students to the art and science of engineering design. Engineering design methods and the characteristics of the engineering design process are studied including: problem definition, conceptual design, preliminary design and detail design. Exercises are carried out focusing on the development of creativity, independent thinking, and the ability to overcome unexpected problems, as well as ethics in the workplace. Students learn oral and written communication skills needed in engineering design and carry out individual hands-on design projects. Prerequisites: Engineering 170, 221, 222 and 241, and junior standing. *Three Credits Krupczak/Veldman Fall Semester*

452. Engineering Design — Engineering design problems are usually solved by teams working in an industrial environment. In this course students work in teams to solve an engineering design problem. The scope of activity extends from problem definition and development of requirements, through construction of a working prototype. Other course work includes: basic techniques of engineering project management, a study of how the engineering design process is conducted within a

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typical industrial company or technical organization, building and working in an engineering design team, and development and refinement of communication skills needed in engineering design. Additionally, basic materials manufacturing processes for polymers, metals, and composite materials will be discussed. Prerequisites: Engineering 451 and senior standing. *Three Credits Krupczak/Veldman Spring Semester*

490. Research — With departmental approval, juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of engineering. Students may enroll in each semester.

One or Three Credits Staff Both Semesters

495. Topics in Engineering — An advanced topic of engineering will be investigated in detail. The choice of the topic will vary from year to year to provide junior and senior students with the opportunity to study a field outside of the normally prescribed curriculum. Examples of such topics are: Finite Element Analysis Methods, Digital Signal Processing, Logic Circuits, Non-Linear Mechanical Systems, Phase Equilibrium and Separations, and Kinetic and Reaction Engineering. As the topic will be different each year, students will have the opportunity to study a different topic in their junior and in their senior year. Prerequisite: junior standing in engineering or permission of the instructor.

Two to Four Credits Staff Spring Semester

499. Internship in Engineering — This program provides engineering experience for students and is usually done off-campus under the supervision of a qualified engineer. A written report and oral department seminar presentation appropriate to the internship experience are required. Approval of the chairperson is required.

One Credit Staff Both Semesters



Faculty: Mr. Klooster, Chairperson; Mr. Cox, Ms. Sellers DeZwaan, Ms. Dykstra*, Mr. Gruenler, Mr. Hemenway, Ms. Janzen, Ms. Jeffrey, Ms. Kipp, Ms. Mezeske, Mr. Montañó, Mr. Pannacker, Mr. Reynolds, Mr. Ridl, Mr. Schakel**, Ms. Trembley, Ms. Verduin, Ms. Young. **Assisting Faculty:** Ms. Aslanian, Ms. Bartley, Ms. Douglas, Ms. Fincher, Mr. Huisken, Mr. James, Ms. Lunderberg, Mr. Moreau, Ms. Portfleet, Mr. Rappleye, Mr. Smith, Ms. Visser.

The program of the Department of English is designed to meet the needs of the student who wishes to pursue the study of English language and literature or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. The major programs reflect these different objectives.

The department is, first, a department of literature. Literature presents, with beauty and power, perennial human situations and issues — problems of identity, purpose, relationship, and meaning. It enables one imaginatively to enter and share the experiences of other persons: to feel what was felt by people in earlier eras, distant lands, entirely other patterns of life, and to juxtapose those feelings with one's own.

It is also a department of language: of the study of the English language and of language as used in writing. Understanding the history and nature of language is basic to effective verbal communication and to good verbal artistry. The courses in expository and creative writing begin with and build on a knowledge of language and lead to increased skill in using language effectively.

While the curriculum provides those who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of students pursuing the broad aims of a liberal education. By helping develop students' abilities to read, to think, and to express themselves logically, coherently, and imaginatively, it helps prepare them for careers in fields like government service, law, business, librarianship, and the ministry which emphasize such skills.

Students required to take a course in composition register for English 113; those who want a course or courses in literature as part of the general degree requirements register for English 231 and/or English 232; those considering a major or minor in English should take English 248 as early in their college careers as possible. English 113 or the equivalent is prerequisite to all other writing courses.

MAJORS: Students considering an English major should consult with the department chairperson, or another faculty member in the department, before beginning to take English classes, for help in deciding about the most appropriate course selections.

A. **The general English major** is a minimum of 9 courses distributed as follows:

1. **English 248. Introduction to Literature.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Literature I.** IDS 171 may be substituted for English 231.
- 3-5. Three four-credit courses, numbered 295 and higher, in literature before 1850. **English 301. British Literature I, English 305. American Literature I,** and other designated 300 level courses fulfill this requirement.
- 6-9. Four four-credit electives in literature or literary theory, numbered 295 or higher (a 200- or 300-level creative writing workshop may substituted for one of these literature courses).

Note: At least two of courses 3-9 must be in British literature and at least two in American literature.

*Leave of Absence, Academic Year 2005-06

**Sabbatical Leave, Spring Semester 2006

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Students considering graduate study in literature should include Shakespeare and History of the English Language among their elective courses. They should take additional upper-level courses so that their majors will total at least 44 credits and should participate in the departmental Honors Program. They should elect **English 480. Expository Writing II** and **English 495. Advanced Studies** among their courses for the major, and courses in history and in ancient and modern philosophy as cognate courses.

Students considering careers in writing and editing should take **English 213. Expository Writing II** and **English 360. Modern English Grammar**, and should consider doing at least one internship, either with a local employer or non-profit agency, or as part of an off-campus program. Consult with Professor Gruenler, the department coordinator for internships, early in your college career, to begin plans for including for including an internship in your academic program.

For other kinds of professional preparation (e.g., business and industry, prelaw, preseminary, foreign service, librarianship) the specific recommendations in English are less prescriptive and students should, with their advisor's help, tailor a program to their own needs. Internship programs are also available for English majors having specific career interests such as journalism, librarianship, and business. The student may work part-time or full-time for a semester or during the summer on such programs, either in Holland or elsewhere. For information, consult the department coordinator for internships, Professor Gruenler.

Intermediate proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. Classical Mythology (Classics 250) and courses in philosophy and in American and English history are strongly recommended for all English major and minors as cognate courses. Individual students will find that off-campus study and/or internships will play important roles in their programs.

B. The English major for secondary teaching is a minimum of 9 courses distributed as follows:

1. **English 248. Introduction to Literature.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Literature I. IDS 171. Cultural Heritage I** may be substituted for English 231.
- 3-5. Three of the following four courses: **English 301. British Literature I, English 302. British Literature II, English 305. American Literature I, English 306. American Literature II.**
- 6-7. Two four-credit courses in literature, numbered 295 or higher.
8. **English 375. History of the English Language** or its equivalent, or **English 360. Modern English Grammar.**
9. A writing course numbered above 113, chosen from **English 213. Expository Writing II**, or **English 279. Writing for Teachers**, or a creative writing course.

Note: At least two of 3-7 must be courses dealing primarily with literature before 1850. At least two of 3-7 must be in British literature and at least two in American literature. **English 380. Teaching of Secondary School English** is required by the Department of Education for secondary certification.

C. The English major for elementary teaching is a minimum of 9 courses distributed as follows:

1. **English 248. Introduction to Literature.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.

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2. **English 231. Western World Literature I. IDS 171. Cultural Heritage I** may be substituted for English 231.
- 3-4. Two of the following four courses: **English 301. British Literature I, English 302. British Literature II, English 305. American Literature I, English 306. American Literature II.**
- 5-6. Two four-credit courses in literature, numbered 295 or higher.
7. **English 373. Literature for Children and Adolescents or English 375. Ethnic American Literature for Young People.**
- 8-9. Eight credits in writing courses above 113, chosen from **English 213. Expository Writing II, or English 279. Writing for Teachers, or English 360. Modern English Grammar, or creative writing courses.**

Note: At least two of 3-7 must be courses dealing primarily with literature before 1850. At least two of 3-7 must be in British literature and at least two in American literature.

D. The English major with a creative writing emphasis is a minimum of 10 courses distributed as follows:

1. **English 248. Introduction to Literature.** Students are encouraged to take this foundational course as early in their studies as possible, and certainly before they enroll in 300-level courses.
2. **English 231. Western World Literature I. IDS 171. Cultural Heritage I** may be substituted for English 231.
- 3-5. Three four-credit literature courses, numbered 295 and higher, at least one of which is to be in literature before 1850; at least one must be in British literature and at least one in American literature.
- 6-9. Four creative writing courses: 6) one at the 200 or 300 level, 7) another at the 200 or 300 level in a different genre; 8) one at the 300 or 400-level; 9) a 400-level writing workshop
10. **English 480. Contemporary Literary Theory;** another 400-level creative writing workshop; **English 493. Individual Writing Project;** or **English 495 Advanced Studies**

Students considering graduate study in creative writing should include **English 480. Contemporary Literary Theory** among their elective courses. They should take additional upper-level literature and writing courses so that their majors will total at least 44 credits and should participate in the departmental Honors Program.

MINORS IN ENGLISH:

- A. **The general minor** (minimum of 21 credits) consists of: 1. 248; 2. 231 (recommended) — IDS 171 may be substituted, with two credits counted toward English; 3. a writing course above English 113; 4. 12 credits of literature courses numbered 295 or higher. Minor declaration forms are available from the Department of English and from the Registrar's Office. For further details consult the advisor for English minors, Myra Kohsel, Lubbers 321.
- B. **The teaching minor** consists of 24-26 credits, numbered 200 or above, distributed as follows: 1. 213, 279, or 360; 2. 248; 3. 231 (recommended) — IDS 171 may be substituted, with two credits counted toward English; 4. 302; 5. 306; 6. electives in literature or writing to bring the total credits to at least 24. Methods of Teaching English (English 380) may be credited toward an English minor. It is required if English is the field chosen for student teaching; if student teaching is in another field, English 380 is strongly recommended as an elective. Minor declaration forms are available from the Department of English and from the Registrar's Office. For further details, consult the advisor for English minors, Myra Kohsel, Lubbers 321.

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C. **The writing minor** consists of a minimum of 18 credits of courses on writing, not including English 113. If arrangements are made in advance, credit toward the writing minor can also be given for internships which involve a significant amount of writing or editing, and for courses in other departments which involve internship-type experience and a significant amount of writing. Students should be aware that the writing minor is not approved for teacher certification by the state. Because of the importance of directed experience in writing, students pursuing this minor are strongly encouraged to write for campus publications, take part in the visiting writers series, and/or work on the staff of the Academic Support Center. Minor declaration forms are available from the Department of English and the Registrar's office. Further details and advice about course selection, particularly arrangements for securing English credit for internships in other departments, may be obtained from the advisor for English minors, Myra Kohsel, Lubbers 321. Courses counted toward a writing minor may not also be counted toward an English major, an English minor, or an English-Communication Composite major.

HONORS PROGRAM

The departmental Honors Program is intended to challenge majors to go beyond the minimum requirements by taking extra courses, developing an individual reading program, attending department colloquiums, and thinking about literature. In addition, the Honors Program is intended to foster intellectual exchange among students and faculty. Detailed information and application forms are available from the department chairperson, Professor Klooster. Early application, even in the freshman year, is encouraged.

Academic Support Center

A full description of this no-fee service is given on pages 50-51.

010. Academic Support Center — Individual assistance is offered daily at scheduled times to help students improve writing skills, study skills, and reading rate and comprehension. Students may seek these services voluntarily, be referred to the Center by one of their teachers, or even be required for a particular course to do work in the Center. In the last instance, students register formally for English 010.

Non-Credit

English for Non-Native Speakers

102. English for Non-Native Speakers II — An advanced course designed to increase a student's English proficiency in all skill areas. Sometimes required of foreign students before taking English 113. Three lectures, two laboratories per week. Hours may be increased upon consultation with the chairperson of the Department of English and the instructor. By placement. *Four Credits Fall Semester*

Writing

113. Expository Writing I — A course designed to encourage students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors. Consult department for current list. Typical topics include Questions of Identity, Critical Thinking about the Future, Crime and Punishment, C.S. Lewis, Pop Culture, The Body Shop, What Difference Makes, Misfits, Voices from the Margins. May be repeated for additional credit, with a different subject matter. Not counted toward an English major or minor. *Four Credits Both Semesters, July Term*

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154. Introduction to Creative Writing: Fiction — An exploration of the elements of narrative technique. No prior experience in fiction writing is assumed. Investigates characterization, plot, setting, scene, detail, and point of view.

Two Credits Both Semesters

155. Introduction to Creative Writing: Poems — An exploration of the practice of writing poetry. No prior experience in poetry writing is assumed. Investigates a variety of approaches to the composition of a poem and such elements of poetry as image, rhythm, line, sound, pattern, and structure.

Two Credits Fall Semester

213. Expository Writing II — A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters

214. Workplace Writing — A course designed to further the student's ability to write the types of expository prose appropriate to business, business administration, and technical fields. Prerequisite: English 113 or waiver of English 113 requirement.

Two Credits Both Semesters, May Term

254. Creative Writing: Fiction — An introduction to the techniques of fiction writing. No prior creative writing experience required. Includes practice in the writing process, point of view, characterization, plot, setting, theme, and voice.

Four Credits Both Semesters

255. Creative Writing: Poems — An introduction to the practice of writing poetry. Includes a variety of approaches to the composition of a poem as well as the elements of poetry: image, rhythm, line, sound, pattern, form, and structure.

Four Credits Both Semesters, May Term

257. Creative Writing: Plays — An introduction to the art of writing for the stage. Includes work on selected special problems of the playwright: scene, dialogue, structure, and staging. Offered jointly with the Department of Theatre. Alternate years, 2007.

Four Credits Spring Semester

258. Creative Writing: Nonfiction — An introduction to the art of writing the contemporary literary essay. Includes work on style, structure, audience, and critical thinking and reading in essays by a broad range of writers. Topics may include humor, commentary, opinion, personal observation, autobiography, argument, social criticism, occasional essay.

Four Credits Both Semesters

259. Creative Writing: Satire — An introduction to the techniques of satire. Designed to sharpen wits and writing skills, to educate and entertain, and to familiarize students with satiric masterpieces and their own potential to contribute to this humorous genre. Alternate years, 2005.

Four Credits Fall Semester

279. Writing for Teachers — An introduction to the basic techniques of writing intended especially for prospective teachers. Topics include writing practice, short fiction, poetry, evaluating creative writing, publication, curriculum development, and nonfiction writing. Includes attention to the student's understanding of his or her own writing process.

Four Credits Both Semesters, May Term

354. Intermediate Creative Writing: Fiction — Intensive study of and practice with the techniques of fiction. Includes extensive reading in contemporary fiction. Students revise and complete a series of short works or one longer work. Prerequisite: English 254 or equivalent. Permission of instructor required.

Four Credits Both Semesters

355. Intermediate Creative Writing: Poems — Intensive study of and practice with the techniques of poetry. Students write and critique poems, discuss poems in

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light of current issues, and practice selection and preparation of poems for publication. Prerequisite: English 255 or equivalent. Permission of instructor required.

Four Credits Both Semesters

358. Intermediate Creative Writing: Nonfiction — Intensive study of and practice with the techniques of the personal narrative essay. Includes attention to style, structure, audience, and critical thinking. Students complete three to four narrative essays and prepare them for publication when appropriate. Prerequisite: English 258 or 254 or equivalent. Permission of instructor required.

Four Credits Fall Semester

359. Internship In English — A closely supervised practical experience in a professional setting for upper class English majors and minors. Internships may be taken by individual arrangement through the department with a local host company or agency, or as part of the Chicago Semester, the Philadelphia Center, the New York Arts or the Washington Semester programs. At the discretion of the department, up to four credits may be applied toward the student's major or minor requirements; otherwise, the credits (up to a total of eight) will constitute elective credits within the department. The general guideline for credit is 3 hours per week for a semester for each credit. Normally taken on a pass/fail basis. Local interns are encouraged to enroll concurrently in the 1-credit English 295 Practicum Seminar.

Three to Eight Credits Both Semesters

360. Modern English Grammar — A cumulative study of the conventions governing spoken and written Standard English, designed to model creative learning strategies that are easily adaptable for future teachers, and to develop editing and writing skills in addition to mechanical competence.

Four Credits Both Semesters, May Term

389. GLCA Arts Program — IDS 389 may be awarded up to sixteen credits of English at the discretion of the department. The Great Lakes Colleges Association, Inc. Arts Program, presently based in New York City, involves the student in a full semester study of and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will constitute elective credits within the department.

Sixteen Credits (Maximum) Both Semesters

454. Advanced Creative Writing: Fiction — A workshop for students with demonstrated ability and commitment to the craft of writing fiction. Students write and edit three or four pieces of fiction. A revised story of publishable quality is expected by the end of the semester. Prerequisites: English 354 or equivalent, a writing sample, and permission of the instructor.

Four Credits Spring Semester

455. Advanced Creative Writing: Poems — A workshop for students with demonstrated ability and commitment to the craft of writing poetry. Students develop a focused project and complete a 20- to 30-page chapbook. Class sessions spent in critique and discussion of issues pertinent to each student's project. Prerequisites: English 355 or equivalent, a writing sample, and permission of the instructor.

Four Credits Spring Semester

293, 393, 493. Individual Writing Project — An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing. May be repeated for additional credit with a different project. Prerequisite: departmental acceptance of application (forms available in department office).

Two to Four Credits Both Semesters

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Literature

231. Literature of the Western World I — Masterpieces of Western literature through the Renaissance. Meets part of the Cultural Heritage requirement.

Four Credits Both Semesters

232. Literature of the Western World II — Masterpieces of Western literature since the Renaissance. Meets part of the Cultural Heritage requirement. 231 is not a prerequisite.

Four Credits Both Semesters

248. Introduction to Literature — An introduction to college-level study of literature. English 248 explores a variety of texts from different genres. The course is designed to increase students' skill and confidence in reading literature (especially the close reading of poetry and prose), to practice the interpretation of texts through representative contemporary critical methods, and to enhance students' enjoyment of reading, discussing, and writing about literature. Open to all students. It, or an equivalent experience, is required of English majors and minors, and language arts composite majors.

Four Credits Both Semesters, May Term

295. Special Topics — A topic in literature, writing, or language not covered in the regular course listings and intended particularly for the general liberal arts student. May be repeated for additional credit in a different field of study.

Two to Four Credits Offered Occasionally

301. British Literature I — A historical and cultural study of British literature from the Middle Ages to the late eighteenth century. Focuses on major works and authors (e.g., Beowulf, Chaucer, Sir Gawain and the Green Knight, Marie de France, Sidney, Spenser, Shakespeare, Donne, Herbert, Milton, Behn, Swift, Pope, Johnson, Austen) and major genres, forms, and literary movements (e.g., epic, romance, the sonnet, devotional poetry, drama, prose, fiction, satire).

Four Credits Both Semesters

302. British Literature II — A historical and cultural study of British and Commonwealth literature from the Romantic Period to the present. Focuses on major works and authors (e.g., Blake, Wordsworth, Wollstonecraft, Keats, Browning, E. Bronte, Shaw, Yeats, Joyce, Woolf, Beckett, Lessing, Achebe, Heaney, Coetzee, Rushdie) and major genres, forms, and literary movements (e.g., poetry, drama, fiction, Romanticism, Victorian Age, Modernism, Post-Colonial Literature).

Four Credits Both Semesters

305. American Literature I — A historical and cultural study of American literature from colonization through the Civil War. Focuses on major works and authors (e.g., Cabeza de Vaca, Bradstreet, Wheatley, Franklin, Irving, Douglass, Poe, Thoreau, Melville, Hawthorne, Whitman, Dickinson, Stowe) and major genres, forms, and literary periods (e.g., autobiography, poetry, short stories, the Enlightenment, Transcendentalism, Sentimentalism).

Four Credits Both Semesters

306. American Literature II — A historical and cultural study of American literature from the Civil War to the present. Focuses on major works and authors (e.g., Twain, Chopin, S. Crane, Cather, W.C. Williams, Stevens, O'Neill, Faulkner, T. Williams, Morrison, Kingston, Brooks, Ginsberg, Rich, Erdrich, Cisneros) and major genres, forms, and literary movements (e.g., essays, poetry, short stories, Realism, Modernism, Postmodernism).

Four Credits Both Semesters

334. The Modern European Novel — The nineteenth- and twentieth-century influences on the novel from Balzac to Camus. Ordinarily offered only in the Vienna Summer School program.

Four Credits Summer

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371. Historical Connections — An examination, using a comparative model, of how literature, over time, reflects and records intellectual, perceptual, and aesthetic changes. Recent topics include The Middle Ages and Medievalism; Country Life and Its Literature; Arthurian Literature; Walt Whitman's America; American Conversion Narratives, 1620-1970; Literature and the American Environment; Donne and Milton; Women on Trial; The House of Gothic; Medieval Romance. May be repeated for additional credit with a different topic. *Two or Four Credits Both Semesters*

373. Literary Forms and Reformulations — An examination of how literature interrogates and revises received traditions. By focusing on sequences of works, juxtaposed works, or the works of a single author, it examines imitations, critiques, and transformations within formal literary categories and within canons. Recent topics include History and Development of the Short Story; Contemporary Women's Poetry; From Page to Screen: Contemporary Literature and Film Adaptation; The Liar in Literature; Chaucer's Canterbury Tales; War Stories; ReWritings; On the Road - The Travel Narrative in American Literature; Telling Lives - Studies in Women's Autobiographical Prose. Two topics are offered every semester: 1. Shakespeare, 2. Literature for Children and Adolescents. May be repeated for additional credit with a different topic. *Two or Four Credits Both Semesters*

375. Language, Literature, and Social/Cultural Difference — An examination of literary works as cultural artifacts, examining how they not only record and reflect the dynamics of social and cultural difference but also influence or resist change. Under investigation will be conflicts and modifications in cultural identification, how literature draws upon the lives and times of its authors, and how race, class, gender, and other forms of difference generate social and cultural tensions and express and embody them in literature. Recent topics include African Literature; Religion, Race and Gender in the Literature of Antebellum America; Shakespeare's Sisters; Salinger and Potok; Romanticism and Revolution; The Latina/o Novel; Culture and 19th-Century American Novels; "American" Autobiography; Sentimental Fictions; Banned Books; Literature in an Anxious Age (1865-2003). Three topics are offered annually: one dealing with ethnic American literature (Fall), History of the English Language (Fall), and African American Literature (Spring). May be repeated for additional credit with a different topic. *Two or Four Credits Both Semesters*

395. Studies in English — An author or authors, genre, or special topic, usually in British or American literature. May be repeated for additional credit in a different field of study.

Two to Four Credits (One or Two Credits During August Term) Offered Occasionally

480. Introduction to Literary Theory — A chronological survey of major 20th-century theoretical approaches to literature. Topics include Formalism and New Criticism, Reader-Oriented Theories, Marxism, Structuralism and Poststructuralism, Feminist, Postmodern and Postcolonialist theories. Strongly recommended to students considering graduate school. Same as French 480. Prerequisite: permission of instructor. *Four Credits Spring Semester*

Teaching

380. Teaching of Secondary School English — A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Recommended with an English minor as well as a major. Should be taken after or concurrently with Education 360, and before student teaching. *Four Credits Both Semesters*

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385. Summer Seminars: Teaching — A one-week study of methods of teaching primary or secondary English in one of these areas: grammar, discussion, literature, composition. Intended for prospective and practicing teachers. This workshop is not a substitute for English 380, Teaching of Secondary School English. Individual course titles will be announced by mid-April of each year.

One or Two Credits Summer Only

Readings and Research

290, 390, 490. Individual Study — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Two to Four Credits Both Semesters

495. Advanced Studies — A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the topic of the seminar; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work. May be repeated for additional credit in a different field of study. Recent offerings include James Joyce; G.B. Shaw; Early English Drama Exclusive of Shakespeare; C.S. Lewis; Novels of the American West; Three Southern Writers; Shakespeare's History Plays; Renaissance Poetry; Irish and Scottish Women Writers; Walt Whitman's America; Shakespearean Comedy.

Four Credits Fall Semester

299, 399, 499. Readings in Literature — Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairperson. May be repeated for additional credit in a different field of study. Prerequisite: departmental acceptance of application (forms available in department office).

Two to Four Credits Both Semesters



Faculty: Mr. Bouma-Prediger, Acting Director; Mr. Bodenbender, Mr. Gruenler, Mr. Hansen, Mr. Holmes, Mr. Klooster, Mr. Lunn, Ms. Mezeske, Mr. Murray, Mr. Pannapacker, Mr. Peaslee, Mr. Peterson, Mr. Seymour, Ms. Winnett-Murray.

The goals of the environmental studies program are to: 1) increase understanding of how the world as a bio-physical system works, foster awareness of the earth's vital signs, and sharpen the ability of students to understand the nature and results of science; 2) encourage a critical understanding of the various historical, political, economic, ethical, and religious forces that have shaped and continue to shape our world; 3) nurture an ecological frame of mind which is willing and able to see things whole and thus resist the narrow specialization that can blind us to the connections between disciplines and bodies of knowledge; 4) cultivate people who have sufficient knowledge, care, and practical competence to live in an ecologically responsible way; 5) provide opportunities for students to explore the connections between environmental issues and different religious and philosophical traditions, and to encourage students who are Christian to reflect on their faith and its vision of shalom.

The environmental studies minor consists of 7 required courses totaling 24 credits. Two from a particular set of 4 GEMS courses are required, in addition to an introductory course on the nature of science. Beyond the introductory level, Environmental Public Policy (also required for environmental science students) introduces students to environmental regulations, economics, and politics. This course presumes students have had macroeconomics. In addition, at the upper level students must take either American Literature and the Environment or Environmental Philosophy and History. Applied Environmental Ethics serves as a capstone seminar course in which much of the previous learning is put to use in actual case studies. An internship, preferably done senior year, is the final required course. Also, there are a number of flagged general education courses that may be of special interest for environmental studies students.

The program presumes a student is not majoring in one of the natural sciences. For students who do major in one of the natural sciences, the environmental studies science courses may be waived. For a student who decides to minor in both environmental science and environmental studies, such a double minor does not constitute a major.

I. REQUIRED COURSES (7 courses, 24 credits)

1. GES 150. Science for Environmental Studies (2 credits)
 - a) topics: the nature of science, with examples taken from human population, extinction and biodiversity, pollution and waste, global climate change
 - b) instructor: Bodenbender, Hansen, Peaslee
 - c) co/prerequisite: none
2. Choose two from the following four courses
 - GEMS 152. The Atmosphere and Environmental Change** (4 credits)
 - a) topics: atmosphere, weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, floods
 - b) instructor: Hansen
 - c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131
 - GEMS 153. Populations in Changing Environments** (4 credits)
 - a) topics: population growth and dynamics, ecology, evolution, species interactions, biodiversity, conservation
 - b) instructor: Winnett-Murray

ENVIRONMENTAL STUDIES

- c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131

GEMS 157. The Planet Earth (4 credits)

- a) topics: atmosphere, hydrosphere, biosphere, geosphere and their interactions
- b) instructor: Peterson
- c) co-requisite: none

GEMS 160. The Chemistry of Our Environment (4 credits)

- a) topics: matter, thermodynamics, groundwater pollution, chemical manufacturing and recycling
- b) instructor: Seymour
- c) co/prerequisite: GEMS 100. Mathematics for Public Discourse; this requirement is waived for students with Math 131

3. GES 310. Environmental Public Policy (4 credits)

- a) topics: federal lands, intergovernmental relations, agency law, comparative institutions, US environmental regulations, applied macro-economics
- b) instructors: Holmes, Lunn, Peterson
- c) prerequisites: Econ 211. Macroeconomics, science core

4. Choose one from the following two courses

English 371. American Literature and the Environment (4 credits)

- a) topics: classic and contemporary texts in environmental literature, e.g., Edward Abbey, Mary Austin, Annie Dillard, Aldo Leopold, Barry Lopez, Henry David Thoreau, Walt Whitman
- b) instructor: Pannapacker
- c) prerequisites: cultural heritage core

ES 377. Environmental Philosophy and History (4 credits)

- a) topics: classic and contemporary texts in environmental philosophy and history, e.g., Wendell Berry, Rachel Carson, Aldo Leopold, John Muir, Sigurd Olson, Holmes Rolston, Lynn White, as well as secondary studies by Callicott, Nash, Oelschlaeger, Ponting, Worster
- b) instructor: Bouma-Prediger
- c) prerequisites: cultural heritage core

5. GES 395/Religion 369. Applied Environmental Ethics (4 credits)

- a) topics: application of environmental science, public policy, and ethics to local case studies, e.g., Holland area air pollution, sand mining along Lake Michigan, leaking underground storage tanks, agricultural runoff in Macatawa watershed
- b) instructors: Bouma-Prediger, Peterson
- c) prerequisites: science core, religion core

6. ES 499. Internship (2 credits)

- a) topics: application of learning from previous courses in a work setting, e.g., business, non-profit organization, governmental agency, educational institution
- b) instructors: ES director and site supervisor
- c) prerequisites: GES 150, 2 from GEMS 152/153/157/160, GES 310
co/prerequisites: GES 395, English 371 or ES 377

ENVIRONMENTAL STUDIES

II. ADDITIONAL COURSES IN THE CORE CURRICULUM

(flagged courses)

IDS 100. First Year Seminar (2 credits)

- a) topics: will vary depending on the section
- b) instructors: Bouma-Prediger, Hansen, Peaslee, Peterson
- c) prerequisite: none

Religion 100. Earth and Ethics (2 credits)

- a) topics: space and place, worldviews, state of the planet, cultural analysis, Christian and non-Christian religions, Bible and ecology, ecological virtues
- b) instructor: Bouma-Prediger
- c) prerequisite: none

English 113. Expository Writing (4 credits)

- a) topics: will vary depending on the section
- b) instructors: Gruenler, Klooster, Mezeske
- c) prerequisite: none

Religion 369. Ecological Theology and Ethics (4 credits)

- a) topics: ecological degradation, basic environmental history, Bible and ecology, earthkeeping themes in theology, ecological duties and virtues, ecological ethics, wilderness preservation
- b) instructor: Bouma-Prediger
- c) prerequisite: religion core and permission of instructor

IDS 467. God, Earth, Ethics (4 credits)

- a) topics: worldviews and worldview analysis, state of the planet, basic environmental science, Bible and ecology, ecological ethics theory, applied environmental ethics
- b) instructors: Bouma-Prediger, Peterson
- c) prerequisite: all core completed and senior status



A minor in ethnic studies is designed to introduce students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to ethnicity in the United States. At a time when America is becoming increasingly multicultural and when Americans are increasingly aware of the values of multiculturalism, participants in a minor in ethnic studies, both faculty and students, are encouraged to gain and develop skills to research, analyze, and reflect on the heritage of ethnic cultures in America. Such study will develop citizens, participants, and activists who have views of their larger mission in life and who strive daily, both locally and globally, in the pursuit of justice and equality.

A minor in ethnic studies consists of 24 credits:

12 credits of basic courses: IDS 210 (Intro to Ethnic Studies) - 4 credits; IDS 200 (Encounter with Cultures) - 4 credits; and 4 credits of course(s) from sociology, psychology and communication with practical, experiential, and involved materials/methodology. Possible courses: SOC 151 (Cultural Anthropology) - 4 credits; PSY 295 (an appropriate variant of Studies in Psychology) - 2 credits; SOC 269 (Race and Ethnic Relations) - 2 credits; COM 371 (Intercultural and Gender Communication) - 4 credits.

After a student has completed the basic courses, she/he will choose an emphasis in Studies in the Americas or African and African-American Studies. Students will take 4 credits in a course or courses with a global perspective and 8 credits in courses with an American perspective. Students will coordinate their emphasis with the director of ethnic studies.

Studies in the Americas Emphasis

ENGL 375	U.S. Latino Literature	Montaño
HIST 362	U.S. Immigration History	Petit
POL 262	Latin American Politics	Dandavati
PSY 305	Latino Child (2 credits)	Jarvis
REL 369	Latino Theology	
SPAN 344	Modern Hispanic American Literature	André

African and African-American Emphasis

ENGL 375	African Literature B.	Mezeske
ENGL 375	African-American Literature	Hemenway/Young/Jeffrey
HIST 280/310/312	African History	
HIST 295	African American History	Johnson
HIST 351	Slavery and Race	Johnson
SOC 312	Urban Sociology	Nemeth
SOC 356	Social Movements (2 credits)	Swanson

In addition it is recommended that students take as their last course an independent study project or internship. The independent study should be an in-depth study of an ethnic group (preferably one involving the emphasis chosen by the student). The internship should be one in which students are immersed in a minority culture or in an issue surrounding a "minority experience." The internship could involve an analysis of the institution where the internship takes place from the perspective of race, class, and/or gender. The internship could involve the Philadelphia, Chicago, or Borders Programs. It also could involve a placement in the West Michigan area. The projects/internships will be approved by the ethnic studies program director.

GENERAL EDUCATION MATHEMATICS AND SCIENCE



Coordinator: Kathy Winnett-Murray (Biology)

The general education requirements for natural science are met by taking a minimum of ten credits in the division, at least four of which must be a lab-based natural science course and at least two of which must be in mathematics. It is anticipated that most students majoring in the natural sciences or mathematics will accomplish this by taking department courses. However, for the students not majoring in natural science or mathematics, GEMS are courses designed to fulfill their natural science general education requirements. The purpose of these courses is to build an understanding of the scientific and mathematical ways of knowing about the world appropriate for an educated person living in a scientific and technical age. GEMS courses fall into three categories: mathematics courses; four-credit, interdisciplinary, laboratory-based science and technology courses; and two-credit topical science and technology courses. Hope College has been nationally recognized for its GEMS program by the American Association of Colleges and Universities and support for these courses has been provided by the National Science Foundation.

Mathematics Courses (GEMS 100-149)

Mathematical thinking and reasoning permeate our society. GEMS mathematical courses are designed to expose students to both the power and limitations of mathematics, particularly of mathematical modeling. Each course will focus on at least one of the two ways in which quantitative information is frequently conveyed: statistics and graphs. These courses are designed to broaden a student's perception of the nature of mathematics as an ongoing endeavor, as well as to give him or her a sense of the historical roots of significant mathematical discoveries. Above all, through these courses students should gain a sense of the aspects of mathematics which make it unique as a "way of knowing."

100. Understanding Our Quantitative World — This is a two-credit, half-semester course whose main emphasis is on the ability to critically interpret mathematical information commonly found in public discourse and positions of responsibility and leadership. The topics will include simple functions, graphs and their interpretation, and statistics. Examples incorporating mathematical arguments will be taken from a wide variety of fields including social science, sports, finance, environmental issues, education and health. The TI-83 graphing calculator will be required.

Two Credits Staff (Mathematics) Both Semesters

105. Nature of Mathematics — This is a two-credit, half-semester course whose main emphasis is the discussion and exploration of the "great ideas" in mathematics, particularly those that have occurred in the last 100 years. The format of the course will be primarily discussion and lecture, with some group activities. Topics include mathematical puzzles, patterns within numbers, bar codes and secret codes, the concept of infinity, and chaos and fractals.

Two Credits Staff (Mathematics) Both Semesters

Four-Credit Interdisciplinary Science and Technology Courses (GEMS 150-199)

Natural scientists study the physical world and propose answers to questions which are tested against reproducible direct observations or experiments. All scientific studies share some approaches, which are commonly referred to as the scientific method. However, because there are many different approaches employed in answering scientific questions, it is probably more useful to think in terms of scientific methods rather than a single method. The four-credit science and technology courses

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are interdisciplinary so that students will employ several of these scientific ways of knowing, yet experience the nature of scientific inquiry common to all disciplines. These courses have both laboratory and classroom components, and include out-of-class readings and library-based research.

151. Science and Technology for Everyday Life — Modern society would not exist without the aid of technology. We depend upon technological devices for communication, food production, transportation, health care and even entertainment. This course focuses on the wide variety of technology used in everyday life. The objective is to develop a familiarity with how various technological devices work, and to explain the basic scientific principles underlying their operation. Topics covered include: the automobile, radio, television, CD players, microwave ovens, computers, ultrasound, and x-ray imaging. Concepts from basic science are introduced as they appear in the context of technology. Laboratory projects include construction of simple objects such as radios, electric motors, and a musical keyboard.

Four Credits Krupczak (Physics & Engineering) Both Semesters

152. The Atmosphere and Environmental Change — Storms, droughts, heat waves, and cold snaps make us all aware of how the atmosphere impacts human beings. Recent concerns about the greenhouse effect, climate change, pollution, and ozone depletion have made us more aware of how human beings impact the atmosphere. The subject matter of this course is the effect of the atmosphere on people and of people on the atmosphere. Subjects will include the basics of the atmosphere and weather, local pollution, acid rain, climate change, ozone depletion, storms, droughts, and floods. GEMS 100 (Mathematics for Public Discourse) is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Hansen (Geol. & Env. Sci.) and Peaslee (Chem.) Fall Semester

153. Populations in Changing Environments — In this investigation-based course students will explore the biological principles of population growth and dynamics, extinction and evolution, species interactions, biodiversity and conservation. Topics are studied within an environmental context using quantitative and experimental approaches. GEMS 100 is a co- or pre-requisite; this requirement is waived for students who have received college credit for Math 126 or Math 131.

Four Credits Winnett-Murray (Biology) Fall Semester Even Years

154. Stars and Planets — A survey of planetary geology in our solar system, of stellar formation and evolution, and of galaxies of the physical universe. We will discuss what is known and how the knowledge is obtained. Topics include the telescope, Earth-Moon system, terrestrial and gaseous planets, the Sun, types of stars and their intrinsic properties, the H-R diagram, pulsars, neutron stars, black holes, galaxies, and cosmology. The course will include in-class cooperative assignments, lecture, homework and a laboratory. Various laboratory exercises include building a simple telescope and observing with it, learning and observing the constellations, weather and geology of the planets, observing Jupiter and measuring its mass and the masses of the four brightest moons, observing a cluster of stars and making a H-R diagram, a pulsar model, classification of galaxies, and Hubble's law.

Four Credits Gonthier (Physics) and Bodenbender (Geol. & Env. Sciences)

155. History of Biology & Lab — Students will consider the historical development of biological knowledge from ancient times to the present. The lab will offer opportunities to recreate crucial experiments from the past, and we will then consider their historical and philosophical impact. Students will investigate the history of biology from a broad interdisciplinary perspective. While the scope of the course will

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be broad, it will focus on the development of biology in the 19th century when Darwin, Pasteur, Bernard, Mendel, and others were laying the groundwork of modern biology. Pre-requisite: Completion of 4 credits of the cultural heritage requirement.

Four Credits Cronkite (Biology), LaPorte (Philosophy)

157. The Planet Earth — An introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere and solid Earth) and the interactions between them. Particular attention is given to the subject of environmental change and the implications for our future. Cross-listed as GES 100.

Four Credits GES Staff Both Semesters

158. Human Biology in Health and Disease — Despite our differences, each of us has a body that functions to keep us alive. This course examines the structure and function of the human body from investigative and interdisciplinary perspectives. We will consider how the various organ systems work to maintain life and the ways in which the functions of these systems can be compromised by disease. Participants will explore how scientific methods are used to learn about the biology of humans. In addition to more traditional laboratory exercises, teams of students will design, carry out, and report on a laboratory project related to human biology. This course should be well-suited for students majoring in social work and other areas where a general understanding of human biology would be useful, as well as for students interested in learning more about human biology under normal and pathological conditions.

Four Credits Barney (Biology) Spring Semester

160. The Chemistry of Our Environment — This course will look at how chemistry, which is the study of matter and its changes at the molecular level, serves as the basis for understanding and predicting how our technological society impacts the environment in which we live. Basic chemical principles will be introduced and serve as building blocks to explain environmental phenomena we encounter in our everyday life. Laboratory investigations of environmental processes, together with case studies of environmental problems, will be used to build an understanding of the molecular nature of the world around us, and how we interact with it. Topics will include: testing for groundwater pollution, chemicals in the home, chemical manufacturing and recycling, and others. Co- or pre-requisite: GEMS 100 (Mathematics for Public Discourse) or Math 205.

Four Credits Brown, Seymour (Chemistry)

161. Biotechnology and You — This course will explore basic concepts underlying recent biomedical developments that affect your everyday life and decisions you have to make. Topics will include genetic engineering, cloning, somatic cell research, drug resistance, bioterrorism, etc. The course will focus on interpretation of the scientific information we receive through the media. The laboratory projects will be designed to expose students first-hand to the technologies discussed in class.

Four Credits Burnatowska-Hledin (Biology and Chemistry)

195. — A course offered in response to student and instructor interest.

Two-Credit Topical Science and Technology Courses (GEMS 200-250)

These courses build on skills acquired in the four-credit laboratory-based science courses to provide a focused experience in scientific inquiry. The two-credit courses are both topical and investigative. Students will be expected to gain a mastery of a scientific topic through hands-on investigations, and to communicate their knowledge through a variety of media. The goal of these courses is to provide models for

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life-long learning in science and technology by introducing students to how-to techniques for learning and mastering a particular scientific subject through inquiry. These courses meet for half a semester for up to six total hours per week.

201. Evolution of Dinosaurs — This course investigates the geological record and biology of dinosaurs. It provides an overview of current knowledge about dinosaurs as a framework for answering specific questions about their history, function, ecology, evolution, and portrayal in popular media. Case studies will examine such topics as warm-bloodedness and the evolutionary relationship between dinosaurs and birds. The course will culminate in a symposium where students present the results of library and analytical research. Prerequisite: any four-credit laboratory science course.

Two Credits Bodenbender (Geol. & Env. Sciences) First Half of Fall Semester

204. Exploring Nature — This course will stress the identification, natural history, and ecological importance of the common plants and animals in the Great Lakes region. Students will be taking field trips to natural areas to learn about the flora and fauna first-hand. Practical aspects of natural history will be stressed such as wildlife watching, tree and wildflower identification, and insect biology. Prerequisite: any four-credit laboratory science course.

Two Credits Biology Staff First Half of Fall Semester

205. The Science of Bread-making — This course will stress biological principles associated with bread-making. Some of these include: culturing yeast, fermentation, germination, aerobic respiration, and digestion of carbohydrates. Steps in the scientific method will be emphasized. Each student or group of students must conduct a scientific experiment on some aspect of bread-making. The experiment will culminate in a formal write-up and oral presentation. Prerequisite: any four-credit laboratory science course.

Two Credits Science Staff

206. The Night Sky — The primary goal of this course is to understand the unique features of various astronomical objects in our night sky, such as bright stars, double stars, planetary nebulae, supernova remnants, emission nebulae, globular clusters, and galaxies. Through various hands-on activities, we will understand the day-to-day and annual changes in our night sky. About a third of the course involves field work in which we are able to make observations with the naked eye and by imaging objects using the Harry F. Frissel Observatory. We will learn what a star is by exploring stellar formation and evolution. A large collection of stars form a galaxy like our Milky Way. Yet galaxies fall into different classification groups that have specific characteristics.

Two Credits Gonthier (Physics)

214. Fabulous Fermented Foods — Life would be pretty boring without fermented foods! Most microorganisms have a bad reputation as causing disease, but many are beneficial — like yeast for making bread or the organisms that make yogurt or cheese. This class will look at the science of foods produced by microorganisms and course participants will make (and eat) some fermented foods as well. Prerequisite: a four-credit laboratory science course.

Two Credits McDonough (Biology)

295. Topics in Science — A course offered in response to student and instructor interest.

GEOLOGICAL AND ENVIRONMENTAL SCIENCES



Faculty: Mr. Peterson, Chairperson; Mr. Bodenbender, Mr. Hansen, Mr. Peaslee, Staff.

ENVIRONMENTAL SCIENCE MINOR: Our ability to modify our environment has increased dramatically over the last several centuries. A host of recent events has highlighted the negative aspects of these modifications. More and more scientists are involved in seeking solutions to environmental problems as they work to increase our understanding of the causes, processes, and consequences of environmental change.

The “typical” environmental scientist is a specialist in one of the traditional disciplines such as biology, chemistry, geology, physics, or engineering. However, he or she generally has a broad scientific understanding of environmental change that goes beyond the confines of his or her discipline, including an understanding of how environmental issues affect and are affected by politics and economics. An environmental scientist will often work in a team with professionals from other backgrounds to study and solve environmental problems.

Hope College offers an environmental science minor that helps students acquire the background they need to be successful environmental scientists. The program is based on the premise that this background should meet the following goals.

Goal #1 *A solid preparation in one of the academic majors at Hope College.*

Goal #2 *An understanding of the perspective this discipline brings to environmental science.* For this reason, students are required to take two courses within their major that have been flagged as relevant to environmental science. It is anticipated that in most cases these flagged courses will be within the student’s major and will probably also be part of the requirements for this major. The flagged courses are:

BIOL 315	(Ecology)
BIOL 343	(Plant Systematics)
BIOL 356	(Genetics)
BIOL 395	(Microbiology)
BIOL 422	(Invertebrate Zoology)
BUS 341	(Business Law)
CHEM 331/332	(Analytical Chemistry and Laboratory)
Chemistry:	a second chemistry course chosen in consultation with the chemistry chairperson
ECON 212	(Microeconomics)
ENGS 241	(Electronics I)
ENGS 346	(Fluid Mechanics)
GES 430	(Environmental Geochemistry)
GES 450	(Hydrogeology)
MATH 361/363	(Mathematical Probability and Statistics I and Lab)
MATH 362/364	(Mathematical Probability and Statistics II and Lab)
PHYS 270	(Modern Physics)
PHYS 381	Advanced Laboratory: students must take a semester which involves radiation)
Political Science	(Two courses chosen in consultation with Jack Holmes)

Goal #3 *A broad interdisciplinary understanding of environmental science.* Students receiving an environmental science minor are required to take a two-semester interdisciplinary course in environmental science. The sequence is **GES 211, Earth Environmental Systems I** (Fall Semester, 3 credits), and **GES 212, Earth Environmental Systems II** (Spring Semester, 3 credits).

Goal #4 *Knowledge of how environmental issues affect and are affected by politics and economics.* Students in the environmental science minor meet this goal

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by taking **GES 310, Environmental Public Policy** (4 credits). This is an interdisciplinary course taught by faculty in the Natural Science Division, Department of Political Science, and Department of Economics.

Goal #5 *An ability to work in a team with scientists and non-science professionals from other disciplines.* To obtain experience doing this, students are required to take **GES 401, Advanced Environmental Seminar** (2 credits). In this “capstone” course they work with students and faculty from a number of disciplines to study a local environmental problem.

In summary, the environmental science minor consists of:

1. Two flagged courses which may also satisfy requirements for the student’s major
2. GES 211 - Earth Environmental Systems I
3. GES 212 - Earth Environmental Systems II
4. GES 220 - Laboratory Methods in Environmental Science
5. GES 310 - Environmental Public Policy
6. GES 401 - Advanced Environmental Seminar

Environmental Science Courses

211. Earth Environmental Systems I — This is a scientific study of our planet in terms of natural systems and their mutual interaction, with an emphasis on the modification of these systems by human activities. The emphasis in this course is on local-scale environmental problems. Subjects covered include air and water pollution, contaminant toxicology, risk assessment, soil chemistry and soil degradation. Three hours of lecture per week. Prerequisite: Chemistry 111.

Three Credits Peaslee/Peterson Fall Semester

212. Earth Environmental Systems II — This is the scientific study of our planet with an emphasis on global environmental problems. Subjects covered include population and demographics, basic ecological principles, biological diversity, extinction, natural resources, biogeochemical cycles, climate and climate change, and ozone depletion. Three hours of lecture per week. Prerequisite: Chemistry 111.

Three Credits Hansen/Peaslee/Biology Staff Spring Semester

220. Laboratory Methods in Environmental Science — This laboratory course accompanies the Earth Environmental Systems I and II courses. This class will introduce laboratory and field methods necessary to investigate the natural systems which comprise our ecosystem, and the effects of human activities on it. Sampling techniques, field identification, and common methods of chemical analysis for environmental study will be emphasized. Three hours of laboratory per week and one hour of discussion. Prerequisite: Chemistry 113.

Two Credits Peaslee/Peterson Spring Semester

310. Environmental Public Policy — This course is an introductory analysis of the economic, regulatory, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include market forces, federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college’s general education science requirement. Four hours of lecture per week.

Four Credits Peterson/Holmes/Lunn Spring Semester

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401. Advanced Environmental Seminar — This is an interdisciplinary course where students with different academic majors will work in teams to research a local environmental problem. The students will work with faculty members in geological/environmental sciences, biology, chemistry, and possibly other departments in the design of a research project, the collection and interpretation of data, and the making of recommendations. This course is meant to duplicate the process by which scientists work to solve actual environmental problems and is intended as a “capstone” experience for environmental science minors. One two-hour group meeting per week. Additional times to be arranged for consultation, field and laboratory work. Prerequisite: GES 220. *Two Credits GES/Biology/Chemistry Staff Fall Semester*

GEOLOGY MAJORS AND MINORS: Because of shortages of natural resources, continuing environmental problems, and a renaissance in thinking about the way the Earth works, the geological sciences are in a “Golden Age.” Today geoscientists are making important contributions to human knowledge in environmental geology, oceanography, planetology, geochemistry, geophysics, plate tectonics, and paleontology.

At Hope College student-faculty research comprises an important part of the geology program. In recent years students and faculty have been engaged in research projects such as:

- analysis of trace metals in Precambrian stromatolites from the Upper Peninsula of Michigan
- understanding ancient environments and fossils at a dinosaur site in Wyoming
- experimental investigations on the remediation of contaminated ground water
- analyzing trace element chemistry of phosphate minerals
- using buried soils to work out the geological history of coastal dunes along Lake Michigan
- the application of Geographical Information Systems to the paleontology of the Michigan Basin
- the investigation of antibiotics and hormones in local ground water and surface water
- the development of the early continental crust in southern India
- the occurrence and abundance of insects in ground water

Traditionally, the training of geologists has included a large amount of field experience. Hope College is ideally situated to study glacial geology, sedimentology, geomorphology, limnology, and environmental problems. To broaden the spectrum of field experience, students commonly take longer trips to examine the geology of other areas such as the Upper Peninsula of Michigan, the Smoky Mountains of Tennessee, the Ohio River Valley in Indiana and Kentucky, and the Saint Francois Mountains of Missouri. In addition to these trips, each spring the regional geology field trip gives students the opportunity to visit and investigate the geology of a North American region. In the past, regional field trips have gone to the Southern Appalachians; the Gulf Coast; the Colorado Plateau; Big Bend, Texas; Death Valley, California; Southern Arizona; New Mexico; and the Bahamas. May and Summer trips have taken students to the Adirondack Mountains, the Pacific Northwest, the Black Hills, and the Rocky Mountains of Wyoming.

We are well-equipped for teaching and research. In addition to many student and research petrographic microscopes, the department has a heating and cooling stage, geographical information system (GIS) computer laboratory, X-ray diffraction and fluorescence apparatus, thin section preparation laboratory, large stream table and

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

sedimentation tank, ion chromatograph, gas chromatograph, infrared Fourier transform spectrometer, and UV-visible light spectrometer.

Because the study of the Earth is eclectic, geologists must be competent in the other natural sciences and in mathematics. Accordingly, we encourage strong minors in other sciences and composite majors with chemistry and physics.

The Department of Geological and Environmental Sciences has an established reputation of excellence. Many graduating seniors have gone directly to work in environmental consulting firms, while others have been accepted at some of the most prestigious graduate programs in the country, including the California Institute of Technology, University of Chicago, Harvard, Stanford, Princeton, and Big Ten Universities.

BACHELOR OF ARTS DEGREE IN GEOLOGY: The Bachelor of Arts in Geology consists of one of the following sequences of introductory courses:

Introductory Sequence #1 GES 110: Geology in the Field (2 credits) and GES 111: How The Earth Works (2 credits) **or**

Introductory Sequence #2 GES 100: The Planet Earth (4 credits) and GES 111: How The Earth Works (2 credits) Together with the following courses:

- GES 203: Historical Geology (4 credits)
- The Earth Materials Sequence - GES 243: Mineralogy (4 credits) and GES 244: Petrology (4 credits)
- The Earth Structures Sequence - GES 251: Surficial Geology (4 credits) and GES 252: Structural Geology (4 credits)
- GES 341: Regional Field Study (2 credits)
- And one year (8 credits) of ancillary science (Biology, Chemistry, or Physics)

BACHELOR OF SCIENCE DEGREE IN GEOLOGY: The Bachelor of Science in Geology consists of one of the following sequences of introductory courses:

Introductory Sequence #1 GES 110: Geology in the Field (2 credits) and GES 111: How The Earth Works (2 credits) **or**

Introductory Sequence #2 GES 100: The Planet Earth (4 credits) and GES 111: How The Earth Works (2 credits) Together with the following courses:

- GES 203: Historical Geology (4 credits)
- The Earth Materials Sequence - GES 243: Mineralogy (4 credits) and GES 244: Petrology (4 credits)
- The Earth Structures Sequence - GES 251: Surficial Geology (4 credits) and GES 252: Structural Geology (4 credits)
- Two semesters of GES 341: Regional Field Study (2 credits apiece for a total of 4 credits)
- Two upper level (number 300 or above) electives in geology. Students should choose these courses in consultation with their departmental advisors.
- And two years (16 credits) of ancillary sciences (biology, chemistry, physics or environmental sciences) and one year (8 credits) of mathematics (Calculus preferred). Both years of ancillary science need not be in the same science. Students should choose these courses in consultation with their departmental advisors.
- Students receiving a Bachelor of Science degree are also required to work on an independent research project with a faculty mentor.

GEOLOGY MINORS

A geology minor consists of at least 16 credits, not more than half of which may be numbered 203 or below.

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

GEOLOGY-CHEMISTRY COMPOSITE MAJOR: For additional information, please refer to page 112 and see below.

GEOLOGY-PHYSICS COMPOSITE MAJOR: This was the first composite major established in the sciences at Hope College. Both the geology-chemistry and geology-physics majors have been very successful. Students who graduate with the composite major are in great demand and have been accepted in the top graduate schools in the United States. For additional information, please turn to page 112.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more credits of courses in geology and a minor of 20 credits in a discipline or 24 credits in an area. An area minor including courses in biology, physics, and chemistry is recommended and will be developed on an individual basis with each student.

Geology Courses

100. The Planet Earth — This course is an introduction to the scientific study of the planet on which we live. This course emphasizes the study of the major Earth systems (atmosphere, hydrosphere, biosphere and geosphere) and the interactions between them. Attention is given to the subject of environmental change and the implications for our future. This course is one possible introduction to the geology major. No prerequisites. A Saturday morning field trip is required. Cross-listed as GEMS 157. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Four Credits Staff Spring Semester

110. Geology in the Field — This course is designed as a “hands-on” alternative to the traditional introductory survey course. Its goal is to give students direct experience with the ways scientists ask and answer questions about the Earth. Almost all of the class time will be spent in the field where students will be trained to make and record observations, develop hypotheses, and test ideas while studying the materials and processes that shape the surface of the planet. This course is one possible introduction to the geology major. One weekend field trip required. No prerequisites. A student may not receive credit for both GEMS 157/GES100 and GES 110.

Two Credits Hansen First Half of Fall Semester

111. How The Earth Works: An Introduction to Plate Tectonics — Plate tectonics is a theory that has revolutionized geology, giving the science its first coherent, widely accepted picture of how the whole Earth works. This course is designed to give students a solid understanding of the basic theory, the evidence on which it is based, and its application to subjects as diverse as earthquakes, volcanoes, mountain ranges, precious metal deposits, the topography of the sea floor and the history of life. No prerequisites.

Two Credits Bodenbender Second Half of Fall Semester

203. Historical Geology — This is an introduction to the physical and biological development of the Earth during the last 4.5 billion years. Topics include the formation of the Earth, interpretation of major events in Earth history as preserved in the rock record, and the origin and evolution of life. Three lectures and one three-hour laboratory each week. One weekend field trip is required, as may be one or more Saturday field trips. Prerequisite: an introductory geology course or permission of instructor.

Four Credits Bodenbender Spring Semester

243. Mineralogy: Earth Materials I — This course is an introduction to the paragenesis and crystal chemistry of minerals with emphasis on the rock-forming

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

silicates. Laboratory periods will be devoted to the study of minerals in hand samples, as well as exercises designed to help the student understand physical and chemical properties of minerals. Three lectures and one three-hour laboratory per week. One weekend field trip will be required. Prerequisite: one semester of introductory chemistry (may be taken concurrently) or consent of instructor.

Four Credits Peterson Fall Semester

244. Petrology: Earth Materials II — This is a course about mineralogical, chemical and textural characteristics of igneous, sedimentary, and metamorphic rocks. Their occurrence and petrogenesis will be discussed in terms of rock associations and relevant physical and chemical processes of formation. Laboratory sessions will be devoted to petrographic description, identification and interpretation of rocks in hand samples and microscope thin sections. A Saturday field trip is required. Three one-hour lectures and one three-hour laboratory per week. Prerequisite: GES 243.

Four Credits Peterson Spring Semester

251. Surficial Geology: Earth Structures I — This is an introduction to the natural processes shaping Earth's surface. Among other topics, weathering, landform and soil development, soil mechanics, the influence of running water, moving ice and wind on Earth's surface, and people's interaction with surficial geology will be stressed. The use of maps and other geographic images will be emphasized in the laboratory and the course will include an introduction to mapping. Three lectures and one three-hour laboratory each week. Two Saturday field trips will be required. No prerequisites.

Four Credits Hansen Fall Semester

252. Structural Geology: Earth Structures II — This is a study of the structures formed by rock deformation, stressing geometric techniques and the concept of strain. Geological maps and cross-sections will be emphasized in the laboratory, which will include instruction on their preparation and interpretation. Three hours of lecture and one three-hour laboratory each week. One weekend field trip is required. Prerequisite: GES 251 or permission of instructor.

Four Credits Hansen Spring Semester

341. Regional Field Study — This course is a field investigation of the general geology of an area selected by the instructor. One or more hours of lecture will be held each week prior to study in the field. The entire spring vacation or an extended period in the spring or summer will be spent in the field. Prerequisites: GES 111 and either GES 100 or GEMS 157 or GES 110 and the permission of the instructor.

Two Credits Staff Spring Semester

351. Invertebrate Paleontology — This is the study of the fossil record of the history of invertebrate life. Topics include changes in diversity during the Phanerozoic, tempo and mode of evolution, functional morphology, systematics, and paleoecology of the major invertebrate phyla. Three hours of lectures and one three-hour laboratory per week. One or more weekend field trips will be required. Prerequisite: consent of instructor.

Four Credits Bodenbender Alternate Years, Fall Semester

430. Environmental Geochemistry — The principles of physical and inorganic chemistry will be applied to geochemical systems of environmental interest. Element recycling and evaluation of anthropogenic perturbations on the geochemistry cycles will be examined with a strong emphasis on aqueous chemistry. Laboratory exercises will emphasize computer modeling and the analyses of natural waters by a variety of techniques. Three lectures and one three-hour laboratory each week. This is a flagged course for the Environmental Science Minor. Prerequisites: Chemistry 111, 113, 114, 121.

Four Credits Hansen/Peaslee Alternate Years, Spring Semester

GEOLOGICAL AND ENVIRONMENTAL SCIENCES

450. Hydrogeology — This is a study of the geological aspects of the water cycle with an emphasis on groundwater. Topics include aquifer testing, groundwater flow, geology of aquifers, water resource management, groundwater chemistry, contamination and remediation. Three hours of lecture and one three-hour laboratory each week. This is a flagged course for the Environmental Science Minor. Prerequisite: consent of instructor.
Four Credits Peterson Alternate Years, Spring Semester

453. Sedimentology — This is the study of the mineralogy, petrology, occurrence, and association of the sedimentary rocks. Thin section examination, textural analysis, and field investigation of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three hours of lecture and one three-hour laboratory or field trip each week. One or more weekend field trips will be required. Prerequisite: GES 244 or consent of instructor.
Four Credits Bodenbender Alternate Years, Fall Semester

490. Special Problems — This course is designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, and approved by a faculty member who will oversee the research.
One to Three Credits Staff Any Semester

495. Study in Geology — In this course a professor guides students in scholarly readings and discussions focused on a special area of geologic interest.
One or Two Credits Staff Any Semester



Faculty: Ms. Gibbs, Chairperson; Mr. Baer, Mr. Bell*, Mr. Johnson, Mr. Penrose, Ms. Petit, Ms. Tseng. **Adjunct faculty:** Mr. Swierenga.

History is the study of the human past. It is the foundation for understanding how we came to be what we are. Because the record is often crowded and contradictory, history is a discipline that depends upon critical thinking and careful evaluation of evidence. These are skills that lie at the heart of liberal arts education and that are vitally important to students preparing for careers in such fields as law, government, journalism, and education.

For the student concerned with developing an in-depth knowledge of the past, and especially for the student who wants to become a professional historian, the department offers a traditional, full HISTORY MAJOR. For those wishing to teach on the secondary level, the department offers the HISTORY MAJOR FOR SECONDARY TEACHING. For the student whose interests involve several major areas, we offer the COMPOSITE MAJOR IN HISTORICAL STUDIES. All of these majors are described in detail below.

History staff members bring varied backgrounds to their teaching. All have sustained their research interests through work in numerous foreign and domestic manuscript repositories such as the National Archives and the Public Records Office. Extended stays in Russia, Ireland, England, Germany, Ethiopia and Kenya help to assure both currency in scholarship and vitality in the classroom.

History majors have been involved in the following activities:

- editor of the Anchor, the student newspaper
- participation in several of the off-campus programs —
 - Great Lakes Jerusalem Program
 - summer and semester study program in Vienna
 - the Philadelphia Center for study and work in the inner city
 - honors semester in Washington, D.C.
 - Newberry Library Program in the Humanities
- year of study in Japan
- a variety of local and oral history projects that afford income-earning opportunities.

History majors in past years have gone on to graduate schools, and into careers as professional historians both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. The interesting careers of recent graduates of the department include:

- law practice
- curator of museums and archives
- administrative assistant to a U.S. Senator
- free lance feature writer, with articles in Harpers and New York Times
- historian for the U.S. Marine Corps
- editorial staff, the international beat, for a metropolitan newspaper
- bureau chief for Time magazine
- career foreign service officer
- managing editor of newspaper
- Rhodes Scholar
- mayor of Holland

To accommodate the broad range of interests and career goals of its majors and other interested students, the Department of History offers three possible majors and a minor program.

*Sabbatical Leave, Fall Semester 2005

HISTORY

I. HISTORY MAJOR: A minimum of 36 credits in history is required for a major. The distribution requirement for the 36 credits in history is as follows: History 140, one history course focused mainly on the period before 1500; one course in American history; one course in European history; one course in Africa, Middle East or Latin America; and a seminar in history. Students may count no more than three of the following courses toward the major or minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. No more than two HIST 200 courses may be counted toward the major. Students who plan to do graduate work in history are urged to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in ancient civilization combining work in history, classical languages, art and philosophy courses is available. Please see requirements under the Department of Classics.

II. HISTORY MAJOR FOR SECONDARY TEACHING: The history major for certification to teach in secondary schools (grades 7-12) consists of a minimum of 36 credits. Students may count no more than three of the following courses toward the major or minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. Students intending to complete this major should consult with the Department of Education as they plan their schedules. The courses required for this major will meet the expectations for certification in Michigan. All students desiring secondary certification must take the following courses: HIST 140, 160, 161, 201, and 495 (16 credits). In addition they must take at least one course from each of the following areas: pre-1500, European, and non-western (12 credits). The remaining 8 credits may be taken as electives. No more than two HIST 200 courses may be counted toward the major.

III. COMPOSITE MAJOR IN HISTORICAL STUDIES: For the student who does not plan to become a professional historian or a teacher, and who needs a program with greater disciplinary breadth than the regular major program offers, the Department of History provides a composite major. In this program a minimum of 36 credits is required, 20 credits in history and 16 in other disciplines that correspond to the student's particular needs and interests. At least 20 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college general education requirements, excepting the introductory history courses, cannot be applied to the major program. The 20 credits in history must be distributed as follows: 4 credits in American history, 4 credits in European history and 4 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 8 credits and the 16 non-history credits will be determined by the individual needs of the student after consultation. Students may count no more than three of the following courses toward the major or minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. To take full advantage of this individual approach to the program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

IV. HISTORY MINOR: The department offers a 20-credit minor. The minimum distribution requirement is as follows: History 140, one course dealing with a period before 1500, one course in American history, one course in European history, one course in non-Western history, and one additional history course of the student's choosing. No more than one History 200 course may be counted toward the minor. Students may count no more than three of the following courses toward the major or

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minor: HIST 130, HIST 131, HIST 160, HIST 161, and either IDS 171 or IDS 172. Requirements may vary for students interested in a minor for teaching certification. Please consult the Department of Education.

GENERAL

130. Introduction to Ancient Civilization — The course will focus on significant developments in history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement. *Four Credits Staff Both Semesters*

131. Introduction to Modern European History — The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement. *Four Credits Staff Both Semesters*

140. History Workshop — An introduction to historical questions, research and writing through the study of a special topic in depth. Required for history majors, minors and open to other interested students. *Two Credits Staff Both Semesters*

200. Historical Snapshots — This course is designed to allow the exploration of some narrow moment in time (such as the 1960s or even the Civil Rights Movement of the 1960s) or some particular historical issue or problem (such as the status of women in the Middle Ages). The content and emphasis of each section is determined by the instructor. Students may repeat the course for credit as topics change. No more than two HIST 200 courses may be counted toward the major, and no more than one toward the minor. *Two Credits Staff Both Semesters*

AFRICA, MIDDLE EAST AND LATIN AMERICA

260. History of Latin America — The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. *Four Credits Staff Offered When Feasible*

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World societies. Primary focus will be on the experience of Africa and India. *Four Credits Fall Semester, Odd Years*

310. History of Southern Africa — This course will focus on the history of southern Africa from the growth and expansion of indigenous civilizations, through the European intrusion, to the current social, political and economic developments of the present day. Special emphasis will be placed on the forging of the Zulu nation, the rise of Afrikaner nationalism, the roots of apartheid and the role of theology, the migrant labor factor, and the dynamics of African opposition to colonialism and apartheid. *Four Credits Spring Semester, Odd Years*

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312. Myth and Culture in Pre-Colonial Africa — This course is designed to introduce students to the pre-colonial African past, principally through the study of primary and orally transmitted sources. The use of these sources and their interpretation will be given special emphasis as will the use of biography. Case studies of political change in the 19th century provide a focus for looking at issues such as state formation, the role of technology, the spread of Islam, slavery and European intrusion. Alternate years. *Four Credits Fall Semester, Even Years*

370. Modern Middle East — A course focusing on historical explanations for the tensions that periodically erupt into war and violence in the Middle East. Concentrations on Islam and the Arabs, Zionism and the Israelis, and the deep American involvement in the disputes. *Four Credits Penrose Spring Semester*

UNITED STATES

100-Level Classes

These classes are the basic surveys for United States History, which cover the major political, economic and social trends and events in the United States from the times of first contact through the late twentieth century. These classes emphasize mastery of the material and introduction to reading primary sources. Readings will be based around textbooks, with other supplemental readings. Evaluation is based on exams, short papers (3-5 pages) and other oral and written assignments.

160. U.S. History to 1877 — This survey course examines the rise of the American nation from its colonial origins through the Civil War and Reconstruction. The approach is thematic and special emphasis is placed upon the impact of European contact with Native Americans, the establishment and abolition of slavery, the struggle for women's equality, the influence of industrialization, westward movement, the evolution of republican institutions, the Civil War and Reconstruction, and the nation's gradual rise to prominence. *Four Credits Johnson Fall Semester*

161. U.S. History Since 1877 — This course surveys U.S. history from Reconstruction to the present. It examines the major social, cultural, political, and economic events that shaped the U.S. after the Civil War, focusing especially on industrialization, Progressivism, WW I, the Great Depression, the New Deal, WW II, the Cold War, the Civil Rights Movement, the Sixties and Reagan Republicanism. *Four Credits Petit Spring Semester*

175. Michigan History — This course will focus on the history of Michigan, including its original Native American inhabitants, arrival of fur traders and voyageurs, rise of colonial powers, impact of European immigrants, industrial and political development, and recent history. Special emphasis will be placed on the use of primary archival materials with a case study of the migration of the Dutch to Michigan. Students will also be exposed to the many ways the story of Michigan is told through story-telling, oral history, and published sources and material preserved in archives, museums, and historical sites. Alternate years. *Two Credits B. Bultman Spring Semester*

200-Level Classes

These classes engage the political, economic and social trends and events in a specific time period in United States history. Unlike the 100-level surveys, they focus on developing themes as a way to illustrate a particular era in the United States past. These courses will spend more time analyzing primary sources in class, and students will be expected to write short or long papers dealing with primary sources. Students

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will read approximately 100-125 pages a week, and they will write a 7-10 page research paper, based either on primary sources or historiographical sources. There will also be exams, short papers and short oral or written assignments.

251. Revolutionary America: Visionaries, Rebels, and Ruffians — This course examines the forces, people, philosophies, and events that characterized colonial American society and led to the Revolution of 1776. From those beginnings, the ideals and practical necessities of winning the social, political, and military struggle for independence imposed realities that later affected the nation as it sought to consolidate its victory. The 1787 Constitutional Convention was the culmination of one struggle to establish a nation based upon democratic republican principles, and the beginning of another struggle to ensure that those ideals were applied and enjoyed by all Americans.
Four Credits Johnson Fall Semester Odd Years

252. Civil War America: Disruption and Destiny — This course spans the years from 1820 to 1877, starting with the Missouri Compromise and progressing through the Civil War and Reconstruction. During this period, as the United States expanded its territorial boundaries, forged a political identity, and further achieved a sense of national unity, sectional rivalries, industrialization, reform movements, and increasingly hostile confrontations over the language and interpretation of the Constitution led to crisis. This course will examine how those factors contributed toward the 1861-1865 Civil War, with subsequent special emphasis being placed upon how the conflict and post-war Reconstruction impacted America's social, political, cultural, and economic development as it prepared to enter the 20th century.
Four Credits Johnson Fall Semester Even Years

255. World War I America: A Nation in Transition — This course will examine the changes that Americans faced in the first part of the twentieth century, particularly how the First World War shaped United States society. We will examine the relationship between the war and social, economic and political trends in the United States, including industrialization and unionization, the Progressive movement, the freedom struggle of African Americans, women's suffrage, immigration, the Red Scare, and the rise of conservatism in the 1920s.
Four Credits Petit Spring Semester Odd Years

256. Recent America: The Challenge of Power — This course will focus on how the United States emerged from World War II as a major world power, how the government of the United States adapted to that new status and how the men and women of various classes, races, regions and religions dealt with the social and cultural changes of the last half of the twentieth century. Major topics include the Cold War and the economic boom of the 1950s, Vietnam and the rise of protest in the 1960s, the economic and foreign policy challenges of the 1970s, the rise of conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s.
Four Credits Petit Spring Semester Even Years

300-Level Classes

These classes analyze a specific theme in United States history over 100 years or more. They will deal with both historical and historiographical questions about that theme. Students will read 125-200 pages per week and write a substantial research paper of 10-15 pages, as well as have tests and other short assignments.

351. Slavery & Race in America, 1619-Present: The Struggle Within — This course examines the roles that slavery and race have played in shaping the course of American history. Starting from an overall assessment of slavery's origins in western culture, the course considers the practice of slavery and its social, political, and

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economic influences in North America. Special emphasis is placed upon analyzing how institutional slavery and the concept of race shaped the lives of masters, slaves, and their respective descendants down to the present day.

Four Credits Johnson Spring Semester Even Years

352. U.S. Women and Social Change — What role have women had in making social change happen in the United States? In this course, we will answer this question by examining how women sought to shape their society during periods of transformation in United States history. Topics include women in Revolutionary America; women and anti-slavery campaigns; Progressive women; women during times of war; and the rise of feminism during the 20th century. We will also explore how issues such as race, class, region, ethnicity, religion and sexual orientation affected women's historical experience. *Four Credits Petit Fall Semester Even Years*

355. United States Foreign Policy, 1898-Present: Power, Promise, and Peril — This course traces the development of United States foreign policy from the Spanish-American War to the present. In this period the United States emerged as a great world power, assumed center stage during World War II, offset the threat of the Soviet Union during the Cold War, and currently claims title to being the world's lone superpower. Post Cold War conditions have challenged the nation to formulate policies responsive to recent manifestations of threats not yet clearly defined, including the problems of non-state actors and terrorism.

Four Credits Johnson Spring Semester Odd Years

357. United States Intellectual History: Ideas of Race, Gender and Class — In this course, we will explore the meaning of race, gender and class through the lens of intellectual history—a history that examines how ideas change over time. We will read about ordinary people as well as elite intellectuals in order to understand how Americans debated the meanings of these concepts and how these ideas affected the lived experiences of men and women in the past.

Four Credits Petit Fall Semester Odd Years

361. United States Military History: Rise of a Warrior Democracy — “Peace through strength,” “Uncommon valor was a common virtue,” and “In war, there is no substitute for victory.” These phrases spoken at various times by different military commanders illustrate the importance America's leaders and citizens have accorded to the U.S. armed forces, issues related to national defense, and the American approach to war-fighting. This course traces the history of the United States military from its colonial origins to the present day. Along with examining the purpose and performance of the military during times of conflict, assessment will be made of its function as a political and socioeconomic institution; its role and effectiveness as an instrument of diplomacy and foreign policy; the extent and limitations of its power within America's constitutional system; its relevance and function during peacetime; the evolution of its strategies and tactics; the impact and application of technology; and the contributions of major figures who built and shaped it into not only a force of overwhelming power, but an institutional organ of American society.

Four Credits Johnson Spring Semester Every Third Year

362. U.S. Immigration History: Ethnicity and Diversity in the American Past — “Diverse” has always been a descriptor for the people of the United States. One clear marker of that diversity has been the constant change in our population due to immigration. Arriving from several continents for a myriad of reasons, immigrants have added to our heterogeneous population and challenged ideas about what it meant to be an American. Yet the goal of our nation, in the words of our national motto, E Pluribus Unum, is to find unity amongst our diversity. In this course, we will ask how

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immigration to and ethnic diversity within the United States both challenged and contributed to that goal by examining the major migrations to the United States from Africa, Europe, Asia and the Americas.

Four Credits Petit Fall Semester Every Third Year

ANCIENT WORLD

210. The Greek World — This course, which is cross-listed with Classics 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for History 210 will write a paper on a historical topic; those who enroll for Classics 210 will write a paper on a literary topic. Alternate years.

Four Credits Staff Fall Semester Even Years

215. The Roman World — This course, which is cross-listed with Classics 215, surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Students who enroll for History 215 will write a paper on a historical topic; those who enroll for Classics 215 will write a paper on a literary topic. Alternate years. *Four Credits Bell Fall Semester Odd Years*

285. Women in Antiquity — This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject. Satisfies cultural diversity requirement. *Four Credits Bell Spring Semester Odd Years*

Eastern Europe and Russia

232. History of Russia From Kiev Through Catherine II — This course traces the development of the Russian state from its Kievan origins through the reforms of Peter the Great and the enlightened despotism of Catherine the Great. Emphasis is placed on geographic, economic, and political factors in the growth of the Russian empire. Alternate years. *Four Credits Penrose Fall Semester*

335. History of Modern Russia — The revolutionary origins of the Soviet state to the former USSR in the modern world. Emphasis on three areas of inquiry: the revolutionary movement until 1917, the Soviet Union in world affairs and the evolution of the former USSR into independent states. *Four Credits Penrose Spring Semester*

EUROPE

205. British and Irish History to 1700 — A survey of British and Irish history and civilization from origins to the late 17th century. The course will focus on events and personalities in Britain and Ireland up to 1688, by integrating the histories of the various peoples of the British Isles and by concentrating on a handful of critical themes and issues: the evolution of distinct English and Irish styles of kingship and law; the growth of parliaments; the role of religion in Britain and Ireland; the development of London; Britain's sometimes stormy relationship with Ireland and the rest of Europe; and the major features of social, cultural and economic change. *Four Credits Baer Fall Semester Odd Years*

206. British and Irish History Since 1700 — A survey of British and Irish history and civilization from the late 17th century to the present. During the semester we will explore Britain's rise as a world power in the 18th and 19th centuries and

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subsequent decline in the 20th, and the relationship between the peoples of Britain and Ireland. Critical themes and issues include the forging of a constitutional monarchy and international politics, the two societies and their cultures, Irish nationalism as the first modern movement for national liberation, and the 20th century world wars and Ulster problem. *Four Credits Baer Spring Semester Even Years*

240. Enlightenment and Nationalism in Europe, 1688-1914 — This course will examine political and social ideas of Europe in the 18th and 19th centuries. The central theme of the course will be the way in which ideas influenced the course of European history. Particular emphasis will be placed on the ideas of the Enlightenment, Romanticism, and Nationalism, and on ways these ideas were related to the revolutions, wars and political changes of the period.

Four Credits Staff Offered When Feasible

242. Twentieth Century Europe — This course examines the changing political, economic, social and intellectual climate from the turn of the century through the 1980s. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered.

Four Credits Staff Every Third Year

248. Europe in the Age of Reformation — Transformation of Europe from the crisis of late medieval society to 1648. Emphasis on religious, political, social and economic dimensions of European life in the 16th and 17th centuries, and the response of men and women, rulers and social groups, states and institutions to the new theological and spiritual challenges wrought by the Reformation.

Four Credits Gibbs Every Third Year

280. Colonizers and Colonized: Perspectives on Modern Imperialism — The rise and fall of the British Empire provides the focus of this course. British colonial experience is set in a larger context, which traces European, and to a lesser degree, world imperialism from origins to the contemporary era. The purpose of the course is to examine modern imperialism simultaneously from the perspective of the colonizer and colonized, and to evaluate the impact of imperialism on European and Third World Societies. Primary focus will be on the experience of Africa and India.

Four Credits Fall Semester Odd Years

331. Modern Germany — A survey of political, cultural, and social development of Germany from the late 18th century to the present. It will look at the dynamic interplay between social and political events and cultural and intellectual ideas.

Four Credits Gibbs Every Third Year

SPECIAL COURSES

295. Studies in European, American, or Non-Western History — These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the Department of History. In each course a professor will present lectures in his or her area of particular interest and students will engage in guided reading and research under the professor's supervision.

Two or Four Credits Staff Both Semesters

490. Independent Studies in History — Designed to provide students majoring in history, and others, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study. This designation, with appropriate descriptive title, may be used for Washington Honors Semester credits and internships bearing history credit and for internships approved by the department.

Variable Credits Staff Both Semesters

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495. Seminar in History — This course is required of all history majors and is also open to non-majors with a serious interest in learning how to do scholarly research. The course is designed to help students develop advanced skills in historical research and writing. Major emphasis is given to the development of sound research methods and to the use of primary source materials. Each student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

Four Credits Staff Both Semesters

499. History Internships — This course is a practical experience for students. It enables them to apply the knowledge, research methods, and writing skills acquired in the academically oriented setting to concrete projects such as the Joint Archives, the Holland Historical Trust or an oral history undertaking. Application is made to the chairperson of the Department of History. Supervision and the number of credits earned are determined by the nature of the project.

Staff Both Semesters



Faculty: Ms. Simon, General Director; Mr. Tammi, Mr. Mayer (Spring 2006), Campus Representatives, New York Arts Program; Mr. Herrick, Ms. Roehling, Mr. T. Smith, Campus Representatives, Philadelphia Center; Mr. de Haan, Campus Representative, Chicago Semester; Mr. Craioveanu, Encounter with the Arts Director; Mr. Yelding, Encounter with Cultures Director; Mr. Green, First-Year Seminar Director; Mr. Tyler, Senior Seminar Director.

Living well in our complex world involves questioning “outside the lines.” Our future holds increasing, rapid changes. Preparing for that future requires problem solving that goes beyond prefabricated compartments. While courses within academic departments pursue inquiry within traditional categories of expertise, interdisciplinary studies (IDS) courses offer the exciting challenge of integrating knowledge using multiple disciplinary perspectives.

100. First Year Seminar — These seminars, taught on a variety of subjects and open to first-year students only, focus on ways of knowing, seeing, and evaluating rather than on specific content or knowledge. Students become actively engaged in these seminars as they read primary texts closely, discuss and write about the issues these texts address, and enhance their skills of self-assessment and reflection. Teachers of these seminars serve as advisors to the students in their classes.

Two Credits Staff Fall Semester

101. Encounter with the Arts — This course introduces students to the visual and performing arts through required attendance at a broad range of exhibitions and evening/weekend performances. Students are prepared for these events through class lectures, conversations with visiting artists, and demonstrations of creative techniques. Students’ appreciation of the arts and awareness in experiencing them are expanded and evaluated through group discussion and reflective writing assignments.

Four Credits Staff Both Semesters

160. Arts for the Elementary Teacher — This course provides an integrated approach to a number of topics in visual art, dance, drama, and music with an emphasis on the interrelatedness of these arts. Prospective elementary teachers will expand their knowledge of and appreciation for the creative/expressive arts and will develop instructional approaches which will enhance understanding and appreciation of the arts for children in the elementary grades (K-6).

Four Credits Staff Spring Semester

171. Cultural Heritage I — An introduction to some of the central events, questions, and concerns of Western culture through the early Renaissance, viewed through the perspectives of the humanities, principally literary studies, history, and philosophy, but also drawing upon classics and the history of art, music, and religion. Students will explore, apply, and integrate questions that the different disciplines within the humanities ask about Western culture and will gain insight into the shared interests and concerns of those disciplines by examining central ideas that have informed and influenced the development of Western culture and that show its ongoing significance. Fulfills half of the cultural heritage credit of the general education curriculum. The other half may be fulfilled by taking IDS 172 or one of the courses in the disciplines (English 231-232, History 130-131, or Philosophy 230-232). If students take both IDS 171 and 172, it is recommended that they take IDS 171 before IDS 172. They are required to take the second course from a professor who teaches a different discipline from the professor with whom they took the first course.

Four Credits Staff

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172. Cultural Heritage II — A continuation of IDS 171, beginning with the late Renaissance. Fulfills half of the cultural heritage credit of the general education curriculum. *Four Credits Staff*

200. Encounter with Cultures — An introduction to cultural diversity, focusing on concepts of race, ethnicity, gender, class, and other forms of cultural identity and difference in contemporary American society. Working with cross-disciplinary theoretical models for understanding cultural identity and interactions between cultures, students will explore their own cultural heritages; and through imaginative literature, autobiography, film, cultural events, and direct intercultural encounters on and off the campus, they will focus on the backgrounds, experiences, and perspectives of several specific American cultural groups, such as African, Asian, Hispanic, Jewish, and Native Americans.

280. Contemporary Issues in Japan — See listing under May, June and Summer Study Abroad Programs, page 334.

295. Special Topics — Study of an area of interdisciplinary studies not covered in the regular course listings. Offered as student and teacher interest requires and scheduling permits. *Two to Four Credits Staff*

INTERNSHIP PROGRAMS

In addition to the programs listed below, Hope College, in cooperation with other groups, offers many other internship and off-campus study opportunities. See “Off-Campus Study Opportunities,” page 326; “Domestic Study Opportunities,” page 335; and “Internships,” page 340.

THE PHILADELPHIA CENTER

The Philadelphia Center is managed by Hope College and is recognized by the Great Lakes Colleges Association, Inc. The Philadelphia Center provides opportunities for professional and graduate school exploration, intellectual development, and personal growth in the heart of America’s fifth largest city. This accredited program features field placements, seminars, and independent living.

Each fall and spring semester, 75-100 liberal arts students from across the country participate in the program. The Philadelphia Center also offers Summer in the City, a nine-week program designed to accommodate students who are unable to attend The Center for a full semester. Students select an internship from more than 800 placement opportunities, and they design a Learning Plan that provides the structure for integrating work experience with educational, social, and professional development objectives. Students create a portfolio which includes evidence of their learning.

Students earn 16 semester hours of credit — eight for their internship, four for City Seminar, and four for Elective Seminar, in the fall and spring semester. Students earn 9 semester hours of credit — six for their internship and three for City Seminar, in the summer.

For more information and for a listing of current class offerings and sample placements, visit the Web site at www.philactr.edu. Or, look at the Resource Book and Placement Notebook, located in the offices of our program representatives: James Herrick, Department of Communication; Patricia Roehling, Department of Psychology; Tom Smith, Department of Economics, Management and Accounting; Jon Huisken, Registrar. Copies are also available in the Career Center and International House.

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THE CHICAGO SEMESTER PROGRAM

The Chicago Semester program offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program.

Students spend four days a week in an internship related to their academic major and career interest; they also participate in seminars one day per week at the Chicago Semester's Loop Center.

Sixteen credits can be earned through the Chicago Semester program. To achieve this number of credits, students must take the internship course plus two of the seminars offered.

Over 350 different internships are available to students who participate in the Chicago Semester program. Students with almost any major interest can find work placements suitable to their vocational plans. The range of possibilities includes art centers, banks, churches, drama groups, ecology labs, accounting firms, hospitals, libraries, museums, zoos, financial institutions, futures markets, recreational facilities, and health clubs, to name a few. Work internships are supervised by management personnel at the job site and by Chicago Semester program staff.

Following is a description of the seminars offered at the Center:

I. Core Seminars

Arts in the City — The seminar investigates the urban cultural life as reflected in the arts of Chicago. Students gather data for exploration by attending plays, concerts, movies and art galleries. The primary information is processed through reading, lectures, in-class performances and creative exercises. Students attend one arts event per week over the course of the semester.

History of Religion and Society in Urban America — This course examines religious social engagement in urban America through the lenses of industrialism, immigration, race relations, gender roles, and the relationship of church and state. The course includes lectures, discussions, field trips, congregational visits, and reading and writing assignments.

Metropolitan Seminar, Section One: Planning and the Revitalization of the American City — This seminar is an exploration of the major issues in the life of the metropolitan community of Chicago as a microcosm of U.S./global society. Section One examines the history of planning in Chicago from the famous Burnham Plan of 1909 to the most current commercial plan for the city, the Metropolis 2020 Plan. It also examines grassroots efforts by faith-based community economic development organizations to promote healthy diversity and greater economic equality as a complement/corrective to the planning process.

Metropolitan Seminar, Section Two: Health and Social Policy — This seminar is an exploration of the major issues in the life of the metropolitan community of Chicago as a microcosm of U.S./global society. What makes for healthy individuals and healthy communities? Is it just about making the right choices? This seminar will examine the relationship between personal health, the common good, and public policy. The course will identify components necessary for a healthy metropolis, and explore how different political and moral frameworks determine public policy and how the health of our citizens along with a community's health is then sustained or threatened. The course will include lectures, site visits, and reading and writing assignments.

Values and Vocation: Conversations on American Work and You — This seminar welcomes students and instructor into a semester-long conversation about modern work and American culture. We will explore different forces shaping our working lives, including gender roles, class, the grip of corporations, and our own peculiar pasts. Students will have the opportunity to identify, explore and examine

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their values and will explore how to integrate those values into their thinking about work, career goals and vocational leanings.

II. Professional Seminars

Professional Practice Seminar for Bachelor of Social Work (BSW) Students — This seminar provides students with the opportunity to apply classroom learning in actual social work practice situations. The seminar aims at promoting a “coming together” of theoretical perspectives and practicum supervision in a manner supportive to the efforts of beginning practitioners. (Required of all BSW students.)

Professional Practice Seminar for Student Teachers — This seminar explores effective strategies of student teaching in urban settings in a supportive environment. (Required of all student teachers.)

Professional Practice Seminar for Nursing Students and Health Care Professionals — This seminar explores issues of professional practice in the health care field, including effective intervention strategies and discussion of technical, legal and routine matters of health care delivery. (Required for student nurses and recommended for health care professionals.)

THE SENIOR SEMINARS

The Hope College catalog introduces the college as an institution where life is regarded as God’s trust to humankind. In this context students are helped to discover their individual abilities and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these aims the Senior Seminar’s general education requirement was developed.

Stressing personal assessment of one’s education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his or her philosophy for living in a coherent, disciplined, yet personal way, 3) understand secular contemporary values in Christian perspective.

Senior Seminars are four-credit courses. Students may elect from the following courses — several of which are offered each semester — to fulfill the requirement. (See also the Values and Vocations Seminar under the Chicago Semester Program above.) Courses should be taken no earlier than May, June or July Terms between the junior and senior year, unless by special permission from the Director of Interdisciplinary Studies.

401. Christianity and Contemporary Culture — An exploration of what it means to be a Christian in the modern world through reflection on the problem of Christ and culture in general and on such specific contemporary issues as Wealth and Poverty, Male and Female, War and Peace, Crime and Punishment. The goal is to connect biblical and theological thinking with the society in which we live and, conversely, to evaluate our culture from an authentically Christian perspective.

Four Credits Staff

402. Christianity and Literature — Through an examination of a variety of literary statements — in poems, plays, films, novels, etc. — this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: “The Human Image,” “Crises and Correlations,” “The Search for Meaning.”

Four Credits Staff

404. Faith Seeking Justice, An Encounter with the Power of the Poor in the Voices of Latinas — This course is an interdisciplinary exploration of the liberating character of Base Christian Communities in Mexico, especially as that liberating

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character is voiced by Latinas. The course meets on campus for one week and in Mexico for two weeks. *Four Credits Dickie May Term*

411. Autobiography — Students will write interpretive autobiographical accounts of their life and experiences with the help of some integrating principles or “controlling images” of their own personal choice. Reading and discussion will focus upon contemporary literary, psychological and theological sources as well as biblical materials. *Four Credits Staff*

413. Existence and the Christian Faith — An inquiry into the Christian interpretation of the human situation through the study of existentialists such as Sartre, Camus, and Heidegger, and such Christian thinkers as Kierkegaard, Niebuhr, and Tillich. *Four Credits Staff*

414. Ethics in Modern Society — A course in the practice of ethics. Each student explores a contemporary ethical question in light of the historic Christian faith. The subject areas are War and Peace, Justice, Sex and Love, Death and Life. *Four Credits Staff*

421. Science and Human Values — An exploration of the ramifications of human actions in the physical world, this course exists to heighten awareness of western humankind’s involvement in nature, detailing the role of science and technology in creating problems and attempting solutions. *Four Credits Barney, Cronkite, Williams*

431. Female, Male, Human — This course explores the ways in which gender, sexuality, race, and class shape our ideas about God and humankind, our faith, families, work, and lives. It also examines the ways in which assumptions about gender and sexuality are shaped by Christianity, culture, and the family environment. *Four Credits L. Japinga*

438. Models of Christian Spirituality — This course examines the way in which Christian views of life are formed in the context of lived human experience. Special attention will be given to the many different ways Christians can articulate their understanding of their experience. *Four Credits Powers*

442. Infinity and the Absolute — A study of the infinite and its place within the disciplines of mathematics, science, religion, and philosophy, beginning with its historical development within those disciplines as well as its connections with absolute truth. The course gazes both outward and inward — the former in considering cosmological questions; the latter in getting a new perspective on human self awareness and mortality. Finally, the course considers the existence of absolute moral truth. *Four Credits Pennings*

452. Education and Christian Ways of Living — An examination of how Christians think they ought to live, how and why they think they ought to live that way, and how Christian ways of living can and should affect teachers, teaching and learning. Special attention is given to the influence teachers have on the values of their students. *Three Credits Staff*

454. Medicine and Morals — The course poses questions raised by new advances in medical science and technology, examines some basic options for dealing with them, and helps students formulate an ethical perspective which is appropriate both to these new problems and to the Christian tradition. *Four Credits Hoogerwerf*

457. Christian Thought and the Spiritual Life — An exploration of the Christian spiritual traditions with an emphasis on the integration of prayer and the encounter with God into everyday life. Representative readings from Protestant, Catholic, and Orthodox sources will investigate characteristic Christian ways of

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becoming aware of God, of interpreting that awareness, and of shaping our lives in response to it.

Four Credits Perovich

458. Christian Values in Conflict: Northern Ireland — This course will examine the conflict in Northern Ireland between Catholic nationalists loyal to the cause of a united Ireland and Protestant unionists who wish to remain a part of the United Kingdom. The conflict has political, economic and social dimensions. But religious labels define the place of each in society and are potent symbols that rally the adversaries to their respective causes. A study of this conflict affords the opportunity to examine two communities who employ violence against each other in the service of conflicting ideals and ambitions. The course poses the question: Can values rooted in a Christian heritage shared by these communities be put to work on behalf of an enlightened resolution of the conflict? Along the way, this study ought to inform and clarify our own values respecting the use of violence as a means to an end.

Four Credits Curry

462. Christian Argument — This course traces major trends in efforts to attack and defend the Christian faith by means of public argument during the last three centuries. Authors considered include David Hume, Thomas Sherlock, Robert Ingersoll, Bertrand Russell, G.K. Chesterton, C.S. Lewis, and C. Stephen Evans.

Four Credits Herrick

465. Issues in Science and Religion — A course that considers from a brief historical perspective the issues between modern science and Christianity, particularly as they relate to the issue of origins. We will survey our current understanding of the origin of the universe, including our galaxy and solar system, by considering the most recent big bang theories and our knowledge of the evolution and formation of stars and the origin of life. On the other hand, we will develop an approach to the Scriptures and examine how they inform us on the creation of the cosmos.

Four Credits Gonthier

466. Religion and Politics in the United States — This seminar is designed to explore the fundamental questions involving the proper role of religion in American political life. The course is meant to provoke a careful examination of the relation between faith and politics in each participant's life and with regard to his or her choices and decisions. Participants will be expected to examine, reflect upon, analyze, and articulate their own political beliefs, behavior, and commitments in the context of the Christian faith, though faith commitment is neither required nor assumed of any particular student.

Four Credits Staff

467. God, Earth, Ethics — In this course we ask questions about God and God's relationship to the earth, about the earth and its well-being, and about our ethical responsibilities as humans to care for the earth. For example, are we in the midst of a growing ecological crisis? If so, why? If creation is groaning, what are the causes? Is religion, and especially the Bible and Christianity, the culprit, as some argue? Why should we care about marmots, sequoias, spotted owls, or old growth forests? And what can and should we do about acid rain, overflowing landfills, holes in the ozone layer, shrinking rain forests, smog?

Four Credits Bouma-Prediger

468. Change, Complexity and Christianity — This course explores the rapid changes occurring in our culture, the impact these changes have upon individuals and institutions, and the thinking required to handle these changes. The course emphasizes a wide variety of readings in several fields of study to give an overall awareness of the changes in each discipline. Reaction papers and a life-view paper are required.

Four Credits Portfleet

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470. Saints, Heroes and Ordinary People — This course will examine various questions related to how good one's life has to be in order to be worth living. Throughout history we have labeled certain individuals "heroes" and others "saints." We hold them as examples of lives well lived. Should we all, then, be saints or heroes? Would it be acceptable to be less than that, to be ordinary? In exploring these questions, we will look at examples from novels, short stories, and biographies.

Four Credits Simon

471. Dying, Healing and Thriving: Seeking the Good Life — How do we best deal with disappointment, setback, and suffering on the way to the "good life"? How do we lead robust lives in the shadow of death? Based on literature, film, and student contributions, this seminar explores how people of faith have understood and experienced dying, healing, and thriving.

Four Credits Tyler

472. Christianity and the Marketplace — It becomes clearer every day that the problems facing the American economy and American businesses have significant moral and ethical implications. This course will examine how the Christian religion can contribute to an understanding of these problems. Beginning by building a framework to examine the relation between the biblical message and economic activity, the course will then move to examining specific issues, including poverty, ethics in the workplace, the nature and meaning of labor, and the environment.

Four Credits Steen

473. Exploring Faith and Calling — This seminar will take an interdisciplinary approach to the related issues of Christian belief and calling - both in terms of faith and career. Readings and discussions are intended to give students the freedom to explore questions about belief and vocation as they see others sorting out belief and truth issues and juxtaposing these with vocation and calling.

Four Credits Baer

494/495. Unassigned Senior Seminar — Topics of varying content, considered from a Christian perspective, and requiring a capstone position paper. An approved Senior Seminar to which no other specific catalog listing has been assigned. Recent examples include Christianity and the Market Place, Faith Facing Pluralism, Ethical Issues in Sport.

Four Credits Staff

Readings and Research

490. Individual Study — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

Three to Four Credits Staff Both Semesters



The Composite Major in International Studies is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, Economics, Government, Law, History, Sociology, the Arts, and work with non-governmental organizations.

The International Studies major consists of 36 credit hours (20 of which must be in courses numbered 300 or higher). These include 20 credits of required courses, 16 additional hours in international or globally related courses selected in consultation with the director of the major, and a modern language successfully completed through the second year level (4th semester) or demonstrated equivalency.

Furthermore, it is required that students participate in a semester or year long international, off-campus program as approved by the director of the major. Credits earned in such programs for similar courses may be substituted for requirement or elective courses at the discretion of the major's director. Students contemplating the International Studies major should consult with the Director of International Education.

MAJOR CORE COURSES

Economics 211	Principles of Macroeconomics
History 355 or	History of U.S. Foreign Policy or
Political Science 378	American Foreign Policy
Political Science 251	International Relations
Sociology 151 or	Introduction to Cultural Anthropology or
Religion 280	Introduction to World Religions

One course from the following Africa, Asia and Latin America courses:

- History 260, 280, 310, 312, 370
- Political Science 201, 262, 295 (if offering a global perspective), 303

ELECTIVE COURSES: 16 hours of course work (12 of these credits should be in courses numbered 300 or higher) in international or globally related courses selected in consultation with the director of the major. These courses may be taken on or off campus and usually will be in the following disciplines: art history, economics, history, modern languages (culture and/or literature courses), philosophy, political science, religion, and sociology. It is strongly recommended that three of these courses be regionally specific to Africa, Asia, Europe, Latin America or the Middle East.

FOREIGN LANGUAGE REQUIREMENT: A modern language successfully completed through the second year level (4th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT: A year or semester overseas study-abroad program.



Faculty: Mr. Ray, Chairperson; Mr. Armstrong, Mr. Brumels, Mr. Cole, Ms. Dunn, Ms. Folkert, Ms. Frens, Mr. Fritz, Ms. Gruppen, Ms. Kamstra, Mr. Kreps, Mr. Northuis, Mr. Patnott, Ms. Schmidt, Ms. Sears, Mr. Ray Smith, Mr. Steve Smith*, Mr. Van Wieren, Ms. Wolters. **Assisting Faculty:** Mr. Capestany, Ms. DeBruyn, Dr. Hulst, Ms. Karafa, Ms. Kuipers, Mr. Neil, Ms. Page, Mr. Ricketts.

The curriculum of the Department of Kinesiology is designed to provide the undergraduate student a strong liberal arts background in addition to a major in physical education, exercise science, or athletic training. Minors in kinesiology, physical education, and exercise science are also offered.

Students currently majoring in the Department of Kinesiology also participate in the following activities:

- assisting in directing the intramural program at Hope College
- assisting coaches in collegiate sports
- assisting as instructors in Health Dynamics classes
- working as assistants to physical therapists in local schools, hospitals, and private practices
- serving as camp counselors in scout camps, camps for the handicapped, and church camps
- providing meaningful experiences for children in elementary physical education
- serving as athletic training students in colleges, high schools, clinics, and physician offices
- coaching or serving as assistant coaches in area junior and senior high schools
- working in corporate wellness programs
- teaching aerobics in private health clubs and school settings

Graduates of the Department of Kinesiology are leading satisfying careers as:

- certified athletic trainers in colleges, high schools, sports medicine clinics, professional athletics, hospitals, and industry
- exercise physiologists
- teachers and coaches in colleges and universities
- professors at major universities
- physical therapists
- teachers and coaches in elementary and secondary schools
- directors of hospital wellness programs
- program directors in health facilities
- athletic directors

PROFESSIONAL OPPORTUNITIES: Many students will find courses in the Department of Kinesiology helpful in preparation for their future professional vocation. The department offers majors in athletic training, physical education, and exercise science. See chairperson for particulars. With a major in this department students have the opportunity to become elementary or secondary teachers, college professors after graduate work, coaches, certified athletic trainers, nutrition advisors, athletic directors, sport announcers, sport journalists, managers of sports facilities, administrators with professional sports teams, physical therapists, occupational therapists, physical education directors, cardiac rehabilitation directors, or exercise physiologists.

WORK/INTERNSHIP PROGRAM: Opportunities to apply theories and principles developed in the classroom are available for all students planning to major or minor in each of the department's programs. Consult the staff for a copy of the program for your particular area of interest.

*Sabbatical Leave, Spring Semester 2006

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REQUIRED KINESIOLOGY: To be liberally educated, students must be knowledgeable about their bodies, proper nutrition, and the benefits of lifelong exercise. Additionally, it is essential for each undergraduate to develop skill in carry-over activities. All students are required to take Health Dynamics, KIN 140, during one of the first two semesters on campus. This is a two-credit course and fulfills the college general education requirement in kinesiology. Students are encouraged to take four additional 100 level activity courses in their remaining years at Hope.

APPLICATION PROCEDURES: Major programs of study are available in three areas: physical education, exercise science, and athletic training. Each major has prerequisite requirements. Consult the department chairperson as soon as possible in your college career. See the department Web site at www.hope.edu/academics/kinesiology.

PHYSICAL EDUCATION MAJORS: The major in kinesiology for physical education consists of a minimum of 40 credits. Candidates for certification in physical education at the secondary level must pass the Michigan Test for Teacher Certification (MTTC - test #644) in physical education. Once a student has declared this as a major field of study and has been accepted into the department, he/she will be given a course/objective matrix prepared by both the Departments of Kinesiology and Education so the student may be intentional about constructing his/her own knowledge base in kinesiology and physical education. Required courses in addition to Department of Education requirements are: Biology 221 (prerequisite); Kinesiology 201, 205, 222, 223, 301, 330, 344, 345 (for secondary PE majors with K-12 endorsement), 346, 350, and 221 or 383. Four activity classes are required as assigned in KIN 201 lab. Students may not take courses for this major on a pass/fail basis.

EXERCISE SCIENCE MAJORS must take a minimum of 35 credits within the department. Required courses are Biology 221; Chemistry 103; Math 210 or other statistics course; Psychology 200; Kinesiology 200, 205, 221, 222, 223, 307, 322, 323, 324, 383, 499 or 299, and one elective from the following list of courses: Kinesiology 301, 308, 325, or 326.

ATHLETIC TRAINING MAJORS: The athletic training program is accredited by the Commission on Accreditation of Allied Health Education Programs. Athletic training majors must take 42 credits within the department plus 18 credits from the Departments of Biology, Psychology, and Mathematics. Required courses are Biology 195 and 221; Kinesiology 198, 200, 203, 205, 221, 222, 223, 298, 307, 340, 385, 386, 398, 401, 402, 404, 405, and 498; Psychology 100 and 420; and Math 210. Entrance into the athletic training major is competitive. Not all qualified applicants may be admitted. Interested students must complete an application form, obtain letters of reference, be interviewed, and meet the technical standards for admission. Admitted students must have a current physical examination and current immunization status (including TB). Application materials are available from the program director and from www.hope.edu/academic/kinesiology/athtrain.

THREE KINESIOLOGY MINORS are available. Students desiring a general minor in kinesiology must take at least 20 credits of kinesiology courses at the 200 level or above. Students desiring a general minor in kinesiology are encouraged to consult with the department chairperson to develop a course plan designed to meet their academic and career needs. Teaching/coaching minors in physical education are

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also available. A minimum of 25 credits is required. Courses that must be taken for the teaching/coaching minor include Kinesiology 201, 222, 223, 301, 344, and 345 or 346; and one of the following classes: Kinesiology 221 or 383. Four activity classes are required as assigned in KIN 201 lab. Consult the kinesiology Web site, <http://www.hope.edu/academic/kinesiology>, for specific details. Students cannot take courses for these minors on a pass/fail basis. Exercise science minors are available. Students desiring an exercise science minor must take a minimum of 23 credits to include 19 credits of exercise science courses in the kinesiology department and four credits from Biology 221. Required courses include Biology 221, Kinesiology 222, 223, 221, and 307. Nine additional credits are required from the exercise science courses listed below, of which no more than three credits may be from KIN 299 or 499: Kinesiology 322, 323, 324, 383, 308, 325, 326, 299, and 499.

Kinesiology Courses 101-199. Physical Education Activities — It is recommended that each student continue to carry out the principles set forth in KIN 140 and attempt to meet the guidelines established in this course. Beginning level (101-139) and intermediate level (150-199) are offered. Examples of activities offered include fencing, aerobic fitness, conditioning and weight training, racquetball, tennis, swimming, jogging, dance for sport, volleyball, basketball, yoga, baseball, softball, bowling, lifeguard training, WSI, and a number of intermediate level activities.

140. Health Dynamics — Course for all first year students. This course will establish the knowledge of diet, stress management, and exercise as it relates to fitness and health and will provide an opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to the student's needs and interests. *Two Credits Staff Both Semesters*

198. Athletic Training Practicum I — This course provides students with the opportunity to develop competence in a variety of introductory athletic training skills. Specific skills to be developed include, but are not limited to, athletic training room procedures, cryotherapy application, first aid procedures, therapeutic modality operation and application, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college's sports medicine facilities and will be accompanied by a one-hour seminar each week. Prerequisite: admittance into the athletic training major. *One Credit Frens, Staff Both Semesters*

200. Human Anatomy — A course where the human body is studied from histological and gross anatomical perspectives. Laboratories require dissections, microscope work, and use of computer programs. Three lectures and one 3-hour laboratory period per week. *Four Credits Armstrong Spring Semester*

201. Introduction to Physical Education — Emphasis is placed on philosophy and history as it has influenced physical education. The student is also oriented to professional work in this field. A laboratory experience is required for all majors and minors. In the lab an assessment of each student's skills, fitness level, and motor performance will be determined and appropriate activity classes required in areas of deficiency. *Four Credits Wolters, Staff Fall Semester*

203. Health Education — This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction, morals, stimulants and depressants, communicable diseases, senses, and organic systems will be studied and discussed. *Three Credits R. Smith Spring Semester*

205. Safety, First Aid, and C.P.R. — This course provides the student with American Red Cross certification in First Aid: Responding to Emergencies and CPR

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for the Professional Rescuer. There is a heavy emphasis on “hands-on” laboratory skills. Prerequisite: Permission of instructor.

Two Credits Frens, Fritz, Sears Both Semesters

221. Anatomical Kinesiology — The musculoskeletal system and its action, with special reference to the fields of dance and kinesiology, are studied in detail. Same as Dance 221. Prerequisite: Permission of instructor.

Three Credits Armstrong Fall Semester

222. Exercise Physiology — Introduces the specialized knowledge associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Kinesiology majors and minors must also take KIN 223 concurrently. Prerequisite: BIOL 221.

Three Credits Patnott Both Semesters

223. Exercise Physiology Lab — Laboratory experience designed to demonstrate physiological principles learned in Exercise Physiology. Taken concurrently with KIN 222. Required for kinesiology majors and minors.

One Credit Dunn, Northuis Both Semesters

230. Water Safety Instruction (W.S.I.) — This course is an intensive theory and method course in swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management, and fifteen hours of observation and teaching of swimming.

Two Credits Bredeweg Spring Semester

298. Athletic Training Practicum II — This course provides students with the opportunity to develop competence in a variety of introductory and mid-level athletic training skills. Specific skills to be developed include, but are not limited to, use of various types of rehabilitation equipment, therapeutic modality application and operation, manual therapy, and upper and lower extremity taping, wrapping, and bracing. Clinical experiences are obtained in the college’s sports medicine facilities and will be accompanied by a one-hour seminar each week. Students are also assigned as athletic trainers to supervised experiences for an individual or team sport. Prerequisite: KIN 198.

One Credit Gruppen Both Semesters

299. Internships in Physical Education or Exercise Science — This program presents opportunities for students to pursue practical work experience in their chosen field of study as it relates to their professional plans. It is expected that the student intern will be a junior or senior with a major or minor in kinesiology. The department expects the student to have completed coursework necessary to carry out the objectives of the internship as well as possess the habits and motivation to be of benefit to the sponsoring agency. An application for the internship must be completed and approved the semester prior to the experience. Prerequisite: Written permission of academic advisor.

One to Three Credits Staff Both Semesters or Summer

301. Motor Development — The purpose of this course is to develop student awareness of how motor behavior is developed as a child grows. Special emphasis is given to the study of the acquisition of fundamental motor skills and physical growth and development across the lifespan.

Three Credits Staff Spring Semester

307. Introduction to Nutrition — The course is designed to develop student awareness of the nutritional implications of food choices. The basics of food nutrients will be studied as well as what nutrients do in and for the body.

Three Credits Sears Both Semesters

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308. Nutrition and Athletic Performance — A study of the relationship between nutrition and physical performance. Subjects to be covered include, but are not limited to, comparison of contemporary diets for athletes; and the function of carbohydrates, fat, protein, vitamins, and minerals in relation to physical performance. Additionally, various popular ergogenic aids will be discussed. It is recommended, but not required, that the student take KIN 222 and KIN 307 prior to taking this course.

Three Credits Patnott Spring Semester Odd Years

322. Regulation of Human Metabolism — This course focuses on the underlying metabolic events that occur in association with exercise. Skeletal muscle metabolism and substrate delivery are discussed with respect to the intracellular biochemical events involved in regulation of the energy provision pathways. Advanced level. Prerequisites: BIOL 221, CHEM 103, KIN 222, 223, PSY 200.

Four Credits Dunn Spring Semester

323. Exercise Science and Health — Designed to familiarize the student with specialized knowledge in exercise science with application to health and fitness, advanced level. Includes pathophysiology of various diseases and the effects of physical activity on each. Prerequisites: BIOL 221, KIN 222, 223 (Lab).

Three Credits Dunn Fall Semester

324. Fitness Assessment and Exercise Prescription — The purpose of this class is to provide a well-balanced, integrated approach to the assessment of physical fitness and the design of exercise programs. Prerequisites: BIOL 221, KIN 222, 223, 323.

Three Credits Northuis Fall Semester

325. Science and Development of Strength and Power — This class is designed to provide the student with specific knowledge of the changes which occur within the body during strenuous workouts, and how these changes relate to increased performance. Prerequisites: BIOL 221 and KIN 222.

Three Credits Patnott Spring Semester Even Years

326. Children, the Elderly, and Exercise: Fitness and Health — The purpose of this course is to familiarize the student with the specialized knowledge in exercise science with application to health and fitness benefits and potential risks in children and older adults. Three lectures per week. Prerequisites: BIOL 221 and KIN 222.

Three Credits Northuis Spring Semester Even Years

330. Principles and Practices of Coaching — The purpose of this course is to familiarize students who are preparing to become athletic coaches with the special knowledge needed to deal with people. One night class per week.

Three Credits Kreps Fall Semester

340. Prevention and Care of Athletic Injuries — This course provides the student with the knowledge and skills essential for the proper prevention and care of athletic injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science. Prerequisite: KIN 205.

Three Credits Frens Fall Semester

344. Basic Methods of Teaching Physical Education and Lab — This course emphasizes task analysis, lesson planning, unit planning, styles of teaching, curriculum models, and behavior management in the physical education setting. The format will be three days per week in lecture and one day per week in laboratory settings.

Four Credits S. Smith Fall Semester

345. Methods of Teaching Early Physical Education and Lab — This course is taken after KIN 344 and applies the principles learned and mastered in KIN 344 to

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the situations encountered in a local elementary school setting. Prerequisite: KIN 344.
Three Credits Fritz Fall Semester

346. Methods of Teaching Secondary Physical Education and Lab — This course is taken after KIN 344. Emphasis will be placed on development of sport specific unit planning for the secondary level. Application of material presented in KIN 344 will be required. Task analysis of a chosen curricular sport or activity will also be expected. Two days per week will be in classroom lecture/discussion and one day in a practical lab setting. Prerequisite: KIN 344.

Three Credits Staff Spring Semester

350. Adapted and Therapeutic Physical Education — A course designed to introduce students to methods of teaching children with disabilities. The laws and issues regarding individualizing the educational process in physical education are examined. Practical application is included by placement in an adapted physical education setting one hour each week.

Three Credits S. Smith Fall Semester

371. Sport Psychology — The purpose of this course is to gain an understanding of the relationship of human behavior to sport and how sport influences human behavior. Emphasis is given to the theory, research and application in the area of sport psychology. Prerequisite: PSY 100.

Three Credits Schmidt Spring Semester

383. Mechanical Analysis of Human Movement — Basic biomechanical principles as they underlie efficient movement are explored and applied to fundamental physical skills and sport. A knowledge of physics will make the course more meaningful, but it is not a prerequisite. The utilization of mathematical formula is limited. In most cases the stress is on the practical application of formula and not on computational procedures.

Three Credits Armstrong Fall Semester

385. Athletic Injury Assessment I — This course helps students understand the theory and application of various assessment methods used to evaluate athletic injuries of the upper extremity, trunk, and head. It is primarily intended for students in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students. Prerequisite: KIN 340.

Three Credits Ray Spring Semester Even Years

386. Athletic Injury Assessment II — This course helps students understand the theory and application of various assessment methods used to evaluate athletic injuries of the lower extremity and spine. It is primarily intended for students in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students. Prerequisite: KIN 340.

Three Credits Brumels Spring Semester Even Years

398. Athletic Training Practicum III — This course provides students with the opportunity to develop competence in a variety of mid-level and advanced athletic training skills. Specific skills to be developed include, but are not limited to, aquatic therapy, management of upper and lower extremity injuries, and management of lumbar, abdominal, and chest injuries. Students will also observe surgery. Students are assigned to supervised clinical experiences as athletic trainers for an individual or team sport. Students may be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I and II students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 298.

One Credit Gruppen Both Semesters

401. Therapeutic Modalities — This course helps students understand the theory and application of various physical medicine devices commonly used in athletic training and sports medicine clinical settings. It is primarily intended for students in

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the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students. Prerequisite: KIN 340.

Three Credits Frens Fall Semester Even Years

402. Therapeutic Exercise — This course helps students understand the theory and application of exercise methods and routines commonly used in athletic training and sports medicine clinical settings for the treatment of athletic injuries. It is primarily intended for students in the athletic training education curriculum, but may be of interest to pre-medical and pre-physical therapy students. Prerequisite: KIN 340.

Three Credits Ray Fall Semester Even Years

404. Seminar in Athletic Training Administration — This course helps students understand the theory and application of managerial skills commonly employed in sports medicine settings. A heavy emphasis on the case method of instruction will help students apply administrative concepts in situations similar to those they will face in professional practice. Prerequisite: KIN 340.

Two Credits Ray Fall Semester Odd Years

405. Medical Aspects of Sports — This course is designed to help students gain an understanding of the various non-orthopedic conditions seen in athletes and other physically active populations. Students will not only learn about common illnesses and their management, but they will also develop basic medical assessment and referral skills. Pharmacologic treatment is covered in this course. The course is primarily intended for students in the athletic training curriculum, but may be of interest to nursing, pre-medical, and pre-physical therapy students. Prerequisites: KIN 340 and 403.

Two Credits Ray Spring Semester Odd Years

490. Independent Study — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest. Prerequisite: Experience in a research methods course is strongly recommended. departmental approval required prior to registration for this course.

One, Two or Three Credits Staff Both Semesters

498. Athletic Training Practicum IV — This course provides students with the opportunity to develop competence in a variety of mid-level and advanced athletic training skills. Specific skills to be developed include, but are not limited to, management of upper extremity injuries, management of cervical, head and facial injuries, and management of dermatologic conditions and other illnesses. Students will prepare for the certification examination of the National Athletic Trainers Association Board of Certification by completing mock oral-practical examinations. Students may be assigned supervised clinical experiences as athletic trainers for an individual or team sport. Students will be assigned to one or more off-campus clinical affiliations. Students at this level will develop instructional skills by acting as peer-helpers for level I, II, and III students. Clinical experiences are accompanied by a one-hour seminar each week. Prerequisite: KIN 398.

One Credit Gruppen Both Semesters

499. Special Studies in Exercise Science — This class is designed to give the senior exercise science students an opportunity to pursue a topic of their choosing in a supervised setting. The project may take one of two forms: 1) laboratory research, or 2) a scholarly project using the library. In both cases a thorough literature review will be required. Prerequisite: permission of instructor.

Three Credits Dunn, Northuis, Patnott Both Semesters



Faculty: Mr. Stephenson, Chairperson; Ms. Andersen, Mr. Bekmetjev, Mr. Cinzori, Ms. DeYoung, Mr. Pearson, Mr. Pennings, Mr. Stoughton, Mr. Swanson, Mr. Tintle.

Mathematics is the study of patterns, both quantitative and spatial. As such, it is the key to understanding our natural and technical world. Through the study of mathematics, students develop skills at problem solving, critical thinking, and clear, concise writing. The Department of Mathematics offers courses which serve as a fundamental part of a liberal education and as a basis for work in other disciplines. In addition, the department offers a complete major program providing opportunities for a deeper study of mathematics. Mathematics majors pursue a wide range of career options, including work in teaching, business, industry and government service. Many mathematics majors choose to continue their studies with graduate work in mathematics, statistics, computer science or other fields which require significant mathematical background, such as economics or science.

The department also provides opportunities for independent study and research. Collaborative student/faculty research projects have been conducted in the areas of mathematical modeling, chaos theory, dynamical systems, statistics, real analysis, algebra, and bioinformatics. Study abroad opportunities are available in Budapest, Hungary and Aberdeen, Scotland. In addition, majors can study off-campus at a variety of domestic programs such as Oak Ridge National Laboratory.

The Department of Mathematics offers both a Bachelor of Science and a Bachelor of Arts in mathematics. Many of our majors are double majors or minors in areas such as chemistry, physics, computer science, and economics. We also have majors who have a second major or minor in areas such as music and English. About one-third of our majors become high school mathematics teachers. We offer a Mathematics Secondary Education Major and a Mathematics Secondary Education Minor for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Minor for students going into elementary teaching.

BACHELOR OF ARTS DEGREE: The requirement for a Bachelor of Arts degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 33 credits in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323.

See individual course descriptions for prerequisites.

BACHELOR OF SCIENCE DEGREE: The requirement for a Bachelor of Science degree in mathematics is a plan of study designed in consultation with a departmental advisor, and includes a total of 60 credits of courses from the natural science division, of which at least 39 credits must be in mathematics as follows:

- a) MA 280, 331 and 341 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323.

See individual course descriptions for prerequisites.

MATHEMATICS SECONDARY EDUCATION MAJOR: The requirement for a Bachelor of Arts degree in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 33 credits in mathematics as follows:

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- a) MA 280, 310, 321, 331, 341, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 except 323; MA 323 must also be taken (this counts as education credit, and does not count toward the 33 mathematics credits).

MATHEMATICS SECONDARY EDUCATION MINOR: The requirements for a minor in mathematics for those intending to become middle school or high school mathematics teachers is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 23 credits in mathematics as follows:

- a) MA 231, 280, 310, 321, and 351 must be included;
- b) additional credits chosen from the following courses: MA 126, 131, 132, 232, and all courses numbered above 300 except 323; MA 323 must also be taken (this counts as education credit, and does not count toward the 23 mathematics credits).

MATHEMATICS MINOR: A minor in mathematics consists of at least 19 credits from the following courses: MA 126, 131, 132, 231, 232, 280, and all courses numbered above 300 except 323.

MATHEMATICS ELEMENTARY EDUCATION MINOR: A student wanting to minor in mathematics with elementary teaching emphasis must complete 22 credits in mathematics according to the following requirements:

- a) Complete at least two courses from MA 123, 125, 126, 131, 132 for a total of 8 credits.
- b) Complete both semesters of the elementary teachers sequence, MA 205 and MA 206, for a total of 6 credits.
- c) Complete MA 210
- d) Complete a minimum of 4 additional credits selected from other offerings in the Department of Mathematics or GEMS courses centered on mathematical topics (i.e., GEMS 100 to 150). Students should consult with an advisor in the Department of Mathematics to aid them in the planning of a program for a mathematics elementary education minor.

Note: a student cannot receive credit for both MA 123 and MA 125, and a student cannot receive credit for both MA 126 and MA 131.

Mathematics Courses

123. A Study of Functions — A study of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. These will be explored in their symbolic, numerical, and graphic representations, and connections between each of these representations will be made. A graphing calculator is required. A student cannot receive credit for both MA 123 and MA 125. *Four Credits Spring Semester*

125. Calculus with Review I — This course covers the material typically taught in the first half of a Calculus I course. The calculus material is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include function review, limits and continuity, the concept (and definition) of a derivative, and differentiation rules (product rule, quotient rule, chain rule are included). A student cannot receive credit for both MA 125 and MA 123. *Four Credits Fall Semester*

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126. Calculus with Review II — This course is a continuation of MA 125. The topics covered are the topics typically taught in the second half of a Calculus I course. The calculus material in the course is supplemented by reviewing topics of high school mathematics as needed. The calculus topics are also taught at a slower pace. Topics include implicit differentiation, applications of differentiation, L'Hospital's rule, Newton's method, the integral, and applications of integration. A student cannot receive credit for both MA 126 and MA 131. Prerequisite: completion of MA 125 with a grade of C- or better, or permission of instructor.

Four Credits Spring Semester

131. Calculus I — Topics include functions, limits, continuity, differentiation, integration, and applications of the derivative and integral. A student cannot receive credit for both MA 131 and MA 126.

Four Credits Both Semesters

132. Calculus II — Topics covered include techniques of integration, applications of the integration, sequences, infinite series, power series, introduction to differential equations, and polar coordinates. Prerequisite: completion of MA 126 or MA 131 with a grade of C- or better, or permission of instructor.

Four Credits Both Semesters

205. Mathematics for Elementary Teachers I — A course sequence in mathematics content designed to explore fundamental aspects of the mathematics encountered in grades K-8. First semester topics include patterns, problem solving, sets, geometry, operations with whole numbers, rational and real numbers. For prospective elementary teachers only.

Four Credits Fall Semester

206. Mathematics for Elementary Teachers II — A continuation of MA 205. Topics include measurement, probability, computation algorithms, matrices, finite graphs, and trees. For prospective elementary teachers only. Prerequisite: MA 205 or permission of the instructor.

Two Credits Spring Semester

207. K-8 Mathematics Software Applications — A course designed to deepen understanding of mathematical concepts by exploring several available software packages, including LOGO. For prospective elementary teachers only. Prerequisite: completion of MA 205 or permission of instructor.

Two Credits Spring Semester Odd Years

208. Problem Solving for Elementary Teachers — A course designed to integrate content areas of mathematics with the practice of problem solving. Emphasis will be given to group work, oral presentation and multiple solution methods. For prospective elementary teachers only. Prerequisite: MA 205 or permission of the instructor.

Two Credits Spring Semester Even Years

210. Introductory Statistics — Activities and projects are used to motivate and illustrate statistical concepts. Data collected by students are integrated into this course. Data are examined visually and numerically. Correlation and regression are used to determine relationships in paired data. The binomial and normal distributions are included. Estimation, confidence intervals, and tests of hypotheses are studied. A statistical software package and a statistical calculator are used. This is a general introduction to descriptive and inferential statistics.

Four Credits Both Semesters

231. Multivariable Mathematics I — The study of linear algebra and ordinary differential equations. Prerequisite: completion of MA 132 with a grade of C- or better, or permission of instructor

Four Credits Both Semesters

232. Multivariable Mathematics II — The study of systems of differential equations and multivariable calculus including differentiation, multiple integration, and calculus on vector fields. Prerequisite: completion of MA 231 with a grade of C- or better, or permission of instructor.

Four Credits Both Semesters

MATHEMATICS

280. Bridge to Higher Mathematics: An Introduction to Mathematical Proof

— An introduction to the understanding and creation of rigorous mathematical argument and proof. Topics include properties of the integers, real numbers, and integers modulo n . Additional topics may include mathematical induction, elementary set theory, elementary number theory, recursion formulas, counting techniques, equivalence relations, partitions and cardinality of sets. There will be a heavy emphasis on writing, in particular the writing of mathematical arguments and proofs. Prerequisite: MA 132.

Two Credits Spring Semester

295. Studies in Mathematics — A course offered in response to student interest and need. Covers mathematical topics not included in regular courses. Prerequisite: permission of instructor or department chairperson.

One, Two or Three Credits Both Semesters

310. Statistics for Scientists — An introduction to the area of statistics for students majoring in natural or social sciences. The probability distributions studied include the normal (Gaussian), binomial, Poisson, Student's T, chi-square and F. Statistical topics include estimation, tests of statistical hypotheses, non-parametric methods, regression and correlation, analysis of variance. Data collected by students and/or professors in the sciences form an integral part of this course. Prerequisite: MA 132.

Four Credits Spring Semester

321. History of Mathematics — This course is designed to give mathematics students an opportunity to study the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time.

Two Credits Fall Semester Odd Years

323. Teaching of Mathematics in the High School — Methods of teaching mathematics with emphasis on varied approaches, classroom materials, curriculum changes, and trends in mathematics education. Same as Educ. 323. Prerequisite: admission to the Teacher Education program. Offered alternate years.

Two Credits Fall Semester Odd Years

331. Real Analysis I — Study of the real number system, sequences, functions, continuity, uniform continuity, differentiation, and theory of integration. Prerequisite: MA 232 and 280, or permission of instructor.

Three Credits Fall Semester

332. Real Analysis II — A continuation of MA 331 including functions of several variables, series, uniform convergence, Fourier Series. Prerequisite: MA 331.

Three Credits Spring Semester When Offered

334. Complex Analysis — The study of the algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: MA 232, or permission of instructor. Alternate years.

Three Credits Fall Semester

341. Algebraic Structures I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: MA 232 and 280, or permission of instructor.

Three Credits Fall Semester

342. Algebraic Structures II — A continuation of MA 341 including a study of topics in fields, Galois theory, advanced linear algebra. Prerequisite: MA 341.

Three Credits Spring Semester When Offered

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345. Linear Algebra — The study of abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces. Prerequisite: MA 232. *Three Credits*

351. College Geometry — A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisites: MA 231 or permission of instructor. Alternate years. *Three Credits Fall Semester Even Years*

361. Mathematical Probability and Statistics I — Descriptive statistics, exploratory data analysis, concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance. The probability distributions studied include binomial, geometric, Poisson, exponential, normal, and chi-square. Prerequisite: MA 231. *Three Credits Not Offered 2005-06*

362. Mathematical Statistics — Emphasis on inferential statistics. Estimation, confidence intervals, testing of statistical hypotheses, regression and correlation, analysis of variance, control charts, non-parametric methods. Prerequisite: completion of MA 361. *Three Credits Not Offered 2005-06*

363. Laboratory for Mathematical Probability and Statistics I — This computer-based laboratory uses Maple to aid in the learning and understanding of probability. Corequisite: MA 361. *One Credit Not Offered 2005-06*

364. Laboratory for Mathematical Statistics — This computer-based laboratory uses Maple to aid in the learning and understanding of statistical concepts. Corequisite: MA 362. *One Credit Not Offered 2005-06*

370. Advanced Differential Equations — Advanced topics in ordinary differential equations including series solutions and orthonormal sets of solutions. Introduction to partial differential equations including the heat equation, the wave equation and the potential equation. Boundary value problems and Fourier Series will also be covered. *Three Credits*

372. Numerical Analysis — The study of the source and analysis of computational error, finding the solution of an equation, systems of linear equations, interpolation and approximation, and numerical integration. Prerequisites: Computer Science 120, and MA 232. Alternate years. *Three Credits*

375. Operations Research — Decision making using mathematical modeling and optimization. Linear programming. Network analysis. Dynamic programming. Game theory. Queuing theory. Computer programs may be written to implement these techniques. Prerequisite: MA 232. *Three Credits*

399. Mathematics Seminar — A course for senior mathematics majors which includes problem solving, student presentations on mathematical topics, mathematical modelling, and discussions on the history and philosophy of mathematics. Attendance at department colloquia also required. *Two Credits*

434. Elementary Topology — A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or corequisite: MA 331. *Three Credits*

490. Independent Study and Research — Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest.

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Prerequisite: permission of the chairperson of the department.

One, Two or Three Credits Both Semesters

495. Advanced Studies in Mathematics — Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: permission of the chairperson of the department.

One, Two or Three Credits Both Semesters

MODERN AND CLASSICAL LANGUAGES



Faculty: Mr. de Haan, Chairperson; Mr. Agheana, Ms. André, Ms. Castillo, Ms. Chapuis-Alvarez, Ms. Dorado, Mr. Forester*, Ms. Hamon-Porter, Ms. Hylenski, Ms. Larsen**, Ms. Mulder, Mr. Nakajima, Mr. Osborne, Mr. Quinn, Ms. Reynolds, Mr. Woolsey. **Assisting Faculty:** Ms. Chamness, Ms. Kallemeyn, Ms. Lúcar-Ellens, Ms. Strand.

The Department of Modern and Classical Languages seeks to provide undergraduate students communicative competence in a second language, greater understanding of and appreciation for other cultures, insight into the human experience of other peoples, intellectual development through enhanced cognitive and analytical skills, and the integration of these experiences with liberal arts into a world view which encompasses the historic Christian faith. Instruction is offered in Dutch, French, German, Greek, Japanese, Latin, Russian and Spanish. Some courses are designed primarily to increase fluency in speaking, reading and writing, and understanding speakers of the second language. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department offers many opportunities in which language students may participate:

- apprentice teachers in beginning language program
- language clubs
- special language tables in the dining halls
- the presence of native speaking assistants in French, German, Japanese, and Spanish
- French, German, and Spanish language houses in which native speaking students provide conversational leadership and tutoring
- foreign films
- semester or year abroad or summer programs, such as
 - the French semester or year program in Dijon, Paris, or Nantes
 - the German semester or year program in Vienna, Freiburg, Berlin, or Munich
 - the Spanish semester or year program in Madrid or Salamanca
 - the Spanish semester or year program in Costa Rica or Mexico (fall semester program in Querétaro)
 - the GLCA semester or academic year Spanish/Social Studies program in the Dominican Republic
 - the Hope Vienna summer program
- tutoring opportunities in the college and the community of Holland
- practical experience through internships here or abroad

All departmental faculty have traveled and studied abroad. Ten are natives of countries other than the United States.

Alumni of Hope have integrated their foreign language major or minor into a great variety of careers:

- high school and college teachers of foreign languages and literatures
- teachers of English in countries with the language of their major
- librarians
- classical archaeologists
- translators
- agents for import-export firms
- foreign missionaries

*Sabbatical Leave, Academic Year 2005-06

**Leave of Absence, Fall 2005

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- state level export development officers receptionists for foreign consulates
- foreign service officers — U.S. cultural officers
- editorial assistants for a news magazine
- newspaper reporters
- market research analysts with multi-national corporations
- linguistic consultants
- immigration assistants
- lexicographer assistants
- computational linguists
- attorneys
- purchasing agents for Europe for international manufacturers

MAJOR AND MINOR PROGRAMS

The department offers major programs in Classics (Classical Studies, Greek and Latin), French, German, and Spanish; and academic minors in Classics (Classical Studies, Greek and Latin), French, German, Japanese, Russian, and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests. Specific requirements for each major and academic minor will be found preceding the listing of the course offerings for each language.

GENERAL EDUCATION

All French, German and Spanish courses fulfilling the language component of the Cultural History and Language Requirement are based upon an oral proficiency approach which combines classes taught by the faculty with review and reinforcement sessions conducted by undergraduate apprentice teachers.

The course offerings and the descriptions of major and academic minor programs follow under these headings:

Classics (Classical Studies, Greek and Latin), page 238

Dutch, page 242

Education, page 164

English As a Foreign Language, page 172

French, page 243

German, page 247

Japanese, page 250

Linguistics, page 252

Russian, page 253

Spanish, page 254

CLASSICS: Classical Studies and Classical Languages

Mr. Osborne, Mr. Quinn, Ms. Reynolds.

MAJOR IN CLASSICAL LANGUAGES: This is a major for students who want to read the fundamental texts of Greek and Roman antiquity in the original languages. Majors will learn the skills necessary for understanding the actual words of the epics of Homer, Plato's philosophical dialogues, Vergil's Aeneid, and the New Testament. In order to fulfill the requirements for a major in Classical Languages, a student will complete forty (40) credits of course work in Classics. These forty credits must include: twenty-two (22) credits of Latin or Greek, fourteen (14) of the other language, and at least four (4) credits in Classical Studies (CLAS) courses. Study-abroad programs are available in Athens, Rome and elsewhere.

LATIN TEACHING MAJOR: The major is designed to lead students to linguistic competence and a well-rounded knowledge of Latin literature with emphasis upon the

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skills of language acquisition and knowledge of the culture in which the language evolved. This major is for those seeking employment in primary or secondary education. It also provides a stimulating course of study for those simply interested in the language and culture of ancient Rome.

The major consists of thirty (30) credits of Latin. In addition, the student must take eight (8) credits in Classical Studies courses, specifically CLAS 215 Roman World and CLAS 250 Classical Mythology, as mandated by the State of Michigan, in order to obtain certification.

Students preparing to teach at the secondary level are advised that state certification requires both Education 384 and a number of education courses, available only through the Department of Education. These students must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program, in addition to those of the language department.

CLASSICAL STUDIES MAJOR: A flexible major that provides a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty-two (32) credits must include twelve (12) credits in an ancient language and twenty (20) credits of courses focused on the ancient world, of which at least twelve (12) must be listed or cross-listed as Classical Studies (CLAS). (More work in the ancient language may be substituted for some of these CLAS courses.) The balance of credits may come from more CLAS courses or, in consultation with your Classics advisor, from courses focused on the ancient world, such as ART 109, IDS 171, and PHIL 230. It is possible to incorporate a Latin teaching minor within this major.

Study-abroad programs are available in Athens, Rome and elsewhere.

CLASSICAL LANGUAGES MINOR: A minor consists of twenty (20) credits, of which sixteen (16) must be in either Latin or Greek, and at least four (4) in Classical Studies courses (CLAS).

LATIN TEACHING MINOR: A minor consists of twenty-four (24) credits, of which twenty (20) must be in Latin, and four (4) in either CLAS 215 Roman World, or CLAS 250 Classical Mythology, although students are encouraged to take both since the State of Michigan requires teaching proficiency in both Roman culture and Roman mythology.

CLASSICAL STUDIES MINOR: A minor consists of twenty (20) credits, of which eight (8) must be in either Latin or Greek, and at least twelve (12) in Classical Studies courses, listed or cross-listed as CLAS.

CLASSICAL STUDIES

210. The Greek World — This course, which is cross-listed with History 210, surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Students who enroll for Classics 210 will write a paper on a literary topic; those who enroll for History 210 will write a paper on a historical topic. A knowledge of the Latin and Greek languages is not required. Open to all students.

Four Credits Bell Fall Semester Alternate Years

215. The Roman World — This course, which is cross-listed with History 215, surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire. Students who enroll for Classics 215 will write a paper on a literary topic; those who enroll for History 215 will write a paper on a historical topic. A knowledge of the Latin and Greek languages is not required. Open to all students.

Four Credits Bell Fall Semester Alternate Years

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250. Classical Mythology — This course introduces students to the sacred tales of the Greeks and Romans through ancient art and (in translation) literature. Much attention is also given to the afterlife of the myths in the postclassical world, from Renaissance painting to the cinema. A knowledge of the Latin and Greek languages is not required. Open to all students. *Four Credits Osborne, Quinn Spring Semester*

285. Women in Antiquity — This course surveys the status and accomplishments of women in the ancient Mediterranean world, from Egypt to the fall of the Roman Empire. It examines questions of matriarchy, marriage patterns, and attitudes toward women displayed in literature and art. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject. A knowledge of the Latin and Greek languages is not required. Open to all students.

Four Credits Bell Spring Semester Alternate Years

295. Studies in Classical Literatures and Cultures — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Quinn Both Semesters

495. Studies in Classical Literatures and Cultures — This course is designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Quinn Both Semesters

499. Internship in Classics — This course provides supervised practical experience in anthropology, archeology, paleography, numismatics and epigraphy. Normally junior status and the completion of at least a Classics minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. This course may be repeated for credit. Approval of the chairperson is required.

Both Semesters

CLASSICAL LANGUAGES

GREEK

171. Greek I — An introduction to the language spoken and written first in the ancient Greek world and later throughout the eastern Roman Empire. Students learn the elements of Greek grammar and vocabulary that are found in authors from Homer to the New Testament, with special emphasis on the latter. For students with no previous study of Greek.

Four Credits Osborne Fall Semester

172. Greek II — A continuation of Greek 171. Prerequisite: Greek 171.

Four Credits Osborne Spring Semester

271. Greek III — A continuation of Greek I and II, with reinforcement of grammar and vocabulary. Selected readings from the Gospels and a number of Classical authors. Prerequisite: Greek 172, or equivalent. *Four Credits Osborne Fall Semester*

280. Practicum in Greek — Practical experience in the language in various contexts such as teaching Greek at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course

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may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

371. Greek Prose — A course which focuses on reading and interpreting literary prose texts. Representative topics include Herodotus on the Persian Wars, some dramatic Athenian court cases, Thucydides' observations on the causes and course of the great war between Athens and Sparta, and Plato's perceptions on the life and teachings of Socrates. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

372. Greek Poetry — The great works of Greek verse are the subject of this course. Representative topics include the heroes, gods and goddesses of Homer's epics, the tragic dramas of Sophocles and Euripides, and the sometimes very personal musings of the Lyric poets. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

373. Koine Greek — A study of the Greek literature which flowers in the post-Classical era. Representative works include passages from the Septuagint, some apocryphal books, Josephus, writings of the Church Fathers, and especially the New Testament. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

490. Special Authors — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271, or permission of instructor.

Two or Four Credits Osborne Both Semesters

495. Studies in Greek Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of the instructor.

Two or Four Credits Osborne Both Semesters

LATIN

171. Latin I — An introduction to the language of the ancient Romans. After the fall of Rome, Latin remained the language of the liberal arts; until far into the modern era, the sounds of Latin were heard in every classroom, in every subject from biology to religion. This course places us in the shoes of centuries of college students, as the active use of Latin in the classroom helps us understand the ancient Roman world — as well as our own. *Four Credits Quinn, Reynolds Fall Semester*

172. Latin II — A continuation of Latin 171. Prerequisite: Latin 171.

Four Credits Quinn, Reynolds Spring Semester

271. Latin III — Basic Latin grammar and vocabulary are systematically reviewed as students are introduced to the writings of some selected authors, representing the range of literature composed in Latin from antiquity to the modern world. Prerequisite: Latin 172, or placement. *Four Credits Quinn Fall Semester*

280. Practicum in Latin — Practical experience in the language in various contexts such as teaching Latin at the elementary level. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

371. Latin Prose — A course which focuses on reading and interpreting literary prose texts. Representative topics include the speeches Cicero delivered against Catiline, Sallust's essays on the corruption of the Republic, and life in Nero's Rome,

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whether seen through the eyes of the historian Tacitus, or in the pages of Latin's oldest novel. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

372. Latin Poetry — Masterworks of Latin verse are the subject of this course. Representative topics include the comic plays of Plautus, Roman love poetry, Vergil's Aeneid (perhaps the most influential book, after the Bible, of Western civilization), and the tragedies of Seneca. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

373. Medieval and Neo-Latin — A look to the literature written in Latin since late antiquity. Representative topics include Jerome's translation of the Bible, tales from medieval Ireland, John Calvin's Institutio, African Voices (Latin poetry composed by ex-slaves), and contemporary Latin. Since the topic will vary each time the course is offered in a four-year period, this course may be repeated.

Two Credits Osborne, Quinn At Least Once a Year

490. Special Authors — Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 271, or permission of instructor.

Two or Four Credits Quinn Both Semesters

495. Studies in Latin Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits Quinn Both Semesters

DUTCH

Mr. de Haan.

101. Dutch I — A course for beginners in Dutch language study. The primary objective is to enable the student to acquire beginning communicative Dutch. An important secondary objective is to help the student develop significant insights into the culture of the Netherlands and other areas of the world where Dutch is spoken. All four language skills — listening, speaking, reading, and writing — are stressed. Conducted primarily in Dutch.

Four Credits de Haan TBA

102. Dutch II — Continuation of Dutch I, building upon the communication skills acquired there. The emphases upon learning to understand spoken Dutch and using it actively are continued, while reading and writing skills are stressed somewhat more than in the first semester. Prerequisite: Dutch I, equivalent, or placement.

Four Credits de Haan Spring Semester

280. Practicum in Dutch — Practical experience in Dutch language in various contexts such as teaching Dutch at the elementary level, translating, or using Dutch skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Dutch Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits de Haan Both Semesters

490. Special Problems in Dutch — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated once. Prerequisite: prior permission of instructor and department chairperson.

Two or Four Credits de Haan Both Semesters

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499. Internship in Dutch — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Dutch minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of the chairperson required.

Both Semesters

Educ. 384. Teaching Foreign Languages — Methods of teaching French, Spanish, German, and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages at the secondary level.

Four Credits Spring Semester

FRENCH

Ms. Chapuis-Alvarez, Ms. Hamon-Porter, Ms. Larsen.

MAJOR: A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French and Francophone cultures and literatures. Linguistic proficiency and cultural competency are essential to this program for they will prepare the student for advanced studies at the graduate level, for secondary level teaching, or for other forms of employment in which linguistic skills and cultural knowledge are useful.

The French Major consists of a minimum of 28 credits of courses numbered 280 or higher. The major must include a minimum of two 400-level courses. Students who study in France or in a Francophone country for one semester should plan on taking the 400-level courses upon their return. Students who study in France or in a Francophone country for two semesters may take only one 400-level course upon their return and be excused from the second 400-level course. A maximum of 16 credits in French from off-campus study may be applied toward the major.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 32 credits in French, or the equivalent thereof through CLEP, in order to obtain certification. Such students are required to include Linguistics 364. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Education, pages 164-166), in addition to those of the language department. In addition, they must spend at least one semester in a French-speaking country. Those wishing to pursue graduate level study in French literature are advised to take French 493, or English 480 (Introduction to Literary Theory), during their senior year.

MINOR: A French minor consists of a minimum of 24 credits, or a total of six courses of French, taken at the college level and approved by the chairperson. Of those credits, 8 must be at the 300 level or higher. The French Teaching Minor consists of a minimum of 24 credit hours of French, beginning with French III. French 202, 311, 341 and 342 are required. French 313, 344, or 346 are the electives. Descriptive Linguistics 364 is recommended. In addition the Teaching Minor must complete Education 384 (Teaching of Foreign Languages) to be certified at the

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secondary level. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (pages 164-166), in addition to those of the language department.

FRENCH/MANAGEMENT DOUBLE MAJOR: In addition to on-campus courses in French and Business/Economics, students interested in a double major in French/Management should consider a semester or full year in Dijon, the capital of French Burgundy. This program, administered by the Institute for the International Education of Students, offers the following special features:

- One-semester study of European business management practices and international economics, offered in cooperation with l'Ecole Supérieure de Commerce de Dijon, one of the leading business schools in France
- Full-year option available to students with advanced French language skills
- Courses available in both French and English
- Housing in French homes
- Field trips to companies and historic locations in Burgundy and other areas of Europe
- Selected internships available during the summer for students with advanced French language skills.

Majors and minors are strongly encouraged to complement their French major/minor with courses from other departments. Among recommended courses are: Art 361, 365, 369 and 374; History 242 and 248; Music 323; Philosophy 230 and 342; Political Science 263; Theatre 153, 302 and 303.

101. French I — An introductory course teaching beginning communicative skills and enabling the student to develop cultural insights into the French-speaking world. Emphasis is on class participation through authentic video and audio materials, short readings and compositions. Students meet four times per week with the instructor.

Four Credits Hamon-Porter, Staff Fall Semester

102. French II — Further development of basic communicative skills with added emphasis on conversational practice, short readings and compositions. Students meet three times per week with the instructor and once a week in Drill class. Conducted primarily in French. Prerequisite: French I, equivalent, or placement.

Four Credits Chapuis-Alvarez, Hamon-Porter, Staff Both Semesters

201. French III - French Language and Culture — Continuation of French II. This course uses video segments to develop listening, speaking, reading and writing skills, and to address contemporary cultural topics such as the family, French college students, employment, leisure activities, and the arts. Students meet three times per week with the instructor and once a week with the French native assistant. Conducted primarily in French. Prerequisite: French II, equivalent, or placement.

Four Credits Chapuis-Alvarez, Hamon-Porter, Larsen Both Semesters

For French 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. French IV - Advanced French Language and Culture — Through a grammar review, conversation once a week with the French native assistant, and the study of 19th and 20th century French and Francophone authors such as Rostand, Baudelaire and Gis le Pineau, students will gain increased communicative competency and knowledge of French culture. Students meet three times per week with the instructor and once a week with the native assistant. Conducted entirely in French.

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Prerequisites: French 201 with a grade of C+ or better, placement, or equivalent.

Four Credits Chapuis-Alvarez, Hamon-Porter, Larsen Both Semesters

280. Practicum in French — Practical experience in the French language in various contexts such as teaching French at the elementary level, translating, or using French skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit, but a maximum of two credits from French 280 may be counted as part of a French major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in French Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Four Credits Staff Both Semesters

311. French Grammar and Phonetics — Advanced written and oral drill in idiomatic French, combined with an intensive grammar and phonetics review for greater fluency of expression. Oral-aural work, class discussions, regular laboratory assignments. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent. *Four Credits Chapuis-Alvarez Fall Semester*

313. French Conversation — Through authentic videos and CDs, articles from French newspapers and magazines, poems, short stories, and French internet sites, students will increase their vocabulary, improve their communicative ability, and review grammar when needed. Topics will include daily life in France, current events, the media, the new technologies, and the environment. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent.

Four Credits Chapuis-Alvarez May Term

341. Introduction to French Culture and Society — Introduction to French culture and society from the Middle Ages to the present. Possible topics include the role and accomplishments of past and contemporary French women and the visual arts through the study of architecture and paintings from the era of the Cathedrals to abstract art. Materials are drawn from historical accounts, literary works, and artistic production of the different periods. Documentary videos and films are an integral component of this course. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent.

Four Credits Hamon-Porter Fall Semester

342. French Society from the Revolution to the 21st Century — A topics-oriented introduction to the intellectual, social, historical, and artistic developments in French society from the 18th to the 21st century. Topics for the course will include one of the following: Paris, Myth and Reality; French Novels and Films. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent. Alternate years 2005-06.

Four Credits Larsen Spring Semester

344. French and Francophone Cultures — A study of aspects of French and Francophone cultures. Topics include language and communication; marriage, the family, and gender roles; immigration and colonization; socio-political institutions; and the arts. Materials are drawn from novels, short stories, plays, newspapers, films, music, and video documentation. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent. Alternate years, 2006-07.

Four Credits Chapuis-Alvarez Spring Semester

346. French for the Professions — A study of the economic, political, and social life of the Francophone world. Students will gain insight into the French working environment and improve their understanding of commercial and every-day French

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through authentic materials such as newspapers, magazine articles, and videos. Conducted entirely in French. Prerequisite: French 202 with a grade of C+ or better, placement, or equivalent. Alternate years.

Four Credits Hamon-Porter Spring Semester

380. French House Practicum — A conversation practicum for students who are residing at the French House. Cultural and language-oriented activities will form part of the practicum, directed by the native assistant under an instructor's supervision. This course may be repeated for credit, but a maximum of one credit may be counted as part of a French major or minor. Prerequisite: French 102 or equivalent.

One-Half Credit Staff Both Semesters

441. Modern France in the Making — An analysis of the birth of modern France from the end of the nineteenth century to the 1960s through the interplay between literature, the visual arts, and the social and political institutions. Topics include the changes from naturalism to modernism; intellectuals and the Third Republic; consumption and popular culture; colonized and colonizer in the heyday of the French Empire. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2006-07.

Four Credits Hamon-Porter Fall Semester

442. Francophone Literature and Culture of Africa and the Americas — This course explores francophone literature and culture of French-speaking societies in Africa and the Americas. It focuses on issues such as decolonization, the search for cultural and linguistic identity, the clash of modern society with traditional values, and the situation of women. Readings will be selected from the works of Césaire, Fanon, Chamoiseau, Djébar, Condé, Schwartz-Bart, Hébert, Oyono, and Zobel. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2005-06.

Four Credits Larsen Spring Semester

444. Twentieth Century French Literature and Culture — This is a topics-oriented course that explores issues and texts central to twentieth century French culture and literature. Topics include one of the following: Women Writing in French; Modern French Autobiography; The Twentieth Century French Novel; France and the French: Issues of Identity. The course may be repeated for credit with a different topic. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2006-07.

Four Credits Chapuis-Alvarez Spring Semester

490. Special Problems in French — Individual study under the direction of an instructor in one of the following areas: literature, civilization, or language methodology. A maximum of four credits may be counted toward the major. Prerequisites: one 400-level French course with a grade of C+ or better and permission of department chairperson.

Two or Four Credits Staff Both Semesters

493. Senior Research Project — An independent study designed to help students develop advanced research skills and culminating in a thesis or equivalent project. Not limited to the senior level. Prerequisites: one 400-level French course with a grade of C+ or better and permission of department chairperson.

Three or Four Credits Staff Both Semesters

495. Studies in French Language and Literature — A course designed to allow a professor to teach in an area of special interest and expertise. Prerequisites: two 300-level courses in French with a grade of C+ or better, placement, or equivalent. Alternate years, 2005-06.

Four Credits Hamon-Porter Fall Semester

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499. Internship in French — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a French minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit, but a maximum of two credits of French 499 may be counted as part of a French major or minor. Approval of the chairperson is required. *Both Semesters*

GERMAN

Ms. Chamness, Mr. de Haan, Ms. Hylenski, Ms. Strand.

MAJORS: The German major is an integrated program of language, literature and culture courses leading to linguistic competence, a basic knowledge of German literature and a high level of cultural awareness. This major is for students considering careers in which German language proficiency and cultural awareness are desired, as well as those seeking employment in secondary education or preparing for advanced literary or linguistic studies at the graduate level. It also provides a stimulating program of study for those simply interested in German language and culture.

The major consists of 32 credits of German courses. These must include German 201 and 202 (or equivalent by examination or transfer), and 6 other courses numbered 280 or higher, including a minimum of two 400-level courses. Normally this would include the following: German 311, 375, 325 or 333, 313 or 355, and two of 452, 455, 464, 470 and 475.

Students preparing to teach at the secondary level need to also take Education 384 and must take German 464 as one of their 400-level courses. In addition, they must spend at least one semester in a German-speaking country. German 355 is strongly recommended because of its technology component.

Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Education, pages 164-166), in addition to those of the language department.

ACADEMIC MINOR IN GERMAN: A minor consists of a minimum of 28 credits, of which 12 must be numbered 280 or higher.

Majors and minors are strongly encouraged to complement their German major/minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

101. German I — Introduction to German. Students will achieve an elementary communicative competency in both spoken and written German. Oral work in class forms the cornerstone of learning, augmented by computer and written exercises to assist in learning vocabulary and essential grammatical structures.

Four Credits Fall Semester

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102. German II — Continuation of German I designed to further communicative development as well as cultural understanding and control of more sophisticated German language skills. Conducted primarily in German. Prerequisite: German I, equivalent or placement. *Four Credits Spring Semester*

201. German III — Continuation of German II with emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and one time with a native German assistant. Students will gain greater communicative skills as well as more in-depth cultural awareness. Conducted in German. Prerequisite: German II, equivalent, or placement. *Four Credits de Haan Fall Semester*

For German 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. German IV — Continuation of German III with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Students meet three times per week in a Master Class and one time with a native German assistant. Increased linguistic development and cultural awareness will prepare students for successful overseas study. Conducted in German. Prerequisites: German 201, placement, or equivalent, and a grade of C+ or better in German 201. *Four Credits de Haan Spring Semester*

280. Practicum in German — Practical experience in the German language in various contexts such as teaching German at the elementary level, translating, or using German skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit but a maximum of two credits from German 280 may be counted as part of a German major or minor. Prior permission of instructor and chairperson required. *Credits to be Arranged Both Semesters*

295. Studies in Germanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor. *Two or Four Credits de Haan Both Semesters*

311. Writing: Self and Society — An intensive study of biographical/autobiographical writing in German, through the careful reading and analysis of texts, which serve as models of style and organization for the students' own writing. Representative texts are chosen from authors such as Goethe, Nietzsche, Freud, Mann, Boll, and Grass. Pedagogical emphasis is on the improvement of writing skills and a review of advanced principles of German grammar. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent. *Four Credits de Haan Fall Semester*

313. German for Business — Introduction to the essential vocabulary and style specific to German commercial transactions, as well as to the basic workings of the German economy. Students familiarize themselves with the German used in commerce and economics, industry and labor, import and export, transportation systems, communication, banking, marketing, management-labor relations, and Germany's role in the European Union. Students develop reading, listening, speaking and writing skills using contemporary economics and business texts and conventions. Conducted in German. Prerequisite: German 202, placement, or equivalent. *Four Credits*

325. German Cinema — A study of German film from the 1920s to the current scene, discussing such film makers as Murnau, Papst, Lang, Fassbinder, Herzog and Wenders. The class examines the German concept of "Heimat" through the use of literary texts and film, contrasting home as a place of residence, a set of relationships,

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a “homeland” nation, and a region of birth. Films, readings, lectures and discussion in German. Prerequisite: German 202, placement, or equivalent. *Four Credits Staff*

333. German Theatre — Creation and production of a German play. Students write/edit and stage a play in German, developing proficiency in the language through readings by several authors, such as Friedrich Durrenmatt and Bertolt Brecht, including theoretical writings on the theater. This play will be performed publicly. Conducted in German. Prerequisite: German 202, placement, or equivalent.

Four Credits Chamness

355. Germany Live — Building on the current explosion in e-mail, the World Wide Web and cyberspace, this course will introduce students to Germany through these electronic media. Students will become familiar with many aspects of contemporary German life and culture, such as politics, music, current events, through text, audio, video and other media on-line through the Internet. The capstone of the course will be a group project in which students actually build a functioning German-language Web site focused on a particular aspect of German culture and life. Conducted in German. Prerequisite: German 202, placement or equivalent. *Four Credits Forester*

375. Introduction to German Meisterwerke — This survey of the most significant works of German Literature serves as an introduction to the study of literature in the German language. We will examine and analyze poetry, drama, and Novellen by a variety of authors and learn approaches to secondary literature. Conducted entirely in German. Prerequisite: German 202, placement, or equivalent.

Four Credits Staff Spring Semester

380. German House Practicum — A conversation practicum for students who are residing in the German House. Cultural and language-oriented activities form part of the practicum, directed by the native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of German 380 may be counted as part of a German major or minor. Prerequisite: German 102, placement, or equivalent.

One-Half Credit de Haan Both Semesters

452. The Germanic World Today: From Weimar to Wiedervereinigung — A study of 20th century German culture, including economic, political, sociological, and creative forces and their influence on the German speaking world. Conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent.

Four Credits Chamness

455. Germanic Civilization: Myth and Mythology — A study of origins, development, and significance of Germanic civilization, exploring creation and doomsday mythology, tribal life, courtly society, Minnesang, Hildegard von Bingen, Barbarossa, Luther, Faust, Zarathustra, Grimm Brothers, Marx, Spengler, Wagner, and Nazi mythology. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent.

Four Credits Chamness

464. The German Language Yesterday and Today — An introduction to the history and development of the German language from runes (tribal times) to the present. Topics covered include the relationship of German to English and other European languages, changes in the German language, German dialects and a contrastive analysis of German and English geared to future language teachers. Course conducted in German. Prerequisite: at least 2 courses at the 300 level, placement, or equivalent.

Four Credits Forester

470. Individual and Society in the German Novelle — A study of major authors of the 19th Century (Droste-Huelshoff, Moerike, Stifter, Storm, Keller, Meyer, Fontane), who developed the Novelle, a uniquely German narrative, used extensively to

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present significant social changes. Conducted entirely in German. Prerequisite: German 375, placement, or equivalent. *Four Credits de Haan*

475. German Literature From the Weimar Republic to the Present — A study of representative works by major modern German authors (Brecht, Boell, Grass, Frisch, Duerrenmatt, Handke, and writers from the former East Germany). Prerequisite: German 375, or permission of instructor. *Four Credits Chamness*

490. Special Problems in German — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisites: one 400-level course in German and prior permission of instructor and department chairperson.

Two or Four Credits de Haan Both Semesters

493. Special German Studies — Preparation for a comprehensive examination in the major area of interest. Prerequisite: Permission of department chairperson.

Two or Four Credits de Haan Both Semesters

495. Studies in German Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two or Four Credits de Haan Both Semesters

499. Internship in German — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a German minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. May be repeated for credit but a maximum of two credits from German 499 may be counted as part of a German major or minor. Approval of the chairperson is required. *Both Semesters*

JAPANESE

Mr. Nakajima

JAPANESE STUDIES COMPOSITE MAJOR: Students may also pursue a Japanese Studies Composite Major by combining courses taken at Hope with a variety of off-campus study opportunities. Such a major would be an integrated program of language and culture leading to fluency in the language, a high level of understanding of and experience in Japanese culture, as well as a specialized field of study of the student's own choosing. This major will permit the student to prepare for other forms of employment in which a knowledge of Japanese and familiarity with Asian culture may be required. The Japanese Composite Major consists of a minimum of 36 credits of work divided between Japanese language study (a minimum of 28 credits) and courses from the Departments of History, Philosophy, Political Science, Economics, Art, Music, Religion (a minimum of 8 credits), and May Term in Japan program which are currently taught on a regular basis or are scheduled to be taught regularly in the immediate future.

MODERN AND CLASSICAL LANGUAGES

ACADEMIC MINOR IN JAPANESE: A Japanese minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of these, 8 must be in courses numbered 295 or higher and up to 4 may be taken in a department other than Modern and Classical Languages, e.g., History, Philosophy, Political Science, Economics, Religion, Art, Music or other disciplines. A typical pattern of courses might be: Japanese 101, 102, 201, 202, 301; IDS 295 (May Term in Japan program). Majors and minors are strongly encouraged to complement their Japanese major/minor with courses from other departments. Among recommended courses are ART 391, POL 303, REL 280, HIST 295, ECON 318, and special courses taught by the Meiji Gakuin exchange professor.

101. Japanese I — A course for beginners of Japanese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Japanese. The secondary goal of gaining insight into the Japanese language world comes by means of performing the language with an understanding of cultural and contextual appropriateness. Emphasis is placed on four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Class meets four days per week. Laboratory work is also required. Conducted both in Japanese and English.

Four Credits Nakajima Fall Semester

102. Japanese II — A continuation of Japanese I. This course is designed to continue to develop appropriate communicative skills in the Japanese language world. Class meets four days per week. Laboratory work is also required. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. Conducted primarily in Japanese. Prerequisite: Japanese I, placement or equivalent.

Four Credits Nakajima Spring Semester

201. Japanese III — A continuation of Japanese II. The objective of this course is to further expand communicative skills in Japanese with cultural and contextual appropriateness. Class meets four days per week. Laboratory work is also required. Prerequisite: Japanese II, placement or equivalent.

Four Credits Nakajima Fall Semester

For Japanese 201 and every course higher, a grade of C or better is required in order to proceed to the next course in the sequence.

202. Japanese IV — A continuation of Japanese III with added emphasis on reading and writing skills. Class meets four days per week. Laboratory work is also required. Prerequisites: Japanese III, placement, or equivalent, and a grade of C or better in Japanese 201. Conducted primarily in Japanese.

Four Credits Nakajima Spring Semester

280. Japanese - Practicum in Japanese — Practical experience in the Japanese language in various contexts such as teaching Japanese culture at the elementary level or using Japanese skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Intro to Japanese Culture and History — An overview of Japanese culture and history from ancient to modern times. This course takes an in-depth look at the modern Japanese scene first, including business, society, education, politics, and religion; and, secondly, moves into historical Japan. The course consists of lectures, presentations, multi-media and some practical Japanese lessons. No prerequisites. Conducted in English. Alternate years.

Four Credits May Term

MODERN AND CLASSICAL LANGUAGES

299. Apprentice Teaching Internship — A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No Credit Nakajima Fall Semester

301. Advanced Japanese I — This course is designed to develop more advanced communicative skills with emphasis placed upon acquiring greater proficiency in performing the language in a culturally appropriate manner. Conducted in Japanese. Prerequisites: Japanese 202 or equivalent.

Four Credits Fall Semester

302. Advanced Japanese II — A continuation of Advanced Japanese I. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I. Prerequisites: Japanese 301 or equivalent.

Four Credits Spring Semester

399. Apprentice Teaching Internship — A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

No Credit Spring Semester

490. Special Problems in Japanese — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward the major. Prerequisite: prior permission of instructor and department chairperson.

Two to Four Credits Both Semesters

495. Studies in Japanese Language and Literature — A course designed for advanced students of Japanese. The primary object of this course is to enhance speaking, listening, reading, and writing skills in the higher level. Students are required to take the Japanese Language Proficiency Test instituted by the Japanese Ministry of Education at the end of the semester. The secondary objective is to provide the student with a basic knowledge of Japanese literature. Conducted entirely in Japanese. Prerequisite: Japanese 302 or equivalent.

Two to Four Credits Nakajima Both Semesters

499. Internship in Japanese — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of at least a Japanese minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution of organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail this program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of chairperson required.

Both Semesters

LINGUISTICS

Staff.

364. Introduction to Descriptive Linguistics — An introduction to the science of general and descriptive linguistics, with a consideration of the problems of the phonemic, morphemic and syntactical analysis of language. This course fulfills the linguistics requirement for French and German teaching majors. *Four Credits Staff*

MODERN AND CLASSICAL LANGUAGES

RUSSIAN

Mr. de Haan.

ACADEMIC MINOR IN RUSSIAN STUDIES: A Russian studies minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of those, 6 must be at the 295 level or higher, and up to 6 may be taken in a department other than Modern and Classical Languages, e.g., History or Political Science. A typical pattern of courses might be: Russian 101, 102, 201, 202, 280, 295, plus History 232 and 335.

101. Russian I — A course for beginners of Russian. The primary objective of this course is to enable the student to acquire the basic skills necessary to begin communicating in Russian. The secondary objective is to begin to give the student insight into the Russian language world. Emphasis is placed on all four language skills: listening, speaking, reading, and writing. Conducted in English and Russian.

Four Credits Staff

102. Russian II — A continuation of Russian I. This course is designed primarily to continue to develop the acquisition of a comfortable communication knowledge of Russian. A secondary objective is to expand the student's insight into important features of Russian society. Emphasis on all four language skills: listening, reading, speaking, and writing. Conducted primarily in Russian. Prerequisite: Russian I, placement, or equivalent.

Four Credits Staff

201. Russian III — Continuation of Russian II with greater emphasis on reading. Culture will also be studied in additional depth. Prerequisite: Russian II, equivalent, or placement.

Four Credits Staff

For Russian 201 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

202. Russian IV — Continuation of Russian III with greater emphasis on writing. Cultural history will be touched on through the medium of short stories in Russian. Prerequisites: Russian III, placement, or equivalent, and a grade of C or better in Russian 201.

Four Credits Staff

280. Practicum in Russian — Practical experience in the Russian language in various contexts such as teaching Russian at the elementary level, translating or using Russian skills in business. The number of credits granted will be determined by the number of hours involved per week. This course may be repeated for credit. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Russian Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Two to Four Credits Staff Both Semesters

490. Special Problems in Russian — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization or methodology. This course may be repeated upon consultation with departmental faculty advisor; a maximum of eight credits may be counted toward a minor. Prerequisite: prior permission of instructor and department chairperson.

Four Credits Staff Both Semesters

499. Internship in Russian — This course provides supervised practical experience in international business, media, education or government. Normally junior status and the completion of a least a Russian minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with

MODERN AND CLASSICAL LANGUAGES

faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and the chairperson. This course may be repeated for credit. Approval of the chairperson is required.

Both Semesters

SPANISH

Mr. Agheana, Ms. André, Ms. Castillo, Ms. Dorado, Ms. Kallemeyn,
Ms. Lúcar-Ellens, Ms. Mulder, Mr. Woolsey.

MAJOR: This major program is designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in Hispanic literature and culture. This major will permit the student to prepare for advanced literary studies, for secondary level teaching, or for other forms of employment in which a knowledge of Spanish and familiarity with Hispanic culture are required.

The Spanish Major consists of 32 credits of courses numbered 222 or higher and must include Spanish 222, 321, 322, 341, either 342 or 344, and one 400-level literature course (normally 441, 443, or 494). Linguistics 364 or Spanish 462 is required. Students who study in a Spanish-speaking country must take one 400-level literature course upon their return. A maximum of 16 credits in Spanish with a grade of C+ or better from off-campus study may be applied to the major, with previous approval by the Spanish section head. Students planning on graduate study in Spanish are strongly urged to complete additional credits in literature as well as work in the history of literary criticism.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both EDUCATION 384 and 30 credits in Spanish, or the equivalent thereof through CLEP, in order to obtain certification. Such students are required to include Spanish 262, Spanish Phonetics, and Spanish 462, Spanish Linguistics. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see Education, pages 164-166), in addition to those of the language department. In addition, they must spend at least one semester in a Spanish-speaking country. It is recommended that students wishing to be certified in Michigan take another 300-level literature course as their elective.

ACADEMIC MINOR IN SPANISH: The non-teaching Spanish Minor consists of 20 credits of courses numbered 222 or higher and must include Spanish 222, 321, 322, and 341. The Teaching Minor in Spanish consists of a minimum of 25 credit hours of Spanish, beginning with Spanish IV, including Spanish Phonetics 262, Descriptive Linguistics 364, or Spanish Linguistics 462. A 300-level literature course is the elective. In addition the Teaching Minor must complete Education 384 (Teaching of Foreign Languages) to be certified at the secondary level. Students planning to teach a foreign language in grades K-12 must meet all requirements of the Department of Education upon being formally admitted to the Teacher Education program (see pages 164-166), in addition to those of the language department. Study abroad is strongly suggested.

Majors and minors are strongly encouraged to complement their Spanish major/minor with courses from other departments. Among recommended courses are: Economics 318; Education 384; History 260; Political Science 262.

MODERN AND CLASSICAL LANGUAGES

121. Spanish I — A course for beginners of Spanish. The primary objective of this course is to enable the student to acquire beginning communicative skills in Spanish. The secondary objective is to help the student develop insights into the Spanish language world. Emphasis is placed on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish.

Four Credits Kallemeyn, Lúcar-Ellens Both Semesters

122. Spanish II — This course is designed primarily to continue the development of a comfortable communicative knowledge of Spanish. A secondary objective is to expand students' insight into important aspects of Hispanic culture. Emphasis on all four language skills: listening, reading, speaking and writing. Class meets four days per week. Laboratory work is also required. Conducted primarily in Spanish. Prerequisite: Spanish 121, equivalent or placement.

Four Credits Dorado, Kallemeyn, Lúcar-Ellens Both Semesters

221. Spanish III — A thorough review of structures learned in the first year with added emphasis on reading and writing skills, as well as the study of the culture in greater depth. Class meets four days per week. Conducted primarily in Spanish. Prerequisite: Spanish 122, equivalent, or placement.

Four Credits Dorado, Woolsey Both Semesters

For Spanish 221 and every course higher, a grade of C+ or better is required in order to proceed to the next course in the sequence.

222. Spanish IV — This course is designed to continue the development of the student's language skills and cultural knowledge. Emphasis is placed on reading and writing skills and an extensive grammar review. Conducted in Spanish. Prerequisites: Spanish 221 with a grade of C+ or better, placement, or equivalent.

Four Credits Agheana, Woolsey Both Semesters

262. Spanish Phonetics — A study of Spanish phonetics. Intended for students who need to improve their pronunciation in Spanish. The class meets in the Language Laboratory. Required for teaching major and minor. May be repeated for credit but may be counted only once as part of Spanish major or minor. Prerequisite: Spanish 221 with a grade of C+ or better, placement, or equivalent.

One Credit Staff Fall Semester

280. Practicum in Spanish — Practical experience in the Spanish language in various contexts such as teaching Spanish at the elementary level, translating, or using Spanish skills in business. The number of credits granted will be determined by the number of hours involved per week. May be repeated for credit but a maximum of two credits from Spanish 280 may be counted as part of a Spanish major or minor. Prior permission of instructor and chairperson required.

Credits to be Arranged Both Semesters

295. Studies in Hispanic Language and Literature — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

Three or Four Credits Staff Both Semesters

321. Spanish V – Advanced Grammar and Composition I — A course designed to bring the student to a high-intermediate/low-advanced level of competency in Spanish in listening, reading, speaking, and writing as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

Four Credits Castillo Both Semesters

MODERN AND CLASSICAL LANGUAGES

322. Spanish VI - Advanced Grammar and Composition II — This continuation of Spanish V is designed to bring the student to an advanced level of competency in all four skills as defined by the ACTFL Guidelines. Conducted entirely in Spanish. Prerequisite: Spanish 321 with a grade of C+ or better or equivalent.

Four Credits André, Castillo Both Semesters

325. Spanish Conversation — A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. May be repeated for credit but may be counted only once as part of Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better or equivalent. *One Credit Staff Spring Semester*

341. Introduction to Literature — In this transition course from language to literature, students become familiar with the key literary terms for further studies in Hispanic literature. Readings represent different time periods and various literary genres and reinforce grammatical structures, linguistic content, and general familiarity with current Spanish usage. Conducted in Spanish. Prerequisite: Spanish 322 with a grade of C+ or better or equivalent.

Four Credits Agheana, André, Castillo, Dorado Both Semesters

342. Modern Spanish Literature and Culture — A survey of Spain from 1808 to the present. Literary texts - prose, poetry, and theater - of the most representative authors of this period will be discussed in their political, religious and social contexts. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits Agheana, Dorado

Spring Semester Every Year, Fall Semester Alternate Years 2006-07

344. Modern Hispanic American Literature and Culture — A study of Hispanic American literature from the wars of independence until the present (XIX and XX centuries). Politics and important historical events are discussed through the analysis of literary texts and most representative works of the corresponding period (other sources such as documentary videos, slides, and films are considered). Students are exposed to a wide variety of literary genres ranging from narrative, drama, poetry, essay, etc. Conducted in Spanish. Prerequisite: Spanish 341 with a grade of C+ or better or equivalent.

Four Credits André Spring Semester Every Year, Fall Semester Alternate Years

380. Spanish House Practicum — A conversation practicum for students who are residing in the Spanish House. Cultural and language-oriented activities form part of the practicum, directed by the Spanish native assistant under the supervision of an instructor. May be repeated for credit but a maximum of one credit of Spanish 380 may be counted as part of a Spanish major or minor. Prerequisite: Spanish 222 with a grade of C+ or better, placement, or equivalent.

One-Half Credit Staff Both Semesters

421. Business Spanish — This course is designed to give advanced-intermediate and advanced level students a solid foundation in business vocabulary, basic business and cultural concepts, and situational practice necessary to be successful in today's Spanish-speaking world. It is assumed that students have already mastered the fundamentals of Spanish grammar and that they control the general vocabulary needed for basic communication. Conducted entirely in Spanish. Prerequisite: Spanish 322 with a grade of C+ or better or equivalent. *Four Credits André Spring Semester*

441. Medieval and Golden Age Spain — A survey of Medieval and Golden Age Spain as expressed in literary selections of Spanish prose, poetry, and theater. Cultural and literary topics include the Reconquest, religious ideals, courtly love, mystical poetry, and the social crises during the Hapsburg reign. Emphasis on reading, writing, and conversational skills. Materials are also drawn from films and videos. Conducted

MODERN AND CLASSICAL LANGUAGES

in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years, 2006-07. *Four Credits Agheana Fall Semester*

443. Colonial Hispanic American Literature — A study of colonial Hispanic American literature from pre-Columbian works and the chronicles of encounter, through the nineteenth century literary manifestations of political and cultural (in)dependence. Possible topics include the cultural heritage and identity of both the colonizer and the colonized; the concept of historicism; canonical genres and their adaptations; Center vs. Periphery; discourse, counterdiscourse and the marginalized voice; criollismo; the relationships of socioeconomic progress and literary development and (in)dependence, etc. Students are exposed to a wide variety of literary genres ranging from narratives to dramas, poetry and essays, as well as pertinent historical background information. Conducted in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent. Alternate years, 2005-06.

Four Credits Castillo Fall Semester

462. Spanish Linguistics — A course for advanced students of Spanish. The primary objective of this course is to approach the grammar of Spanish in a way which is most useful for those who will teach Spanish to native speakers of English. It is a course in Applied Linguistics where the knowledge of the structure of the Spanish language is discussed and supported by the study of both Spanish and English. Fields dealt with include: Phonetics and Phonology, Morphology, Syntax, Semantics, Second Language Acquisition, and Language and Culture. This course counts both as the Linguistics requirement and as an elective. Conducted in Spanish. Prerequisite: Spanish 321 with a grade of C+ or better or equivalent.

Four Credits Staff Spring Semester

490. Special Problems in Spanish — Individual study under the direction of an instructor designated by the chairperson of the department in one of the following areas: literature, language, civilization, or methodology. May be repeated for credit but a maximum of two credits from Spanish 490 may be counted as part of a Spanish major or minor. Prerequisite: prior permission of instructor and department chairperson.

Three or Four Credits Agheana, André, Castillo, Dorado Both Semesters

494. Literature Seminar — A course in advanced literary studies whose topic varies from year to year depending on the interests of students and the on-going research interests of Spanish faculty at any given time. Emphasis on critical thinking and writing of well-developed papers. Recommended for students planning on graduate studies in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 342 or 344 with a grade of C+ or better or equivalent.

Four Credits Agheana, André, Castillo, Dorado Spring Semester

499. Internship in Spanish — This course provides supervised practical experience in international business, media, education, or government. Normally junior status and the completion of at least a Spanish minor are prerequisites. Although ordinarily taken in conjunction with an existing off-campus program, students working together with faculty may make individual arrangements with a local host institution or organization. Following consultation with the off-campus coordinator, each applicant for this internship is required to submit a proposal describing in detail the program to be pursued, including the materials which will be submitted; a time schedule for submitting evidence; and the criteria for performance evaluation. If possible, proposals should be finalized prior to the semester in which the internship will occur. The number of credits to be determined in consultation with instructor and chairperson. As part of a major or minor, this may be counted as an elective for 4 credits. Approval of the chairperson is required.

Agheana, André Both Semesters



Faculty: Ms. Kennedy-Dygas, Chairperson; Mr. Aschbrenner, Mr. Coyle, Mr. Craioveanu, Ms. Dykstra, Mr. Hodson, Mr. Le, Mr. Lewis, Mr. Martin, Mr. Piippo, Ms. Randel, Mr. Richmond*, Mr. Ward. **Assisting Faculty:** Ms. Alberts, Ms. Smitter Baker, Ms. Corbató, Ms. Craioveanu, Mr. De Boer, Mr. Erskine, Mr. Hoats, Mr. Hoyer, Mr. Janus, Mrs. Kraft, Mr. Lunn, Mr. Malfroid, Mr. Mattson, Mr. Oonk, Mr. Phillips, Ms. Pilon, Mr. Secor, Mr. Sharp, Mr. Smith, Ms. Sooy, Ms. Strouf, Ms. Summers, Mr. Talaga, Ms. VanDeWalker, Mr. Van Lente, Mrs. Ward, Ms. Wolfe**.

That music has the power to shape the human mind and soul is a belief well articulated by ancient Greek philosophers. They asserted that music's effect on listeners was so powerful it could transform them into philosophers, poets, even political leaders. So important was the influence of music to these philosophers that they considered its study an essential component in the education of any civilized human being. In short, they asserted that music could make the world a better place; and this is what Hope's Department of Music believes too. And this is why the department is strongly committed to increasing the awareness of the importance of fine music to society. The mission statement of the department embodies this belief: "The mission of the Department of Music is to affirm and promote the understanding that musical experience enriches and ennobles the human spirit." To fulfill this mission, the department adopted two goals:

- To enable students to become influential leaders in the areas of teaching, performing, and research; and to assist them in becoming professionally successful in their chosen fields.
- To cultivate an enduring appreciation of musical art and its positive impact on the human condition by providing significant musical experiences to the college community and beyond.

The Department of Music is accredited by the National Association of Schools of Music.

For students intending to pursue careers in music and related fields, the department provides professional training which strongly emphasizes music performance. This training is concerned primarily with stimulating musical growth. Studies in general education ensure that students continue their intellectual growth outside of the field of music. These studies cultivate personal, spiritual, and leadership qualities. They increase the awareness and appreciation of the rich diversity of the world in which we live, and to which all of us are called to contribute.

Students who do not intend to have careers in music are encouraged to develop life-long appreciation for and involvement in the arts through participation in ensembles, classes, applied instruction, and concerts. Non-majors will find ample opportunity to enrich their musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. Students majoring in music, if they desire to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting them to teach music from kindergarten through the twelfth grade; the degree will not be awarded until the student has gained Michigan provisional teacher certification; if students desire to be performing artists, they should select the Bachelor of Music in Performance program. All of the Bachelor of Music programs are designed as basic toward continued study in graduate schools of music.

*Sabbatical Leave, Spring Semester 2006

**Leave of Absence, Spring Semester 2006

MUSIC

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in area symphony orchestras

Graduates of the Department of Music are currently serving as:

- teacher of musicology at a major university
- hornist in the New York Philharmonic Orchestra
- teachers in various elementary and secondary schools
- leading baritone in a prominent Eastern opera company
- cellist in a French orchestra
- staff accompanist at a major university
- keyboardist and assistant conductor for Broadway production of Lion King
- stage director for Metropolitan Opera Company

MAJOR: Students who wish to major in music, following either the Bachelor of Music or the Bachelor of Arts degree programs, should start work in the department in their Freshman year, following the suggested schedule closely. If possible, students should indicate their preference in the application for admission to Hope College. Formal application for majoring takes place at the close of the sophomore year.

Students who plan to complete the Bachelor of Music degree in addition to another degree must complete the full B.A./B.S. General Education requirements.

The departmental standard for progressing through the music curriculum requires that students receive a minimum grade of C in all courses within the major and minor.

MINOR: The requirements for the optional music minor are as follows:

Music 111, 112	6 credits
Music 113, 114	2 credits
Music 197, 198	2 credits
Music 102	2 credits
Music 201, 202	1 credit

Choice of one Music History Course:

Music 104, 105, 321, 323, 328	3 or 4 credits
Applied Music	6 credits

(Two credits of this may be in ensemble groups)

TOTAL: 22 or 23 credits

BACHELOR OF MUSIC IN PERFORMANCE

General Education Curriculum: First-Year Seminar; Expository Writing; one course in Mathematics; Science I; Cultural Heritage I and II — fulfilled by taking Music Literature Before and After 1750 (Mus 321, 323); Health Dynamics; Basic Studies in Religion, plus one upper level course in Religion; Second Language — one course at the second semester level; Social Science — one 4-credit course from the Departments of Communication, Psychology, Sociology, or the Departments of Economics, Management and Accounting or Political Science; Senior Seminar (IDS 400-level course).

Electives: 12 credits* — must include one course from the following: IDS 171; English 231, 232; History 130, 131; Philosophy 230, 232.

Basic Musicianship: Perspectives in Music (Music 102), Theory I and II (Music 111, 112, 211, 212), Aural Skills I and II (Music 113, 114, 213, 214), Eurhythmics (Music

*May be more or fewer based on individual programs.

MUSIC

201, 202), Keyboard Skills (Music 197, 198, 297, 298), Form and Analysis (Music 311), Counterpoint (Music 315), Music Literature Before 1750 (Music 321), Music Literature After 1750 (Music 323), Orchestration (Music 341), Conducting Techniques (Music 345), Seminar in Music (Music 491), plus courses in Literature and Pedagogy of the principal applied area. Diction courses (Music 347, 348 and 349) are required for voice majors.

Performance: 24 credits in Applied Major Area; 8 credits in Applied Minor Area; 4 credits in ensembles. Students are required to participate in an ensemble each semester.

TOTAL CREDITS = 126 credits

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

General Education Curriculum: First-Year Seminar; Expository Writing; one course in Mathematics; Science I; Cultural Heritage I and II — fulfilled by taking Music Literature Before and After 1750 (Mus 321, 323); Health Dynamics; Basic Studies in Religion, plus one upper level course in Religion; Second Language — one course at the second semester level; Social Science — fulfilled by taking Educational Psychology/Field Placement (Ed 220, 221); Senior Seminar (IDS 400-level course).

Basic Musicianship: Perspectives in Music (Music 102), Theory I and II (Music 111, 112, 211, 212), Aural Skills I and II (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197, 198, 297, 298), Form and Analysis (Music 311), Music Literature Before 1750 (Music 321), Music Literature After 1750 (Music 323), Seminar in Music (Music 491).

Performance: 14 credits in Applied Studies and a minimum of 4 credits in ensembles. Students are required to participate in an ensemble in each of 7 semesters. In addition, voice majors are required to have at least one semester of applied piano. In addition, non-voice majors are required to have at least four semesters of private studio voice.**

Music Education (Secondary certification, K-12 endorsement): Elementary Music Methods (Music 300), Woodwind Methods I (Music 336), Instruments of the Band and Orchestra (Music 337), Conducting Techniques (Music 345), Advanced Choral Conducting (Music 355), Middle School Music Methods (Music 375), Secondary Choral Methods (Music 376).

Professional Education Courses (secondary certification): Educational Psychology/Field Placement; Exceptional Child/Field Placement; Secondary Reading; Secondary Principles and Methods; Perspectives in Education; Student Teaching Seminar; Student Teaching in the Elementary and Secondary Schools (K-12).

Electives: 7 credits*

TOTAL CREDITS = 126 credits

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

General Education Curriculum: (Same as above program)

Basic Musicianship: Perspectives in Music (Music 102), Theory I and II (Music 111, 112, 211, 212), Aural Skills I and II (Music 113, 114, 213, 214), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197, 198, 297, 298), Form and Analysis (Music 311), Music Literature Before 1750 (Music 321), Music Literature After 1750 (Music 323), Orchestration (Music 341), Seminar in Music (Music 491).

*May be more or fewer based on individual programs.

**All music majors whose applied area is voice or a band/orchestral instrument MUST be in a major ensemble each semester. Music education majors are excused from ensembles during the semester of Student Teaching. Piano/Organ majors may elect the 4 credit minimum, but must be involved with accompanying each semester.

MUSIC

Performance: 14 credits in Applied Studies; minimum of 4 credits in ensembles. Students must belong to an ensemble in each of 7 semesters, including at least one semester in a vocal ensemble.**

Music Education: Elementary Music Methods (Music 300), String Methods (Music 333), Woodwind Methods I and II (Music 336, 340), Brass Methods (Music 339), Percussion Methods (Music 346), Conducting Techniques (Music 345), Secondary Instrumental Methods and Administration (Music 370).

Professional Education Courses: (Same as vocal music education program)

Electives: 6 credits*

TOTAL CREDITS = 126 credits

BACHELOR OF MUSIC WITH AN EMPHASIS IN JAZZ STUDIES

General Education Curriculum: (Same as Bachelor of Music in Performance)

Basic Musicianship: Perspectives in Music (Music 102), Theory I and II (Music 111, 112, 211, 212), Aural Skills I and II (Music 113, 114), Keyboard Skills (Music 197, 198), Music Literature After 1750 (Music 323), Seminar in Music (Music 491).

Performance: 24 credits in Applied Major Area; 4 credits in ensembles. Students are required to participate in an ensemble each semester.

Jazz Studies: Survey of Jazz (Music 105), 6 credits of Jazz Piano (Music 179), Jazz Theory and Improvisation I (Music 361), Jazz Styles and Analysis (Music 363), Jazz Composition and Arranging I (Music 366).

Electives: 14 credits chosen from the following courses: Form and Analysis (Music 311), Counterpoint (Music 315), Music Literature before 1750 (Music 321), Orchestration (Music 341), Conducting Techniques (Music 345), Jazz Theory and Improvisation II (Music 362), Jazz Composition and Arranging II (Music 367), Jazz Literature and Pedagogy (Music 365), Recording Arts and Techniques (Music 368).

TOTAL CREDITS = 126 credits

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

General Education Curriculum: First-Year Seminar; Expository Writing; two courses in Mathematics; Science I and II; Cultural Heritage I and II — fulfilled by one of the following: IDS 172, English 232, History 131, Philosophy 232 (at least one course must be IDS); Health Dynamics; Arts I and II; Basic Studies in Religion, plus one other course in Religion; Second Language — one course at the second semester level; Social Science — two courses from the Departments of Communication, Psychology, Sociology, or the Departments of Economics, Management and Accounting or Political Science; Senior Seminar.

Electives (non-music): 17 credits

Electives (music or non-music): 12 credits

Electives (music): 6 credits

Electives (Music History and Theory): 4 credits

Basic Musicianship: Perspectives in Music (Music 102), Theory I (Music 111, 112), Aural Skills I (Music 113, 114), Eurhythmics (Music 201, 202), Keyboard Skills (Music 197, 198), Music Literature Before 1750 (Music 321), Music Literature After 1750 (Music 323), Seminar in Music (Music 491).

Performance: 8 credits in Applied Major Area; 4 credits in ensembles.

TOTAL CREDITS = 126 credits

*May be more or fewer based on individual programs.

**All music majors whose applied area is voice or a band/orchestral instrument MUST be in a major ensemble each semester. Music education majors are excused from ensembles during the semester of Student Teaching. Piano/Organ majors may elect the 4 credit minimum, but must be involved with accompanying each semester.

MUSIC

GENERAL INTRODUCTORY COURSES:

101. Introduction to Music — Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. Basic musical language outside of class. The course is designed to increase the skills of aural perception, basic analysis, and sensitivity to music while also exploring the social, political, and cultural issues which shape the arts within an historical context.

Credits Staff Both Semesters

102. Perspectives in Music — An introduction to the historical development of music and the skills necessary in listening to major works of all periods.

Two Credits Wolfe Spring Semester

103. Fundamentals of Music — A course for the non-music major and those music majors with no theory background. It includes principles of music notation, basic keyboard skills (scales and triads), elementary sight-singing, and elements of composing using MIDI software applications.

Two Credits Ward On Demand

104. World Music — The study of music from Sub-Saharan Africa, Japan, India and Indonesia, as well as music of North America, especially that of Native American and Black cultures. Students will contrast examples of “world music” with that of Western art-music, focusing on issues/questions regarding difference, tolerance, inequality, justice, and power in a given culture.

Four Credits On Demand

105. Survey of Jazz — The purpose of the course is to introduce the students to the art of jazz and its related cultural and historical developments. The course will examine the music and its significant figures in a forum that is sensitive to the ethnic and societal underpinnings at the heart of the music. Emphasis will also be placed on the cognitive listening skills necessary to better understand and appreciate this unique American art form. By nature of the topic and its content, this course fulfills a four-credit cultural diversity requirement.

Four Credits Coyle Both Semesters

THEORETICAL/HISTORICAL/PEDAGOGICAL COURSES:

111. Theory IA — This course is intended for the music major or minor. It begins with a brief review of music theory fundamentals followed by the examination of common practice harmonic principles and writing in up to four voices. Students enrolled in this course are expected to have had prior music theory education.

Three Credits Strouf Fall Semester

112. Theory IB — A continuation of Music 111 that includes the study of diatonic seventh chords, more detailed voice leading procedures and modulation to nearly related keys. Students harmonize melodies and figured basses. Prerequisite: C average or better in Music 111.

Three Credits Strouf Spring Semester

113. Aural Skills IA — Required for music majors and minors, this course is designed to equip students with a systematic method of aural perception. The course includes drills, sight singing and melodic and rhythmic dictation.

One Credit Staff Fall Semester

114. Aural Skills IB — A continuation of Music 113, adding dictation in several parts. Prerequisite: C average or better in Music 113.

One Credit Staff Spring Semester

MUSIC

Keyboard Skills is required for all students studying Theory. Placement is by audition.

197-01. Keyboard Skills — Designed for students with little piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills. *One Credit Kraft Fall Semester*

197-02. Keyboard Skills — Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. *One Credit Kraft Fall Semester*

197-03. Keyboard Skills — Open to students whose major instrument is piano or organ, emphasis on sight reading and accompanying skills. Harmonization is followed by a focus on transposition, improvisation, and practical harmonic vocabulary. *One Credit Aschbrenner Fall Semester*

198-01. A continuation of 197-01 — Prerequisite: C average or better in Music 197. *Spring Semester*

198-02. A continuation of 197-02 — Prerequisite: C average or better in Music 197. *Spring Semester*

198-03. A continuation of 197-03 — Prerequisite: C average or better in Music 197. *Spring Semester*

201. Eurhythmics — A course designed to teach musical rhythm through body movement. Linear and contrapuntal rhythms as well as small forms are studied in physical movement through space in order to develop aural awareness, physical and mental alertness, rhythmic coordination, fluidity and expressivity. Required for all those taking Theory 111 and 112. *One-Half Credit Aschbrenner Fall Semester*

202. A continuation of 201 — Prerequisite: C average or better in Music 201. *Spring Semester*

211. Theory IIA — This course introduces more advanced harmonic and chromatic elements and includes analysis of short nineteenth-century compositions. Harmonization based on figured basses and melodies is continued. Keyboard skills are developed in this course through realizing figured basses, practicing harmonic progressions and reading open vocal scores. Prerequisites: C average or better in Music 112 and one year of piano skills. *Three Credits Hodson Fall Semester*

212. Theory IIB — A continuation of Music 211 with a survey of twentieth-century techniques. Prerequisite: C average or better in Music 211. *Three Credits Hodson Spring Semester*

213. Aural Skills IIA — A continuation of Music 114. Prerequisite: C average or better in Music 114. *One Credit Staff Fall Semester*

214. Aural Skills IIB — A continuation of Music 213. Prerequisite: C average or better in Music 213. *One Credit Staff Spring Semester*

295. Studies in Music — A lecture or seminar class in a special topic offered at the sophomore level. *Two or Three Credits Staff*

297. Keyboard Skills — Continuation of course 198. Prerequisite: C average or better in Music 198. *One Credit Staff Fall Semester*

298. Keyboard Skills — Continuation of course 297. Prerequisite: C average or better in Music 297. *One Credit Staff Spring Semester*

300. Elementary Music Methods — A practical presentation of how to teach music to school children, using singing, instruments, and movement. Students will present music lessons in a practicum setting, exploring current trends in pedagogy.

MUSIC

Designed for the classroom teacher and the music specialist. Prerequisites: basic music skills (singing and note reading), and permission of instructor.

Three Credits DeBoer Fall Semester

311. Form and Analysis — A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisites: C average or better in Theory II.

Three Credits Hodson Spring Semester

315. Counterpoint — A study of the basic techniques of eighteenth century counterpoint using a modified species approach. Prerequisites: C average or better in Theory II.

Three Credits Lewis Fall Semester

321. Music Literature Before 1750 — The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of scores and recordings. Prerequisite: Music 101 or consent of instructor.

Four Credits Staff Fall Semester

323. Music Literature After 1750 — Continues from Music 321 with history and literature after 1750, extending through the twentieth century. Prerequisite: 101 or consent of the professor.

Four Credits Staff Spring Semester

327. Organ Literature — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.

Two Credits Lewis Fall Semester Odd Years

328. Music in the Church — A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

Three Credits Lewis Fall Semester Even Years

329. Piano Pedagogy I — Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Observation, analysis and supervised student teaching in both the private lesson and classroom are included. Students other than majors may register upon consent of the piano staff. Alternate years.

One Credit Fall Semester

330. Piano Pedagogy II — Continuation of Piano Pedagogy I.

One Credit Spring Semester

331. Piano Literature — A survey of piano literature from 1700 to the present day, including listening to and performing representative works. Required of piano performance majors and strongly recommended for music education majors whose principal instrument is piano.

Two Credits Fall Semester Odd Years

333. String Methods — A course in the fundamentals of playing and teaching string instruments. Designed primarily for the major. Alternate years.

One Credit Phillips Fall Semester

335. Violin/Viola Pedagogy, Literature — A course designed to provide advanced knowledge of the history and repertoire of the violin and viola, the art of teaching the violin and viola, and the appropriate orchestral literature.

Three Credits Craioveanu Fall Semester Alternate Years

336. Woodwind Methods I — A course in the fundamentals of playing and teaching woodwind instruments. Required for vocal and instrumental music education majors.

One Credit Ward Fall Semester

MUSIC

337. Instruments of the Band and Orchestra — A course in the fundamentals of playing and teaching the instruments of the band and orchestra. Required for the vocal music education major. *One Credit Martin Fall Semester Even Years*

339. Brass Methods — A course in the fundamentals of playing and teaching brass instruments. Required for instrumental music education majors.

One Credit Martin Spring Semester Odd Years

340. Woodwind Methods II — Continuation of course 336. Alternate years.

One Credit Ward Spring Semester

341. Orchestration — Principles of scoring and transcription for small and large ensembles based on an understanding of the properties of the instruments of the orchestra. Students will acquire an increased awareness of instrumental timbres through live demonstrations, recordings and work with digitized instrumental samples in the Department of Music Electronic Laboratory.

Three Credits Piippo Fall Semester

345. Conducting Techniques — A practical study of the fundamentals of conducting.

Two Credits Ward Fall Semester

346. Percussion Methods — A course in the fundamentals of playing and teaching percussion instruments. Required for instrumental music education majors. Alternate years.

One Credit Secor Spring Semester

347. Diction for Singers I — A study of the International Phonetic Alphabet and the principles of singing in English and Italian. Recommended for students enrolled in Music 181 (Applied Voice Lessons). Required for B.Mus. vocal performance majors.

One Credit Dykstra Spring Semester

348. Diction for Singers II — A study of German diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in German. Required for B.Mus. vocal performance majors.

One Credit Dykstra Fall Semester Even Years

349. Diction for Singers III — A study of French diction for singing, incorporating the International Phonetic Alphabet and standard principles for singing in French. Required for B.Mus. vocal performance majors.

One Credit Sharp Fall Semester Odd Years

350. Service Playing — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: one and one-half years of organ. Recommended for organ majors.

Two Credits Lewis Spring Semester Odd Years

351. Voice Literature — Required for voice performance majors, recommended for vocal music education majors. A survey of standard solo voice literature. Guided independent work will require approximately 2-3 hours weekly outside of class.

Two Credits Kennedy-Dygas Fall Semester Even Years

352. Voice Pedagogy — A required course for voice performance majors and strongly recommended for vocal music education majors. The physiology and functioning of the singing voice, and approaches to developing healthy vocal technique in solo singers, including sample student teaching and classroom analysis.

Two Credits Kennedy-Dygas Spring Semester Odd Years

355. Advanced Choral Conducting — A course designed to further the study of conducting technique begun in Music 345, with special attention to choral music.

Two Credits Richmond Spring Semester

MUSIC

361. Jazz Theory and Improvisation I — The purpose of the course is to introduce the student to the art of jazz improvisation. Through the study of jazz theory, composition, history, solos and piano, the student will acquire a basic knowledge of jazz improvisation. *Three Credits Coyle Fall Semester*

362. Jazz Theory and Improvisation II — The purpose of the course is to continue the skill building process established in Music 361. This course will introduce the student to advanced techniques and practices of jazz improvisation. The course will cover tune/solo analysis as well as developing a more definitive concept of chord/scale relationships. Contemporary performance practices will be discussed, including the use of synthetic scales and free improvisation. Prerequisite: Music 361. *Three Credits Coyle On Demand*

363. Jazz Styles and Analysis — The course offers students the opportunity to study the stylistic traits of the seminal figures in jazz history. This process is intended to enrich the musical growth of each student in a manner that will facilitate the development of a personal mode of study that will sustain itself for years to come. Immersed within the historical context of jazz, the student will gain an understanding for the lineage of improvisational developments. *Three Credits Hodson On Demand*

365. Jazz Literature and Pedagogy — This course is designed for the student to develop and demonstrate an understanding of the basic materials, systems, and philosophies related to the teaching of jazz. The course will place an emphasis on the pedagogy and literature of teaching jazz at the secondary and college levels. *Three Credits Coyle On Demand*

366. Jazz Composition and Arranging I — The purpose of the course is to acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the jazz combo. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded. *Three Credits Coyle On Demand*

367. Jazz Composition and Arranging II — The purpose of the course is to continue the skill building process established in Music 366. The course will acquaint the student with the notational practices, common practice instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing for the large jazz ensemble. The course is designed to develop arranging and/or compositional skills in the jazz idiom through the study of jazz orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several mini-charts as well as a final fully realized composition. All music will be performed and recorded. *Three Credits Talaga On Demand*

368. Recording Arts and Techniques — The course serves as an introduction to the art of recording. A familiarity will be gained with the instrumentation and techniques utilized in the capturing and reproduction of sound. The physics and concepts involved with the many aspects of sound and sound reproduction will be discussed. Additionally, the concepts and techniques involved in analog, digital and MIDI technology will be essential components of the course. Students will receive hands-on training in the recording arts laboratory and piano/technology laboratory. *Two Credits Erskine Fall Semester*

MUSIC

370. Secondary Instrumental Methods and Administration — The purpose of this course is to develop techniques and skills for teaching instrumental music in the secondary School. This course addresses: teaching instrumental performing groups, creating concept lesson plans, choosing appropriate literature, building public relations. Other topics include school music performances, discipline, recruitment, evaluations, budgeting, non-performance classes, and political/social issues pertinent to the music classroom. Required for all instrumental music education majors.

Three Credits Martin Fall Semester Odd Years

375. Middle School Music Methods — This course addresses teaching techniques in the performance and general music classroom. Other topics include materials, administration, inclusion, public relations, discipline, recruiting, and evaluation. An on-site observation component is required. Required for all vocal music education majors.

Two Credits Martin Spring Semester Even Years

376. Secondary Choral Methods — This course addresses techniques and skills for teaching vocal music in the secondary school. Other topics include vocal literature, choral style, concept lesson plans, inclusion, public relations, arranging, contests, touring, finances, discipline, recruiting, evaluation, non-performance classes, current music education approaches and political/social issues pertinent to the music classroom. Required for all vocal music education majors.

Two Credits Oonk Fall Semester Even Years

377. Folk-Style Guitar Methods — Fundamentals of playing and teaching folk-style guitar using the singing voice to accompany folk song repertoire. Admission by permission of the instructor.

Two Credits Malfroid Both Semesters

490. Independent Study — This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the music faculty.

Two or Three Credits Staff Both Semesters

491. Seminar in Music — A required capstone music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

Two Credits Staff Fall Semester

495. Studies in Music — A lecture or class in a special topic for music majors.

Two or Three Credits Staff

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All students are required to take a performance jury at the end of each semester.

In partial fulfillment of music major requirements, seniors majoring in performance will give a full length recital, and seniors majoring in music education are expected to give at least a joint recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital exception committee.

All private lessons are of 30 or 60 minute duration. Lessons in Applied Music will not be made up unless students notify the instructor a reasonable time in advance of their absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements. The Applied Music teacher will establish the exact requirements. Qualified students

MUSIC

studying piano privately are required to accompany for a minimum of one lesson per week during course study. Two-credit courses are open to all students, including non-music majors. Three-credit courses are open only to performance majors.

APPLIED MUSIC — PRIVATE INSTRUCTION

Applied lessons are either one 30-minute lesson per week, receiving two credits per semester, or one 60-minute lesson per week, receiving three credits per semester. First-time applied students should audition prior to registration.

Course Numbers/Areas of Study:

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments; 188 Applied Composition; 189 Applied Computer Music.

APPLIED MUSIC — CLASS INSTRUCTION:

186. Guitar Class, Beginning — Open to all students. A classical guitar is required for this course.

Two Credits Malfroid Both Semesters

187. Guitar Class, Intermediate — A continuation of the above.

Two Credits Malfroid Both Semesters

190. Piano Class, Beginning — Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four credits total.

Two Credits Kraft Both Semesters

191. Piano Class, Intermediate — A continuation of the above.

Two Credits Kraft Both Semesters

192. Voice Class, Beginning — Open to all students; meets twice weekly.

Two Credits Staff Both Semesters

195. Small Group Voice — Based on audition/placement.

Two Credits Staff Both Semesters

ENSEMBLES — CHORAL AND INSTRUMENTAL

115. Chapel Choir — The Chapel Choir is an ensemble of approximately 60 voices. Membership is open to sophomores, juniors and seniors by audition. The choir is dedicated to the performance of the finest sacred and secular choral music of the past five centuries. This ensemble participates in Christmas Vespers concerts and presents numerous on and off campus concerts during the year including an annual spring break tour. Auditions are held in April for the following year's membership.

One Credit Richmond Both Semesters

116. College Chorus — The Chorus is open to all students without audition. Choral literature spanning five centuries is rehearsed twice weekly. The Chorus participates in the annual Christmas Vespers concerts with the Chapel Choir in the fall semester and presents its own concert in the spring semester.

One Credit Richmond Both Semesters

117. Women's Chorus — The Chorus is open to all women by audition. The ensemble explores choral literature for treble voices.

One-Half Credit Wolfe Both Semesters

MUSIC

120. Orchestra — Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. The 70 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists. *One Credit Piippo Both Semesters*

130. Wind Symphony — An ensemble of 60 members which performs standard band literature as well as music utilizing the concept of one player per part. Performs four concerts on campus as well as trips to other cities and schools.

One Credit Ward Both Semesters

133. Anchor Band — Performs for campus athletic events and also functions as a jazz ensemble.

One Credit Ward Both Semesters

135. Jazz Ensemble — Enables the student to experience the literature written specifically for the large jazz ensemble. Improvisation and ensemble playing are the key components of the course. Music from many jazz eras is performed and explored.

One Credit Coyle Both Semesters

140. Collegium Musicum - Vocal — The Collegium is a chamber ensemble open to all students by audition. Annual performances include a Madrigal Dinner in December and a concert of music from the Medieval, Renaissance and Baroque periods in the spring semester. Auditions are held during the first week of each semester.

One-Half Credit Richmond Fall Semester

141. Collegium Musicum - Instrumental — Study and performance of instrumental music of the Medieval, Renaissance, and Baroque eras.

One-Half Credit Staff On Demand

150. Symphonette — A chamber orchestra which tours each spring break. Members must also perform in orchestra or wind symphony. Membership determined by audition at the beginning of the Fall term.

One-Half Credit Piippo Both Semesters

155. Opera Workshop — A workshop involving stage movement, acting and singing in the context of opera or musical drama. All students will participate in scenes or full productions.

One Credit Kennedy-Dygas Spring Semester

160. Chamber Ensembles — Various faculty coach chamber ensembles in both jazz and classical repertory.

One-Half Credit Staff Both Semesters

NEUROSCIENCE



Faculty: Mr. Barney, Mr. Behensky, Ms. Chase (Director), Mr. Fraley, Ms. Hernandez-Jarvis, Mr. Shaughnessy; **Associated faculty:** Ms. Andersen, Ms. Burnatowska-Hledin, Mr. Cronkite, Ms. George, Mr. Ludwig, Mr. Perovich, Ms. Roehling, Ms. Sietsema, Ms. VanOyen-Witvliet, Ms. Winnett-Murray.

Neuroscience is one of the fastest growing interdisciplinary fields of study, combining biology, chemistry, computer science, psychology, physics, mathematics, and philosophy. The neuroscience program at Hope College is founded on one of its greatest strengths, its research program, and promotes the process of discovery and inquiry-based learning. The program is designed to meet the following objectives:

1. Students will obtain an understanding of the fundamental principles of neuroscience.
2. Students will obtain an appreciation/understanding of the interdisciplinary aspect of neuroscience.
3. Students will be able to develop hypotheses, design experiments, carry on these experiments and interpret data for a question related to a neuroscience problem.
4. Students will discuss ethical issues related to scientific research.
5. Students will be able to access, read and gain insight from reading the primary neuroscience literature.

The neuroscience minor is structured on the existing disciplinary course infrastructures, thus allowing students to tailor their own specialized program to match their interests. The minor consists of a total of 21 credit hours, including four core neuroscience courses listed below and flagged courses from multiple disciplines.

The core courses will consist of:

NSCI 211 Introduction to Neuroscience: a sophomore-level introductory course and lab (4 credits)

NSCI 311 Neuroscience Journal Club: a neuroscience journal club (1 credit; must be taken a total of 2 times)

NSCI 411 Advanced Neuroscience Research I: a senior-level capstone research course (2 credits)

NSCI 412 Advanced Neuroscience Research II: a senior-level post-capstone writing course (1 credit)

In addition to the core courses, students are required to take 12 credits of flagged courses, only 8 of which may be taken in the student's major department and satisfy the requirements for the student's major. These courses include:

BIOLOGY

BIO 221 Human Physiology (4)

BIO 348 Advanced Topics in Cell Biology (4)

BIO 355 Embryology (4)

BIO 370 Animal Behavior (4)

BIO 442 Advanced Topics in Animal Physiology (4)

MATH

MATH 395 Mathematical Biology (4) in years when Neuroscience is in the syllabus

PHILOSOPHY

PHIL 325 Philosophy of Mind (4)

PSYCHOLOGY

PSY 310 Practical Aspects of Memory (4)

PSY 320 Physiological Psychology (4)

PSY 340 Cognitive Psychology (4)

NEUROSCIENCE

PSY 370 Behavior Disorders (3)

PSY 395 Learning and Learning Strategies (4)

NURSING

NURS 320 Pathophysiology (4)

NURS 325 Psychiatric Mental Health Theory and Practicum (3)

Important Considerations:

1. Students with majors outside of psychology are strongly encouraged to take PSY 100 Introduction to Psychology to fulfill their Social Science I General Education Requirement. This class will prepare them for the upper-level flagged courses offered through the psychology department.
2. Students with 1) majors outside of biology and 2) who are interested in taking a flagged course in biology are strongly encouraged to take BIO 221 Human Physiology.
3. Students are encouraged to take NSCI 311 twice during their junior year, prior to enrolling in NSCI 411.
4. Students should attempt to take as many of their flagged courses as possible prior to enrolling in NSCI 411.

NEUROSCIENCE COURSES

211. Introduction to Neuroscience — An introduction to the interdisciplinary field of neuroscience that explores concepts fundamental to the field. After an initial overview of the field of neuroscience and a philosophical reflection on the mind, students will learn the basics of molecular, cellular, anatomical, and systems neuroscience. Students will then explore more complex behavior and cognitive topics including motivation and reward, memory, learning, attention, language and consciousness. Two, 1.5-hour class sessions and one, 3-hour laboratory/discussion section each week. Prerequisites: none.

Four Credits Barney, Behensky, Chase, Fraley Spring Semester

311. Neuroscience Journal Club — This course provides an in-depth examination of a specific area of neuroscience through critical analysis of the primary neuroscience literature. Each topic is considered from multiple disciplinary perspectives and multiple levels of analysis. Potential topics include the study of neurodegenerative disorders, language development, thirst, memory, and learning. Discussion, 1 hour per week. Prerequisite: NSCI 211. *One Credit Neuroscience Staff Fall and Spring Semesters*

411. Advanced Neuroscience Research I — This is an interdisciplinary course in which students with different academic majors work together in 4-6 member teams to complete a self-designed neuroscience research project. The project will be directly related to a general neuroscience theme which will be chosen by the instructor(s). This course serves as the capstone course in the neuroscience minor program where students are expected to integrate and apply their knowledge and experimental expertise to complete their project. One, 3-hour lab session and one, 1-hour consulting/planning session per week. Prerequisites: NSCI 211 and 2 credits NSCI 311, or permission of instructor. *Two Credits Neuroscience Staff Fall Semester*

412. Advanced Neuroscience Research II — This is the second in a series of two capstone research courses in which students with different academic majors work together in 4-6 member teams to complete a self-designed neuroscience research project. In this course, student groups write a formal, scientific journal-style manuscript which summarizes their research project that was completed in the previous course. One, 1-hour discussion session per week. Prerequisite: NSCI 411.

One Credit Neuroscience Staff Spring Semester



Faculty: Mrs. Sietsema, Chairperson; Ms. Barnum, Mrs. Barton, Ms. Chaponniere, Mrs. Clarey-Sanford, Mrs. Dunn, Mrs. George.

Department of Nursing Mission: The Hope College Department of Nursing will provide a baccalaureate nursing program of excellence within the context of the Christian faith that is recognized for its innovation in the preparation of professional nurses. Faculty will establish a collaborative teaching-learning environment to promote critical thinking, scholarship and professional development. Students will engage in the scholarly art and science of nursing and provide comprehensive, compassionate and culturally sensitive care for individuals, families, groups, and communities.

Nursing Program Outcomes: Upon completion of the program, the Hope College Department of Nursing graduate will:

1. Provide value-based nursing care to promote the optimal health of persons, within the context of the Christian faith.
2. Assume accountability for complex, comprehensive, holistic community-based nursing care for persons from culturally diverse populations.
3. Practice evidence-based professional nursing care based on scholarly inquiry.
4. Be prepared to engage in advanced education and activities of lifelong learning.

Nursing is an altruistic, scholarly profession that focuses on the practice of holistic care to promote the optimal health of people. The goal of the department is to prepare professional nurses with essential knowledge, competencies, attitudes, and values necessary for effective nursing practice.

Students enrolled in the nursing program engage in a wide variety of practicum nursing experiences. Students have learning experiences in a fully equipped nursing laboratory and media center. Practicum experiences occur in acute care and community sites. These sites include, but are not limited to, Holland Hospital, Spectrum Health, Zeeland Community Hospital, Mary Free Bed Rehabilitation Hospital, Pine Rest Christian Mental Health Services, Hospice of Holland, Resthaven, Evergreen Commons, Ottawa County Health Department, schools with school nurses, and local churches with parish nurses. The research practicum will occur in the location where the research study is taking place. Students are responsible for their own transportation for practicum experiences.

Upon completion of all requirements, a Bachelor of Science in Nursing (BSN) is awarded. The graduate is eligible to take the licensing examination (NCLEX) in any state to become a registered nurse (RN). Students should be aware that the State Board of Nursing reviews the records of all graduates who have completed a nursing program to determine eligibility to take the NCLEX. The State Board of Nursing retains the right to deny a graduate permission to complete the licensure examination (NCLEX) if he or she has been convicted of a crime.

The Hope College Nursing Program is approved by the Michigan Board of Nursing (P.O. Box 30018, Lansing, MI 48909) and is accredited through the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle N.W., Suite 530, Washington, D.C. 20036-1120).

NURSING MAJOR

The nursing major can begin as early as fall of the sophomore year. A student who wishes to pursue a degree in nursing should begin prerequisite courses in the freshman year. If possible, students should indicate their interest in nursing on the application for admission to Hope College. A secondary admission to the nursing major is required. Application to the nursing major is generally done in the spring of the freshman year to begin nursing courses in the fall of the sophomore year or application can be made in the fall of the sophomore year to begin nursing courses in the spring of the sophomore year.

NURSING

The nursing application includes the following items: 1) Nursing program application form, 2) Two professional recommendations, one of which must be from a college professor, 3) Goal statement essay stating potential as a nursing student and long-term professional goals as a nurse. Consideration is given to caring, critical thinking, communication, and personal characteristics as evidenced in the recommendation forms and essay.

Applications will be accepted at any time. Items described in 1-3 above must be received by the Department of Nursing by **February 1** or **October 1** of each year to receive a response prior to registration for the following semester.

Information concerning admission criteria, procedures, application forms, and a sample program plan are available in the Department of Nursing or on the nursing Web site (www.hope.edu/academic/nursing). All nursing major applicants must be accepted at Hope College and be in good standing. The nursing major declaration is completed after acceptance to the nursing program.

To begin nursing major courses, students must have successfully completed two of the required natural science courses and one of the required social science courses. To be eligible for admission to the nursing major, a minimum overall cumulative grade point average of 2.5 is required and a minimum grade of C (2.0) is required in each of the prerequisite courses. Admission is selective and completion of prerequisite courses does not assure acceptance into the nursing major. Preference will be given to a student who has completed a minimum of 12 Hope College credits. Students desiring to transfer to Hope College for the nursing major will be considered on a space available basis after being admitted to Hope College and after qualified students from Hope College are accepted in the nursing major.

BACHELOR OF SCIENCE IN NURSING

The B.S. degree in nursing requires thirty-nine (39) credits as prerequisite or co-requisite courses. Additionally, there are forty-eight (48) required credits in nursing. A minimum of a C (2.0) is required for the nursing courses and the prerequisite or co-requisite courses, and an overall GPA of 2.5 must be achieved throughout the program to meet nursing major graduation requirements. A student will not be able to progress in the nursing major if a grade of at least a C (2.0) is not achieved after taking a prerequisite, co-requisite, or a nursing major course. If any non-nursing course has not been successfully completed, the student must apply for re-admission to the nursing program after achieving a C (2.0) or better. A student must withdraw from the nursing major if the GPA is less than 2.5. Reapplication is required and will be selective on a space available basis, a review of the student's record, and program plan for completion.

Prerequisite and Co-requisite Courses (39 credits):

Biology 195	Introduction to Cellular Biology (4)
Biology 221	Human Physiology (4)
Biology 222	Human Anatomy (4)
Biology 231	Microbiology (4)
Chemistry 103	Introduction to Biological Chemistry (4)
Kinesiology 307	Introduction to Nutrition (3)
Mathematics 210	Introductory Statistics (4)
Psychology 100	Introduction to Psychology (4)
Psychology 230	Developmental Psychology (4)
Sociology 101	Sociology and Social Problems (4)

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The Hope College general education requirements have some adaptations.

General Education Courses:

IDS 100	First Year Seminar (2)
English 113	Expository Writing (4)
Kinesiology 140	Health Dynamics (2)
Religion 100	Religion I only (2)
Arts	Arts I only (4)
Cultural Heritage	At least one course will be interdisciplinary. Cultural Heritage I & II are needed (8)
Second (Foreign) Language	(Numbered courses 102, 122, 172)
Senior Seminar (4)	

At least four credits must be designated as cultural diversity. (Sociology 101 will meet this requirement.)

Social Science, Mathematics and Natural Science requirements are met through the nursing prerequisite and co-requisite courses.

Students who plan to complete both the Bachelor of Science in Nursing degree and another Bachelor of Science or Bachelor of Arts degree must complete the full B.S./B.A. general education requirements.

HONORS PROGRAM

The departmental Honors Program is intended to challenge nursing majors to go beyond the major requirements in a scholarly manner. Additionally, the Honors Program is intended to foster intellectual exchange among students, faculty, and nursing professionals. Detailed information is available from the department chairperson.

NURSING MAJOR COURSES

Evidence of the following items is required for nursing major courses:

1. health and immunization reports
2. certification in professional rescuer cardiopulmonary resuscitation (CPR)
3. health insurance

Students must have their own transportation for practicum experiences. Criminal checks may be required for some practicum experiences. Students will be charged a fee for membership in the Student Nurses Association and for required NCLEX preparation tests. A Nursing Department Student Handbook is available for all policies and procedures.

The **required forty-eight (48) credits of nursing courses** include the following with an asterisk (*). Any deviation from the listed prerequisite or co-requisite courses must be approved by the instructor.

***210. Introduction to Professional Nursing** — A course that introduces the student to fundamental principles of professional nursing within a Christian context. This course includes nursing theory, nursing research, critical thinking, professional nursing roles, nursing informatics, community-based nursing, ethical and legal principles, nursing process, and holistic nursing care for individuals, families, groups, and communities. Prerequisites or co-requisites include admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

Two Credits Both Semesters

***222. Basic Skills Laboratory** — This course will develop introductory healthcare psychomotor, critical thinking, and prioritization skills through laboratory practice. Application of selected skills may occur in the community setting. Laboratory, one

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3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites or co-requisites include Biology 222 and admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

One Credit Brower Both Semesters

***242. Advanced Skills Laboratory** — This course will develop advanced professional nursing psychomotor, critical thinking, and prioritization skills through laboratory practice. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Prerequisites include admission to the nursing major and Nursing 222.

One Credit Brower Both Semesters

***255. Health Assessment** — A course that presents the process of health assessment for individuals, families, and communities. Physical, psychological, social, spiritual, and cultural assessment skills and techniques are developed, focusing on lifespan application. This course is a combination of theory and applied experiences in the laboratory and community. Theory, one hour per week; laboratory, three hours per week. Prerequisites or co-requisites include Biology 221 and 222, PSY 100, Sociology 101, and admission to the nursing major. Open to non-nursing majors by permission of the chairperson.

Two Credits Brower Both Semesters

***260. Pharmacology** — A study of drugs and their interactions with individuals across the lifespan. A focus will be placed on the roles of the professional nurse and other health professionals in using a problem solving process in the promotion of optimal health. Prerequisites or co-requisites include admission to the nursing major, Biology 195, 221, 222 and 231, and Chemistry 103. Open to non-nursing majors by permission of the chairperson.

Two Credits Sietsema Spring Semester

***285. Maternity and Women's Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based maternity and women's health nursing care for the woman from menarche through post-menopause. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health in the childbearing family. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 222; prerequisites or co-requisites include Nursing 210, 242, 255, and 260. If Nursing 210 and/or 255 is taken as a co-requisite, Nursing 285 must be taken in the last half of the semester.

Three Credits Barnum Both Semesters

295. Studies in Nursing — A special theory, seminar, or practicum course in a specific study in nursing. Pre-requisites include admission to the nursing major, Nursing 210, or permission of department chairperson. Other possible prerequisites depending on the study selected.

One to Four Credits Fall or Spring Semester; May, June, or July Term

***310. Special Topics in Professional Nursing I** — This course will explore selected topics common within nursing practice such as, but not limited to, fluid and electrolyte therapy, diagnostic studies and pain management. Prerequisites include Nursing 210, 222, 242, 255, 260, and Kinesiology 307.

Two Credits Clarey-Sanford Fall Semester

***320. Pathophysiology** — A study of the progression of physiologic dysfunction in disease processes across the lifespan. Etiology, predisposing/risk factors, pathogenesis and clinical manifestations will be discussed in relation to alterations in health. Prerequisites include admission to the nursing major, Biology 195, 221, 222, 231, and Chemistry 103. Open to non-nursing majors by permission of the chairperson.

Four Credits Sietsema Fall Semester

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***325. Psychiatric Mental Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based psychiatric nursing care with children, adolescents, and adults. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal mental health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include admission to the nursing major and Nursing 222 and 255. Prerequisites or co-requisites include Nursing 210, 260, and PSY 230. If Nursing 210 is taken as a co-requisite, Nursing 325 must be taken in the last half of the semester.
Three Credits George Both Semesters

***345. Pediatric Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based pediatric nursing care for the neonate through the adolescent. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260, and PSY 230. Prerequisites or co-requisites include Nursing 310 and 320.
Three Credits Barton Both Semesters

***360. Special Topics in Professional Nursing II** — This course will explore additional selected topics common to nursing specialty practices such as, but not limited to, technology in nursing, emergency nursing, end of life care, and organ donation and transplantation. Prerequisites include Nursing 210, 255, and 260. Prerequisite or co-requisite includes Nursing 320.
Two Credits Clarey-Sanford Spring Semester

***365. Adult Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based adult nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260. Prerequisites or co-requisites include Nursing 310, 320, and PSY 230.
Three Credits Staff Both Semesters

***380. Nursing Research** — A study of the nursing research process, with a focus on its integral relationship to nursing theory and practice. The professional nursing roles in critically evaluating, utilizing, and participating in nursing research will be emphasized. Prerequisites include Math 210, Nursing 210, 255, 260, 310, 320, and at least two nursing theory and practicum courses. Prerequisites or co-requisites include Nursing 360.
Three Credits Dunn Spring Semester

***385. Gerontological Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based gerontological nursing care. Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260. Prerequisites or co-requisites include Nursing 310, 320, and PSY 230.
Three Credits Clarey-Sanford Both Semesters

***418. Nursing Research Practicum** — Practical experience with the nursing research process through collaborative participation in ongoing nursing research. Students will choose from a variety of health care research studies, dependent in part upon the practicum courses completed prior to this course. Practicum, three hours per

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week. One credit required for nursing major. (Additional credits optional.) Prerequisites include Nursing 380 and at least two nursing theory and practicum courses.

One Credit Dunn Both Semesters

***420. Community Health Nursing Theory and Practicum** — This course provides an opportunity to apply concepts of evidence-based and population-based community health care. An emphasis is placed on improving health of a community with a priority on health promotion, disease prevention, and health protection. This course is a combination of theory and practicum experiences. Theory, two hours per week; practicum, twelve hours per week for a half semester. Prerequisites include Nursing 210, 222, 242, 255, 260, 285, 310, one credit of 440, and PSY 230.

Three Credits Chaponniere Both Semesters

***440. Community-Based Nursing Theory and Practicum** — This course provides a year-long opportunity to apply concepts of evidence-based and community-based health care to families. An emphasis will be placed on developing partnerships with families for their healthcare. Application of theory from previous or concurrent courses will be made throughout two semesters of the nursing major. Prerequisites include Nursing 210, 222, 242, 255, and 260. Prerequisites or co-requisites include Nursing 310 and at least one other nursing theory and practicum course.

Two Credits Barnum, Barton, Chaponniere, Sietsema Both Semesters

***480. Nursing Management and Transitions** — An in-depth examination of issues essential to nursing leadership and management roles and professional practice. An emphasis will be placed on integration of critical thinking skills and management skills necessary for providing evidence-based practice in a variety of health care settings. Prerequisites include all Nursing 200 level courses and at least four nursing theory and practicum courses.

Two Credits Scheerhorn Both Semesters

***488. Nursing Internship** — This internship, supervised by the Department of Nursing, is done in cooperation with a health care agency. Students will select an area of clinical interest to apply previously acquired knowledge and to develop competencies and skills necessary for the beginning roles of the professional nurse. This course will be composed of practicum experience and seminar sessions for a ten-week period. The student will have approximately 20 hours per week of clinical experience while being mentored by a professional nurse. The course will culminate with preparation for the Nursing National Council Licensure Examination (NCLEX). Students may have the option to have their nursing internship as a part of the Philadelphia Center or the Chicago Semester programs. Prerequisite: Nursing 480.

Six Credits Both Semesters

490. Independent Study in Nursing — This course provides an opportunity for in-depth study in an area of special interest in nursing. Prerequisites or co-requisites include 200 and 300 level nursing courses or permission of department chairperson.

One to Four Credits Both Semesters

495. Advanced Studies in Nursing — A special theory, seminar, or practicum course in a specific advanced study in nursing. Prerequisites include 200 and 300 level nursing courses or permission of department chairperson. Other possible prerequisites depending on the study selected.

One to Four Credits Fall or Spring Semester; May, June, or July Term



Faculty: Mr. Dell'Olio, Chairperson; Mr. Allis, Mr. La Porte*, Mr. Mulder, Mr. Perovich, Ms. Simon.

'Philosophy' comes from two Greek words meaning 'love of wisdom.' This may still be the best short definition of philosophy. The trouble with it, of course, is that it expresses an ideal, and an ideal whose meaning is vague. What, after all, is 'wisdom;' and in what does wisdom consist? Is wisdom like knowledge? Science? Practical knowledge? Yes — and no. Perhaps the best way to describe this 'love of wisdom' would be to say that it is the desire to find out what is real and true, to try to understand, and to seek to live better lives as a consequence of this. But how shall this exploration proceed? What is it to 'understand'? And what's involved in a better life? These are themselves among the fundamental questions of philosophy. They lead us to issues in the theory of reality, the theory of knowledge, moral and political philosophy, and aesthetics.

Philosophy is a kind of "calling," a kind of "vocation." It is not primarily a career, a profession, a job. It is a calling to anyone who wishes to take life reflectively and thoughtfully, rather than just acting on prevailing assumptions, habits, and prejudices. This is not to say that in thinking philosophically we need to separate ourselves from worldly activities; rather it is to say that we have the opportunity to bring critical judgment to bear upon the practices of social, political, religious, scientific, artistic, and business life with a view toward reform and improvement. But philosophy is first of all an exploring and a deepening of one's own self.

MAJORS AND NON-MAJORS

Students can pursue their goals through a concentration in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

- Art, Biology, Business, Chemistry, English, History, Mathematics, Political Science, Psychology, Religion, Social Work.

Hope College philosophy majors can be found

- doing graduate work in philosophy at major universities
- practicing pediatric medicine in Grand Rapids
- practicing law at Southeastern Michigan Poverty Law Center
- pursuing careers in medicine, law, business, and human services
- teaching philosophy in colleges
- being a hospital chaplain in Yuma, Arizona
- teaching in high schools
- serving as president of a theological seminary
- engaging in computer science research
- pastoring churches of various denominations
- serving as an executive of a major denomination

GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

200 — Informal Logic (2 credits) or 201 — Formal Logic (4 credits)

450 — Capstone Seminar in Philosophy

One course from List II, one from List III, and one from List IV (See course listings.) (12 credits)

At least one other elective (at least 4 credits)

Total Credits Required: 24 minimum in philosophy

*Leave of Absence, Academic Year 2005-06

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GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

A minimum of 16 credits from Department of Philosophy courses, following these guidelines:

200 — Informal Logic, 201 — Logic, or Communication 160 — Analytic Skills in Communication

Three courses from among List II, List III, and List IV (See course listings.) (courses must be taken from at least two different Lists). (12 credits)

Total Credits Required: 16 minimum in philosophy

MAJORS AND MINORS IN PHILOSOPHY can complement and enrich other areas of study in a way that makes good sense of a student's vocational perspective. Specific examples of courses which might appeal to students with particular interests include the following:

1. PRESEMINARY STUDENTS

231. Medieval Philosophy; 232. Modern Philosophy; 235. Asian Philosophy; 280. Knowledge and Belief; 331. Philosophy of Religion; 340. History of Ethics; 344. Twentieth Century Ethics

2. PRELAW STUDENTS

201. Logic; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 343. Twentieth Century Political Thought; 344. Twentieth Century Ethics; 375. Philosophy of Law

3. PREMEDICAL STUDENTS

331. Philosophy of Religion; 344. Twentieth Century Ethics; 360. Philosophy of Science

4. FUTURE EDUCATORS IN LITERATURE AND THE ARTS

331. Philosophy of Religion; 373. Aesthetics; 380. Existentialism; 385. Postmodernism

5. FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS

280. Knowledge and Knowers; 325. Philosophy of Mind; 341. Ancient and Medieval Political Thought; 342. Modern Political Thought; 360. Philosophy of Science; 373. Twentieth Century Political Thought

NOTE: 200 and 300 level courses do not have any special prerequisites. All are welcome.

I. FUNDAMENTALS OF PHILOSOPHY

195. Topics in Philosophy — A half-semester course designed to introduce students to a selected significant topic and to applications of philosophical methods for critical reflection upon it. Recommended as a good introduction to philosophical thinking, but not required nor can it substitute for any of the courses on lists II, III, or IV for the major or minor. The topic in Fall 2005 will be "Introduction to Philosophy: The Good Life." Future topics will be "Introduction to Philosophy through Film," "Introduction to Philosophy: War and Peace," "Sexual Ethics," and "Business Ethics."

*Two Credits Dell'Olio Fall Semester 2005, First Half of Semester
Perovich Spring Semester 2006*

200. Informal Logic — An introduction to and examination of some of the basic forms of reasoning and argument we use in everyday life, and then an exploration of applications of these kinds of reasoning to current events and philosophical arguments.

Two Credits Staff Spring Semester 2006, Both Halves of Semester

201. Logic — The study of the structure of reasoning. This course will introduce students to techniques for recognizing, formalizing, and evaluating the logical structures of arguments. Students will be taught symbolic languages, how to translate English arguments into those languages, and proof and testing procedures using the

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languages. This course will, along with introducing students to the rudiments of logic, explain how logic is employed in the articulation and solution of problems in various subdisciplines of philosophy. (Not recommended as an introduction to philosophy but, given its usefulness as a basis for many other courses, it should be taken early by philosophy majors and minors.) *Four Credits Staff Fall Semester 2005*

II. KNOWLEDGE AND REALITY

280. Knowledge and Belief — “All men by nature desire to know,” says Aristotle in his *Metaphysics*. This famous quote raises numerous questions. What is knowledge? Why do we want it? How do we know when we have it? This course will examine these and related questions, such as “Can we be certain of anything?” “What are the sources of knowledge?” “Is scientific knowledge easier to attain than moral or religious knowledge?” *Four Credits La Porte Alternate Years*

325. Philosophy of Mind — Philosophy of mind deals with very basic questions of who we are. What is the relation between our minds and our bodies in general and our brains in particular? What are the characteristics of the mind that make us (or seem to make us) unique? The course will explore such issues as dualism and materialism, the problems of sensation and of intentionality, computer models for the mind, the nature of human action, and freedom of the will. (Counts toward fulfillment of requirements for the neuroscience minor.) *Four Credits Perovich Spring Semester 2006*

331. Philosophy of Religion — A study of the nature and theory of religion, including the following topics: the nature and existence of God; the concept of faith; the nature of religious experience and religious language; and the theory of religious pluralism. Cross-listed with Religion. *Four Credits Staff Spring Semester 2006*

360. Philosophy of Science — An examination of several philosophical issues raised by the physical and biological sciences, their history and the technological developments they generate. Topics include: what science is, whether its development is rational and progressive, how the meaning of scientific concepts is to be understood. *Four Credits Perovich Fall 2005*

III. VALUES AND THE HUMAN CONDITION

235. Asian Philosophy — An introduction to the philosophical traditions of India and China focusing primarily on the classical texts of these traditions: the Vedas, Upanishads, Bhagavad-Gita, Hindu and Buddhist sutras, Analects of Confucius, Tao Te Ching of Lao Tzu, and Zen koans. Issues to be explored include the nature of reality, the self, the divine, happiness, ethics, the just society, knowledge, and spiritual liberation. Comparisons to western philosophical concepts will be made where appropriate. *Four Credits Dell’Olio Alternate Years*

343. Twentieth Century Political Philosophy — The theory of the liberal democratic state in the 20th century. Attention to such central concepts as capitalism, socialism, communism, freedom, equality, justice. Readings from Lenin, Mussolini, Hayek, Rawls, Nozick, Habermas, against the background of Locke and Marx. Cross-listed with Political Science. *Four Credits Allis, Polet Alternate Years*

344. Twentieth Century Ethics — An examination of three main types of ethical theories: duty-based theories, virtue-based theories, and consequence-based theories. Also includes a discussion of the nature and point of ethics, and an examination of what ethical theories have to say about particular ethical issues. Cross-listed with Religion. *Four Credits Simon Spring Semester 2006*

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373. Aesthetics — An investigation of some of the philosophical issues raised by the arts: What is art? What is beauty? How is art to be understood, appreciated and evaluated? In what way can works of art be said to possess meaning or truth? What is the role for the arts in our lives? Both historical and contemporary views will be studied and an attempt will be made to explore how philosophical ideas apply to productions drawn from many different artistic fields. *Four Credits Perovich Alternate Years*

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Political Science. *Four Credits Allis Alternate Years*

380. Existentialism — A study of selected works of Kierkegaard, Nietzsche, Heidegger and Sartre. Themes include: the question of being and human being; faith and reason; subjectivity and objectivity; freedom and responsibility; authenticity and autonomy; and human possibilities. *Four Credits Allis Spring Semester 2006*

385. Postmodernism — Postmodernism has been characterized more as a “mood” than a set body of doctrine, a “constellation” of concerns that has arisen in the aftermath of World War II and the Holocaust. Postmodern concerns challenge central tenets of Enlightenment rationalism regarding the self, knowledge, language, logic, reality, and power. The “roots” of postmodern thinking in the work of Nietzsche, Freud, and Heidegger will be explored, along with such thinkers as Lyotard, Foucault, Derrida, Rorty, and Habermas and feminist challenges to Enlightenment rationality. *Four Credits Dell’Olio Alternate Years*

IV. THE HISTORY OF PHILOSOPHY

230. Ancient Philosophy — Western philosophy from its beginning to the Middle Ages, including such figures as Socrates, Plato, Aristotle, Plotinus, and St. Augustine, through a study of primary texts. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

231. Medieval Philosophy — Western philosophy during the Middle Ages, focusing primarily on the development of Christian philosophy in such figures as Augustine, Boethius, Pseudo-Dionysius, Eriugena, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, and William of Ockham. Representative Jewish and Islamic philosophers will also be studied. Topics to be discussed include the relationship between faith and reason, the nature and existence of God, the problem of evil, the immortality of the soul, the nature of knowledge, the nature of happiness and virtue, and the journey of the soul to God. *Four Credits Dell’Olio Alternate Years*

232. Modern Philosophy — An introduction to the developments in European philosophy from Descartes to Kant. Authors to be studied include Descartes, Spinoza, and Leibniz, Locke, Berkeley, and Hume, and Kant. Issues to be explored include knowledge and skepticism, appearance and reality, the existence of God, and the nature of the human mind. Partial fulfillment of the Cultural Heritage requirement. *Four Credits Staff Both Semesters*

233. Nineteenth Century Philosophy — An introduction to the developments in European philosophy from German Idealism to Nietzsche. The course begins by examining the great Idealist systems of Fichte, Schelling, and Hegel, and their pessimistic counterpart in the philosophy of Schopenhauer, then turns to the very different critiques of the Hegelian synthesis offered by Kierkegaard and Marx, and concludes with a look at the challenge to philosophical systematizing offered by Nietzsche. Issues to be discussed include the relation of God to philosophy, including

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both the ability of philosophy to provide a philosophical system capable of capturing the divine nature and also the “death of God,” whether philosophy can discern the direction and purpose of history, and the significance of the individual.

Four Credits Perovich Alternate Years

340. History of Ethics — This course will examine some of the major philosophers of the Western tradition, including Plato, Aristotle, Aquinas, Hume, Kant, and Mill. The course will evaluate what they and others have said concerning the nature and content of ethics.

Four Credits Simon Alternate Years

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Hobbes, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Political Science.

Four Credits Allis Fall 2005

342. Modern Political Thought — We will examine such thinkers as Machiavelli, Hobbes and Locke on the rise of modern democracy; the ideas surrounding the American and French Revolutions; and the challenges to liberal democracy put forward by Rousseau and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Political Science.

Four Credits Allis, Polet Alternate Years

V. SPECIAL STUDIES

295. Studies In Philosophy — A lecture or seminar class in a special topic of philosophy.

Two or Four Credits Staff

295. Philosophies of India and Tibet

Four Credits Dell'Olio Fall 2005

295. Philosophies of China and Japan

Four Credits Dell'Olio Spring 2006

450. Capstone Seminar in Philosophy — A topical seminar dealing with significant thinkers, issues and approaches within philosophy. For philosophy majors, the seminar serves as a capstone course within the major. The topic of the seminar for Fall 2005 is “Human Emotions.” While the topics of the seminar vary, it is the goal of the course to provide appropriate opportunities for students to exercise the skills needed for reading philosophy and for thinking, writing and interacting with others philosophically. Philosophy majors will complete their major portfolios as part of the required work for the course. Prerequisite: permission of the instructor.

Four Credits Simon Fall Semester 2005

490. Independent Study — Prerequisite: departmental approval of a student-proposed project prior to enrollment in the course. Such a project might be an internship; but in any case it would include a significant piece of philosophic writing. (See also under General Academic Regulations, statement about Honors Independent Study or Research.) A student intending to enroll in 490 should plan ahead to study with the professor whose expertise and interests most clearly correspond to the student’s interests and intentions.

Two, Three or Four Credits Staff Both Semesters

495. Topical Seminars — Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.

Four Credits Staff When Feasible



Faculty: Ms. Mader, Chairperson; Mr. Abrahantes, Mr. Brown, Mr. DeYoung, Mr. Gonthier, Mr. Krupczak, Mr. Little, Mr. Misovich, Mr. Veldman*.

The Department of Physics offers several majors. The course structure allows students to tailor their programs to their main interests. Opportunities for research participation are available to all students at all class levels during both the academic year and the summer. Students are presently engaged in:

- nuclear physics experiments on the Hope accelerator
- theoretical astrophysics investigations
- theoretical nuclear physics investigations
- heavy ion physics experiments at national laboratories
- experimental condensed matter investigations
- surface analysis using alpha particle beams from the Hope accelerator
- chemical analysis using proton beams from the Hope accelerator
- variety of research with an engineering focus

Laboratories provide students with opportunities to test fundamental concepts and apply theory in practical applications. In addition, research programs and internships enable students to work along side faculty members and working professionals. In the department, the primary physics research laboratories are: a 1.7 million volt Van de Graaff pelletron tandem accelerator, a nuclear physics laboratory, and a condensed matter laboratory. There is extensive computer support. Students and faculty are also involved in research programs at national laboratories and NASA Goddard Space Flight Center. Students are strongly encouraged, as early as possible, to become involved in one of the research programs of the staff members. Summer stipends for such activity are often available.

MAJOR PROGRAMS

The department offers several majors designed to meet a variety of students' needs. Students with a possible interest in engineering should also see that section.

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Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, radiation physics, environmental physics, medical physics.

Bachelor of Arts Degree — A minimum of 27 credits from physics courses numbered 121 and higher including 8 credits from courses numbered 340 or higher. Courses required are 121 and 122, 141, 142, 270, 280, 281, and 382. Also two semesters of PHYS 080 (Seminar) are required. The mathematics requirement is MATH 232. An additional laboratory course, designated for science majors, in chemistry, biology, or geology is required. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 160 (preferred), 225 or 283, or by demonstrating programming competence on a problem chosen by the department.

Bachelor of Science Degree — A minimum of 36 credits in physics including 121 and 122, 141, 142, 270, 280, 281, and two semesters of 382. In addition, three courses selected from PHYS 342, 361, 362, 372, and 380 are required. Two semesters of PHYS 080 (Seminar) are required. In addition, 24 credits of courses in mathematics, computer science, and science are required, including MATH 232 and a laboratory science course, designated for science majors, in chemistry, biology, or geology. Computer programming competence is expected by the beginning of the junior year.

*Sabbatical Leave, Fall Semester 2005

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This requirement may be satisfied by CSCI 160 (preferred), 225 or 241, or by demonstrating competence on a problem chosen by the department. For those planning graduate work, PHYS 242, MATH 334, other physics courses, engineering courses (especially 345), and research are strongly recommended.

Honors Designation: In order to encourage students to go beyond the minimum requirements for graduation, students completing additional requirements will have an Honors Designation added to their transcripts. Students must fulfill the requirements for a B.S. in physics, and take an additional 6 credits of physics. Physics 342, 361, 362, and 372 must all be taken. In addition, one summer and two semesters (for one credit each term) of research work must be done with a Hope faculty member, and the research work must be documented in written form and submitted to the Journal of Undergraduate Research or another appropriate peer-reviewed journal. An additional semester of a laboratory based science majors course outside of physics is required, and a mathematics course beyond the required calculus sequence is required. The minimum GPA in physics courses is 3.6.

ENGINEERING PHYSICS

Students wishing to combine elements of physics and engineering in their major should consider the Bachelor of Science in Engineering Physics. This major (minimum of 36 credits) combines elements from both areas and is designed in consultation with the chairperson and requires prior approval from the department.

DUAL MAJORS

In case of a dual major, the physics courses required are those listed above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-mathematics, physics-computer science, physics-geology, physics-chemistry, and physics-philosophy.

STUDENTS PREPARING FOR SECONDARY EDUCATION

A Bachelor of Arts degree with a major in physics will require 30 credits (certification requirement) in physics and completion of the education requirements. A listing of the requirements can be found on the education Web site. Students interested in teaching physics at the secondary level should begin working with the Department of Education as early as possible.

PHYSICS MINOR

A minor in physics consists of 20 credits. Physics 121, 122, 141, 142, 270, and at least one 300-level course are required. The remaining courses are to be chosen by the student in consultation with the department chairperson. The exact courses will depend upon the intended major program of the student. Approval of the courses by the department chairperson is required.

ENGINEERING

The fields of physics and engineering are closely related. Similar principles and science concepts are found in both. One is more focused on application and one tends more to the abstract. Students unsure of their specific career goals are encouraged to read about the engineering program elsewhere in this catalog.

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HEALTH PROFESSIONS — Medicine, Dentistry, Physical Therapy, Veterinary Medicine

Students considering one of the health professions may enroll either in Physics 105, 106, 107, 108, or Physics 121, 122, 141, 142. Consultation with your advisor about the appropriate course is strongly advised. Students who may pursue graduate work in the sciences should take Physics 121, 122, 141, 142.

PREREQUISITE POLICY

Many courses in the department have prerequisites listed. A grade of C- or better is required in these prerequisite courses. If this is not the case, then it is the view of the department that the prerequisite has not been fulfilled and the course may not be taken without written permission of the instructor and the department chairperson.

SCIENCE MAJOR ORIENTED COURSES

080. Seminar — All students interested in physics and engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. The purpose of the seminars is twofold. One is the presentation of fields of current interest and questions of concern for researchers so that students can learn the content of and approaches to research. The other is to provide students contemplating further study at the graduate level with opportunities to discuss with speakers the programs at their institutions. In this manner, students can make better informed decisions on the course of their further education. Prerequisite for registration: junior standing. *Zero Credits Both Semesters*

105. College Physics I — This is an algebra-based course which provides a rigorous examination of the following physical phenomena and systems: 1) mechanics (forces, kinematics of motion, conservation of energy and momentum, collisions, and rotational systems), 2) oscillating systems and springs and 3) selected topics from molecular physics and heat (physics of solids and fluids, thermal physics and thermodynamics). Corequisite: Physics 107. Prerequisite: Mathematics 130 (Precalculus) or the equivalent. *Three Credits Mader Fall Semester*

106. College Physics II — A continuation of College Physics I, Physics 105. This course is algebra-based with an accompanying laboratory. It provides a rigorous examination of the following physical phenomena and systems: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves and 4) atomic and nuclear physics. Corequisite: Physics 108. Prerequisites: Physics 105 and Mathematics 130 (Precalculus), or the equivalent. *Three Credits Mader Spring Semester*

107. College Physics Laboratory I — The laboratory is designed to accompany Physics 105. Basic laboratory skills are developed. Students use modern instrumentation methods to explore and analyze scientific measurements. This laboratory is a great introduction to the use of computers in the collection and analysis of data. Students will be able to study quantitatively, and in detail, many of the mechanical systems which are presented in Physics 105. Corequisite: Physics 105. *One Credit Mader Fall Semester*

108. College Physics Laboratory II — A continuation of Physics 107, College Physics Laboratory I. The laboratory accompanies Physics 106. The topics of electricity and magnetism, electrical circuits, optics, radiation and quantum effects are explored. Physical phenomena are studied and measured at a more advanced level, including techniques currently employed in modern physics. A major goal of the course is to develop skills in the measurement of physical phenomena. Corequisite: Physics 106. Prerequisite: Physics 107. *One Credit Mader Spring Semester*

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111. Introduction to Physics — This course is an introduction to the field and practice of physics for those intending or considering a major in physics. It focuses on the topic of spectroscopy in atomic spectra, stellar astrophysics, molecular spectroscopy, and proton induced x-ray emission. Students will also learn laboratory skills, writing skills, problem-solving skills, and presentation skills. Prerequisite: concurrent enrollment in Mathematics 131 or 125, or permission of the instructor.

Two Credits Mader Fall Semester

112. Introduction to Modern Physics — This course is an introduction to modern physics for the student who enters Hope College with advanced placement but weaknesses in the area of modern physics. The material covered includes interference and diffraction, wave nature of light, particle nature of light, wave nature of matter, introduction to quantum mechanics, and atomic and nuclear structure. Prerequisites: Advanced Placement credit for Physics 122 and concurrent enrollment in Mathematics 132.

Two Credits Little Fall Semester

121. General Physics I — The course is calculus-based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: forces, conservation of momentum, energy (kinetic, potential, chemical, and thermal), fields, thermodynamics, and statistical mechanics. Corequisite: Physics 141. Mathematics 131 (Calculus I) or 126 must accompany or precede.

Three Credits Little Spring Semester

122. General Physics II — A continuation of General Physics I, Physics 121. The course is calculus-based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) electricity and magnetism, 2) geometric optics, 3) physical optics and waves, 4) atomic and nuclear physics. Corequisite: Physics 142. Prerequisite: Physics 121 (permission of instructor required if Physics 121 grade is below C-). Mathematics 132 must accompany or precede this course.

Three Credits Little Fall Semester

141. Physics Laboratory I — The laboratory is designed to accompany Physics 121. Basic laboratory skills are developed. The use of modern instrumentation in physical measurements is explored. Students gain experience in using computers to analyze scientific measurements. Topics covered include forces, conservation of momentum, conservation of energy, oscillation systems, and rotational motion. Corequisite: Physics 121.

One Credit Little Spring Semester

142. Physics Laboratory II — A continuation of Physics 141, Physics Laboratory I. The laboratory accompanies Physics 122. Physical phenomena are studied and measured on a more advanced level. Topics in electrostatics, radioactivity, modern physics, optics, electricity and magnetism, resonance, and electrical circuits are explored. A major goal of the course is to develop skills in the measurements of physical phenomena. Corequisite: Physics 122.

One Credit Little Fall Semester

241. Electronics I — An introduction to digital and analog electronics. This course is cross listed as ENGS 241. A full description may be found there.

242. Electronics II — Advanced applications of analog and digital electronics. This course is cross listed as ENGS 242. A full description may be found there.

270. Modern Physics — A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include special relativity, the structure of the nucleus, the Schroedinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be

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discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 and Mathematics 132, or permission of instructor.

Four Credits Mader Spring Semester

280. Introduction to Mathematical Physics and Engineering — Mathematical methods applicable to physical systems are studied. These include effective use of MAPLE, modeling with ordinary differential equations, vector calculus, Fourier Analysis, and common differential equations. Special attention is given to physical examples from multiple areas to show the generality of the techniques. Corequisite: Mathematics 232.

Two Credits Little Spring Semester

281. Intermediate Laboratory — This course focuses on developing experimental skills. These include experiment planning, research, analysis, error propagation, writing, and presenting. A series of short exercises are done first to develop the background in these areas and then experiments are done where these skills must be correctly applied. Typical laboratory experiments will include the Cavendish experiment, index of refraction of a gas with an interferometer, and determining the ellipticity of a large outdoor courtyard. Prerequisite: Physics 270.

Two Credits Mader Fall Semester

290. Independent Studies — With departmental approval freshmen or sophomores may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll each semester. Permission of the instructor is required.

One or Two Credits Staff Both Semesters

295. Studies in Physics — A lecture and/or laboratory course in a physics area of current interest. Two to Four Credits Staff Both Semesters

342. Electricity and Magnetism — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, and energy and momentum of the electromagnetic field. Prerequisites: Physics 280 and Mathematics 232.

Four Credits Mader Spring Semester

352. Optics — Topics covered concern both geometrical and physical optics. The approach involves matrix formulation, computer formulation, Fourier analysis as it relates to Fresnel and Fraunhofer diffraction, interference, polarization matrices and holography. The relevance of these topics to modern day optical information processing and physical devices is considered. Prerequisite: Physics 280. Alternate years.

Three Credits DeYoung Spring Semester Even Years

361. Analytical Mechanics — This course covers Newtonian mechanics, linear and nonlinear oscillations, calculus of variations, Lagrangian and Hamiltonian dynamics, and motion in noninertial frames of reference. The course builds upon the topics covered in general physics and makes extensive use of the methods learned in Introduction to Mathematical Physics. The course acquaints students with mathematical and computer techniques in solving complex problems. These more formal methods empower students with skills necessary to make the transition from introductory to advanced physics and engineering. Prerequisites: Physics 280, Mathematics 232 and programming competence.

Four Credits DeYoung Fall Semester

362. States of Matter — The prominent states of matter are examined from classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation, viewed as a first order phase transition, are

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discussed. Applications are made to such systems as plasmas, semiconductors, white dwarfs, and neutron stars. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years. Corequisite: Physics 280. Prerequisites: Physics 270 and Mathematics 232.

Four Credits Gonthier Spring Semester Odd Years

372. Quantum Theory — A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schroedinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schroedinger equation, angular momentum, the hydrogen and helium atoms, matrix methods in quantum mechanics, time independent and time dependent perturbation theory, radiation of atoms, and scattering theory. Prerequisites: Physics 270, 280 and Mathematics 232. Alternate years.

Four Credits Little Fall Semester Odd Years

380. Mathematical Physics and Engineering II — This is a continuation of Physics 280, Introduction to Mathematical Methods in Physics and Engineering. Additional mathematical methods, primarily for physics, are considered, including complex analysis, numerical methods, probability and statistics, additional special functions, and more partial differential equations. Prerequisite: Physics 280.

Two Credits Little Fall Semester

382. Advanced Laboratory — This laboratory builds on the skills learned in Physics 280 and combines experiments from both classical and modern physics. Extensive use of the computer is made in the analysis of data from experiments. Detailed error analysis of each experiment is required. In any given semester the selected topics are drawn from experiments such as gamma detection, Millikan oil drop, alpha spectroscopy, accelerator operation, Cavendish, Rutherford scattering, and neutron activation. Two hours of lecture and seven hours of laboratory. Required for physics majors and may be taken more than once for credit. Prerequisites: Physics 270 and 281, and Mathematics 232.

Two Credits Mader Spring Semester

490. Research — With departmental approval juniors or seniors may engage in independent studies at a level appropriate to their ability and class standing, in order to enhance their understanding of physics. Students may enroll in each semester.

One or Two Credits Staff Both Semesters

495. Advanced Studies in Physics — A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Three or Four Credits Staff Spring Semester

POLITICAL SCIENCE



Faculty: Mr. Ryden, Chairperson; Ms. Dandavati*, Mr. Dickinson, Mr. Holmes, Mr. Koopman, Mr. Polet, Mr. Toppen, Mr. Zoetewey. Assisting Faculty: Mr. Allis, Mr. Mast, Mr. Pocock, Ms. Vandervelde.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior and political institutions in the local, state, national, and international areas. To accomplish these goals, students majoring in political science take courses within the main fields of political science, including Political Theory, Comparative Government, American Political Parties, and International Relations. In addition to coursework, students enroll for academic credit in departmental programs which give the student a first-hand experiential encounter with political processes both at home and abroad. For example, the Washington Honors Semester Program is an interdisciplinary program that provides internship opportunities with hundreds of possibilities and allows participants to meet and interact with key political and administrative officials working in government. Other Hope interns work in governmental and political offices near campus. Hope College political science majors have engaged in a wide variety of activities which include:

- directing the campus radio station
- organizing Michigan's largest Model United Nations
- meeting with prominent campus visitors such as George Bush, Gerald Ford, Terri Lynn Land, John Engler, John McCain and Robert Kennedy Jr.
- organizing a "get-out-to-vote" campaign among college students
- serving as youth chairpersons of county, congressional district, and state political party committees

Graduates of the Department of Political Science have enjoyed such satisfying careers as:

- members of the Michigan House of Representatives and the U.S. House of Representatives
- assistant Presidential Press Secretary
- professor of International Relations at a major American university
- senior partner in a nationally prominent law firm
- juvenile rehabilitation officer
- budget analyst for a metropolitan transit system
- campaign management specialist with his own consulting firm
- Deputy Assistant Secretary of the U.S. Department of State
- assistant to the Mayor of Washington, D.C.
- executive director of state and congressional district party organizations
- state and national legislative staff person
- city manager
- minister in the Reformed Church

SOCIAL SCIENCE REQUIREMENT: Students who wish to fulfill the college social science requirement should take Political Science 100 or 110.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not fewer than 28 credits in the department, is designed to provide broad-based training for those who might wish to work in government or the private sector, pursue careers in law or teaching political science, or do graduate work in political science. Students who take appropriate electives in other disciplines may also prepare for

*Sabbatical Leave, Academic Year 2005-06

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eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work, each student major will be required to complete POL 100 or 110, 242, 251, at least 4 credits advanced American Government, 4 credits either of advanced International Relations or theory, and 4 credits Comparative Government. Finally each major must, during her or his senior year, complete the Capstone Seminar. Majors also are strongly encouraged to take Economics 211 and to fulfill the college mathematics requirement by taking Statistics (Math 210). Majors are also strongly urged to gain computer literacy by taking Computer Science 120 or 140.

MINOR IN POLITICAL SCIENCE: A minor consists of a minimum of 16 credits selected as follows: POL 100 or 110, 242 (or other approved research methods course), 251 and one to two advanced courses to reach the 16 credits requirement. For a teaching minor, students should select one or two additional courses from the foreign and domestic courses described below.

SPECIAL POLITICAL SCIENCE PROGRAM IN FOREIGN AREA STUDIES: A political science major may choose to concentrate on foreign area studies by completing an individually tailored 32-credit study program formulated in conjunction with his or her advisor. This study program should include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Department of Political Science by the end of a student's third year at Hope. Political Science 100 or 110 is required. Programs will vary according to geographic areas and interested students should see any of the faculty members who serve as program advisors: Dr. Dandavati, Dr. Holmes, and Dr. Toppen. For most of these area programs, up to six of the 32-credit requirement may be taken outside the Department of Political Science. Students who meet the International Education Committee's requirements for study abroad are encouraged to include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

100. Introduction to American Political Institutions and Lab — This course provides an introduction to American national level political institutions. Introductory lectures are provided on the history and development of political science within the social sciences and the use of social science methods of research within political science. A one-hour lab is required for this course. In this lab, students are introduced to: the use of sets of data as one means of conducting research; utilization of the World Wide Web as potential sources of information about politics and/or public policy issues; and library resources. The lab meets ten times during the semester. Special labs featuring election internship opportunities will be available for interested students in the fall. *Four Credits Polet, Ryden, Zoetewey Both Semesters, May Term*

110. National Government Topics — This course takes themes that have influenced debates among Americans about public policy issues and discusses these themes from the founding of our country to modern day. Varying approaches to teaching this course are used by the staff.

Two Credits Dickinson, Polet, Zoetewey, Staff Both Semesters

201. Political Geography — This course presents both the basics of world geography and American and Third World geo-political interests while keeping students abreast of current events in different regions of the world. A three- or four-hour project is available to political science and education majors.

Two to Four Credits Holmes Spring Semester

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212. Parties, Interest Groups and Elections — This course involves a study of the organization and functions of contemporary political institutions such as parties and interest groups, as well as the nominating and electoral processes. Special attention is given to the presidential selection process.

Four Credits Zoetewey Fall Semester

221. State and Local Government — The course examines the major constraints on state and local governments in making public policy, examines the institutions of state and local government, analyzes several public policy areas, and studies municipal and metropolitan governments. Students who are interested in pursuing careers in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in local government or state government).

Four Credits Zoetewey Spring Semester

235. Public Administration and Policy — This course is an introduction to the underlying principles of government management at the federal, state, and local levels. Students who are interested in careers in government should also take Political Science 294 (Government in Washington) or 391 (Internship in Local or State Government) or a Washington Honors Semester internship (392-01, 392-02, 393-01, 393-02).

Four Credits Staff Fall Semester

242. Scope and Methods — This introductory course deals with research methods and approaches to the study of politics which teach the basic skills needed for political science research. These include library research, approaches to political science, and computer usage. This course aims to insure that students have a basic core of skills related to their major.

Four Credits Toppen Both Semesters

251. International Relations — This course is an introduction to, and an examination of, the major problems confronting the peoples and nations of the modern world. Units include modernization, ideologies, military power management, diplomatic games, and international law and organization. Material on the international political economy also is covered.

Four Credits Dandavati, Holmes Both Semesters

262. Latin American Politics — The purpose of this course is to familiarize the student with the politics and culture of Latin America and in the process provide a base of knowledge from which analyses and comparisons can be made. The course is essentially comparative in orientation. The primary focus of the course will be on understanding problems of economic and political development and studying institutions such as the state, the military, and the Church in order to provide a basis for identifying similarities and appreciating differences within Latin America itself. We will build on these broader issues by focusing on the political, socio-economic and cultural realities of particular countries in the region. We will also evaluate alternative frameworks for social, political and economic change, and democracy within the continent as a whole and individual countries in particular.

Four Credits Dandavati Not Offered 2005-06

294. Government in Washington — Government in Washington is an exposure, through readings and on the spot interviews, to government officials, programs, and policies in Washington, D.C. This May Term course provides student participants some 50-60 interviews with Washington officials during a three-week period. Political Science 294 is a prerequisite for any student who wishes to take a six-credit, eight-week summer internship in Washington. Students are advised to consider combining Political Science 294 with a Washington summer internship (Political Science 391). (Six-week, four-credit internships are available if course is not offered.)

Three to Four Credits Staff May Term

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295. International Law and Human Rights — This course will examine the foundations, institutions, and processes of international law using the issue of human rights as a case study. Should Western notions of human rights be applied to other cultures? Should the international community violate a nation-state's sovereignty to protect human rights? Is the International Criminal Court a good idea?

Two Credits Toppen Not Offered 2005-06

295. Global Poverty — About half of the world's six billion people live in poverty (defined as \$2/day or less). This course will focus on the politics of global poverty-at the local, national, and global levels-while also considering the economic, religious, environmental, and other dimensions of what is arguably the single most compelling issue facing humanity in the 21st century. Among other things, we will explore the impacts on poverty of corrupt government, free trade deals, the status of women, debt relief, AIDS, food aid, federal government policies, the IMF and World Bank, ethnic conflict, multi-national corporations, the UN, and human rights.

Four Credits Toppen Fall Semester

295. Comparative European Politics — Europeans have radically changed the continent they inherited at the end of World War II. This is especially true politically. This course highlights the political and social developments that have transformed Germany, France, Italy and the Netherlands since 1945, placing these (and other countries for which students have an interest) in comparative perspective. Attention will also be paid to communist Eastern Europe until 1989 (particularly Czechoslovakia) and the rising importance of the European Union. This course is cross-listed with History.

Four Credits Dickinson Fall Semester

295. The Practice of Law and Legal Advocacy — The U.S. is a nation of lawyers, with the highest ratio of lawyers per capita of any country. Little of significance happens without lawyers having a hand in it. This course introduces students to the realities of the legal profession and its role in American society. In addition to interacting with panels of lawyers from a variety of backgrounds, students also will engage in the art of legal advocacy through participation in a moot court simulation, presentations on contemporary legal controversies, and short writing projects.

Four Credits Ryden Spring Semester

303. China and Japan — The purpose of this course is to familiarize the student with the politics and culture of China and Japan and, in the process, provide a base of knowledge from which analysis and comparisons can be made. The primary focus of this course will be on understanding problems of economic and political development and studying institutions such as the state, the military, and bureaucracy. We build on the broader issues of human rights, status of women, and different socio-economic and cultural realities. We will evaluate alternative frameworks for social, political, and economic change and democracy in China and Japan.

Four Credits Dandavati Not Offered 2005-06

310. Environmental Public Policy — This course is an introductory analysis of the economic, scientific, and political factors involved in environmental public policy. American environmental management will be viewed in terms of the interplay among economic efficiency, scientific feasibility, and the demands of the political process. Topics covered will include federal lands, intergovernmental relations, agency law, comparative institutions, U.S. environmental regulations, and technological compliance. This course is team taught by faculty from the Departments of Economics, Geological and Environmental Sciences, and Political Science so that students are exposed to the interdisciplinary nature of environmental public policy issues. Prerequisites: Economics 211 or Political Science 100 and the fulfillment of the college's

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general education science requirement. Four hours of lecture per week.

Four Credits Holmes, Lunn, Peterson Spring Semester

332. Congress and the President — This course examines the organization and operations of Congress and the role of executive and administrative agencies in the process of law-making. Subjects such as the functions of Congress and the President, reapportionment and redistricting, nominations and elections, the role of political parties and lobbyists, congressional committees, the law-making process, war powers, treaties and executive agreements, congressional investigations, budgets and appropriations, and ethics in government will be studied. Major issues before Congress and the President will be explored in some detail. *Four Credits Zoetewey Spring Semester*

337. Judicial Process — This course examines the fundamentals of the American judicial process, with an emphasis on the judiciary as a political institution and on the political forces which shape and determine judicial behavior and legal outcomes.

Four Credits Ryden Not Offered 2005-06

339. American Constitutional Law — This course is a topical and developmental survey of the principles of the U.S. Constitution. The first part of the course covers judicial procedures, the development of the principle of constitutionalism, judicial review, federalism, and the separation of powers. The balance of the term is focused on key developments in regulation of commerce, due process, equal protection, first amendment protections, privacy, and criminal justice. Open to qualified sophomores.

Four Credits Ryden Fall Semester

340. Women and The Law — This course will examine the various legal constraints and legal rights women experience in their daily lives. Law is viewed as a dynamic entity open to debate and change. Legal issues to be discussed include: affirmative action, divorce, rape, comparable worth, abortion, fetal rights, sexual harassment, surrogate motherhood, prostitution, and pornography. Cross-listed with Women's Studies. Prerequisite: one semester of college work.

Four Credits Vandervelde Fall Semester

341. Ancient and Medieval Political Thought — We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, Descartes and Machiavelli on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Philosophy.

Four Credits Allis Fall Semester

342. Modern Political Thought — We will examine such thinkers as Hobbes, Locke, Burke, Bentham, Mill, Spencer, Rousseau, Hegel and Marx on such issues as: human nature, the good life, the role of government, the relation between the individual and the government, the meaning of freedom, and the need for social order. We will also investigate how modern political thought differs from ancient and medieval views. Cross-listed with Philosophy. *Four Credits Polet Spring Semester*

343. 20th and 21st Century Political Thought — The theory of the liberal democratic state in the 20th century will be studied. Attention will be given to such central concepts as capitalism, socialism, communism, freedom, equality, and justice. Readings are from Lenin, Mussolini, Hayek, Rawls, Nozick, Habermas, against the background of Locke and Marx. Cross-listed with Philosophy.

Four Credits Polet Spring Semester

346. American Political and Social Thought — This course is an introduction to political thought in America. It will include 1) a review of the antecedent and origins

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of American political thought, 2) a tracing of the history and development of political thought in this country, 3) a survey of the imported political theories which have surfaced in the course of that historical development, and 4) a careful examination of the variety of political ideologies present in contemporary American political thought, and the outlook for the future. Open to qualified sophomores.

Four Credits Polet, Ryden Fall Semester

365. Wilderness Politics — Wilderness politics is a case examination of the American political system through a detailed field study of the wilderness issue. The three-week course is held in Colorado each summer with one week devoted to group interviewing on the subject, one week to a field trip, and a final week to a term project which can be done in a location of the student's choice. Special emphasis is placed on the interaction of local, state, and national governments in addressing one of the most controversial issues in the Western United States. Open to qualified sophomores.

Three to Four Credits Allis, Holmes Summer Term

375. Philosophy of Law — What is law, and what gives law the obligatory force it has? In this course we will investigate such issues as the nature of law, the relation of law to morality, and problems with interpreting and applying the law, especially the Constitution. Cross-listed with Philosophy.

Four Credits Allis Spring Semester

378. American Foreign Policy — American foreign policy is examined in global terms with emphasis on alternative political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

Four Credits Holmes Fall Semester

391. Internship Program — A variety of internship programs are available through the Department of Political Science. Field experiences at the local, state, or national government level or with an attorney or a political party organization are possible. A one-hour campaign internship is also available during every national election year. The student will work in the internship for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner to his field experience. Prerequisite: junior standing, or consent of the chairperson.

Variable Credits Zoetewey Both Semesters

392-01. Washington Semester Internship in Congress.

392-02. Washington Semester Internship with Political Interest Groups.

393-01. Washington Semester Internship in American Foreign Policy.

393-02. Washington Semester Internship in Public Administration. These four internships are offered under the Washington Semester Program (see Political Science 496). Students will participate in two internships. Most students intern in Congress or with a political interest group. Some students intern with an executive branch agency, a political party, or another group. Interns will prepare a term paper or other written material for each internship on a topic related to the internship experience.

Eight Credits Holmes Spring Semester

394. Model United Nations — Model United Nations provides students with an international relations internship emphasizing current world problems in the context of the United Nations. Students are responsible for conducting Michigan's largest Model United Nations program which includes several General Assemblies and Security Councils as well as an Economic and Social Council. Simulated issues and crises are prepared for high school participants representing many different countries. Model United Nations may be taken for two to four credits. The two-credit course is open to all students. The four-credit course may be taken with the consent of the instructor.

Two or Four Credits Holmes Spring Semester

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395. Campaign Management — Campaign management studies the methods and techniques of managing a campaign for public office. Topics covered include organization, advertising, press relations, fund raising, advancing, volunteers, budget, issues development, scheduling, and strategies. Up to half of the total class and preparation time may involve field work. Students in the course choose between a Democratic Party and a Republican Party lab when doing their field work. Individual campaign plans are prepared at the end of the course. Open to qualified sophomores for two to four credits. Freshmen enrolled in National Government may take this for one credit. Offered only during election years.

One or Four Credits Holmes, Pocock, Toppen Not Offered 2005-06

490. Independent Studies — Independent research of an advanced nature can be arranged under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: senior standing or consent of the department chairperson.

Three to Four Credits Staff Both Semesters

491. Readings in National Domestic Institutions — Independent reading of assigned works of an advanced nature can be arranged under the supervision of a designated staff member. Prerequisite: consent of the instructor.

One to Four Credits Zoetewey Both Semesters, May, June and July Terms

492. Washington Semester Preparation — This course provides an orientation for accepted Washington Honors Semester students. The course examines current public policy issues and seeks to sharpen written and oral communication skills.

One or Two Credits Toppen Fall Semester

494. Capstone Seminar — This course emphasizes individual research projects in some field of politics and the preparation of the research paper. Special requirement for majors: an oral discussion and portfolio presentation on 100, 242, and 251 during the course.

Three Credits Dickinson, Holmes Both Semesters

496. Washington Semester Program — This program enables superior students from all disciplines to study in Washington, D.C. and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 credits); participate in group seminars with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for two six-week periods in Congress (Political Science 392-01, 4 credits), the executive branch (Political Science 393-01 or 02, 4 credits), or with political interest groups (Political Science 392-02, 4 credits); and prepare extensive research papers based upon their semester's work.

Sixteen Credits Toppen Spring Semester



Faculty: Ms. Roehling, Chairperson; Mr. Behensky, Ms. Dickie, Mr. Green, Ms. Hernandez Jarvis, Ms. Inman*, Mr. Ludwig**, Mr. Myers, Mr. Shaughnessy, Mr. Sims, Ms. Trent-Brown, Mr. VanderStoep, Ms. vanOyen Witvliet. **Adjunct:** Ms. Bade, Ms. Heisler.

The Department of Psychology provides its students with a strong base in psychology's methods and concepts in order to prepare them to think critically about behavior and to pursue graduate study or practical applications of psychology. The department believes that the best preparation for the unpredictable future comes through acquiring the intellectual tools which enable students to be problem solvers, to change and grow as old ways become obsolete and new approaches become available.

The department offers students opportunities to experience psychology in action, thereby shaping their personal visions. Several of the department's courses offer opportunity for research experience. The department also offers some forty internships with Holland area human service agencies and businesses. Other internships and research opportunities are available on campus (eg., Frost Social Science Research Center) and through off-campus study programs at the Philadelphia Center and the Chicago Semester.

The department's exceptional facilities include multimedia instruction, a psychophysiology laboratory and other computer-controlled laboratories for data collection and analysis. Many students collaborate with faculty in research in much the same way that graduate students do in universities. Each year psychology students are involved in collaborative research and many present their research at professional conferences.

Those psychology majors intending to work in the human service professions with a B.A. degree or intending to seek an advanced degree in this area (e.g., M.A., M.S.W.) should consider courses aimed at developing both helping skills and research/evaluation skills. Currently, helping skills can be learned in the Theory and Practice of Helping course (PSY 265) and the May Term course The Helping Relationship (PSY 365). Other pertinent courses include Communication 210, 220, and 330. Students considering work in probation and the criminal justice system might want to take Political Science 337 and 340. Human service professions related courses include Sociology 101, 231, 232, 262, 312, and 331, and IDS 200 (Encounter with Cultures). Students interested in human resources and/or business should take PSY 350 and Management 200 and 352. Consultation with your psychology advisor is recommended in making choices from among the courses listed above. Students intending to enroll in an MSW program can choose either the social work major or the psychology major. Recommended courses for other possible career paths for psychology majors, information about careers in psychology, and information about graduate study in psychology are available on our web site (<http://www.hope.edu/academic/psychology>).

Hope's Department of Psychology is nationally recognized. The department ranked 14th nationally among four-year colleges, with 25 PhDs earned by graduates between 1991 and 1995. For eight consecutive years, the national honor society in psychology has awarded at least one of our students a regional research award (approximately 12 are awarded per year out of more than 200 applicants). Several leading psychology textbooks and multi-media instructional resources are authored by department faculty. Many of the department's recent graduates have been recruited by top graduate schools, assuring that the department will continue to be a prominent source of future

*Sabbatical Leave, Spring Semester 2006

**Meiji Gakuin Exchange Professor, Fall Semester 2005

PSYCHOLOGY

psychologists. Additional information about psychology faculty and their research interests and about alumni is also available on our Web site.

MAJOR REQUIREMENTS: The psychology major is composed of a minimum of 28 credits distributed across six categories. These categories represent qualitatively different experiences and correspond to different goals and objectives delineated in the Department of Psychology Mission Statement.

Survey Courses

Introduction to Psychology is a requirement for the major. Students must also take three of the following courses: Developmental Psychology, Social Psychology, Cognitive Psychology, Physiological Psychology, Behavior Disorders, Industrial/Organizational Psychology

Research Skills and Knowledge

Research Methods and a course in Statistics are required. Students interested in attending a research-based graduate program are also encouraged to take the following courses which have an emphasis on research: Cognitive Psychology, Industrial/Organizational Psychology, Advanced Research, Advanced Data Analysis and Special Studies.

Service Learning/Field Experience

The service learning requirement may be fulfilled by any of the following courses: Developmental Psychology with Practicum, Behavior Disorders Practicum, a Psychology Internship, and some students in Clinical Psychology.

Topical Seminar

Majors in psychology must take at least one of the following seminar courses: Human Sexuality, The Latino Child, Practical Aspects of Memory, Adult Development and Aging, Psychology of Women, Clinical Psychology, Health Psychology, Studies in Psychology (PSY 395).

Cultural Diversity

The cultural diversity requirement can be satisfied by taking at least six credits in courses flagged for cultural diversity.

Students who have questions about whether the prescribed 28-credit major is the most appropriate one for them or who would like to form a composite major may design, in consultation with their psychology advisor, a major program suited to their unique needs and goals. Written copy of this alternate major program is filed with the department chairperson. Students interested in an alternative major should contact the Department of Psychology chairperson or their psychology advisor as soon as possible so that the construction of the major program can be done as a forethought rather than an afterthought.

MINOR REQUIREMENTS: The psychology minor consists of a minimum of 18 credits of psychology. Psychology 290, 295, 395, 490, 495, and 496 may be repeated but no more than four credits in any combination will be counted toward the minor.

PSYCHOLOGY MINOR FOR SECONDARY TEACHING CERTIFICATION: Students who minor in psychology for teaching certification must take a minimum of 20 credits in psychology. EDUC 225/226 (Exceptional Child) cannot be used for a minor for endorsement in psychology. See the Department of Education Web page at <http://www.hope.edu/academic/education/certification/sec/psymminor.html> for more information about courses required for this minor.

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100. Introduction to Psychology — An introduction to the science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (and including most of the subjects suggested by other psychology course titles). Laboratory experiments and exercises provide hands-on experience.

Four Credits Staff Both Semesters

200. Research Methods — A beginning study of research methodology in contemporary psychology. Specific examples from different areas of psychology are used to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, interpretation and generalization. Laboratory projects provide hands-on experience with an emphasis on experiments. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis, Shaughnessy Both Semesters

225. The Exceptional Child — Same as Education 225.

230. Developmental Psychology — An introduction to theories, research methods, and findings related to intellectual, linguistic, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence. All students will participate in a field placement or other practical experience. Prerequisite: Psychology 100.

Four Credits Dickie, Ludwig, VanderStoep Both Semesters

265. The Theory and Practice of Helping — Helping skills are essential to conducting an effective interview, whether the interview takes place in counseling, social work, nursing, personnel work, or the ministry. The course presents concepts and methods, and teaches skills that are designed to help the student develop specific competencies in helping relationships. (Students may not take both PSY 265 and 365). For psychology majors only. Prerequisite: Psychology 100.

Two Credits Bade, Motiff Once a Year

280. Social Psychology — The scientific study of how people think about, influence, and relate to one another. Topics include the self, conformity, persuasion, prejudice, and interpersonal attraction. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.

Four Credits Inman Both Semesters

281. Faith Seeking Justice, An Encounter with the Power of the Poor in the Voices of Latinas — This course is an interdisciplinary exploration of the liberating character of Base Christian Communities in Mexico, especially as that liberating character is voiced by Latinas. The course meets on campus for one week and in Mexico for two weeks. This course may be taken as a Senior Seminar under IDS 404.

Four Credits Dickie May Term

290. Supervised Study in Psychology — Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from the faculty supervisor. May be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Pass/Fail credit only. Prerequisites: Psychology 100 and permission of the instructor/supervisor.

One or Four Credits Staff Both Semesters

295. Studies in Psychology — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Prerequisite: permission of instructor.

Two or Four Credits Staff

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305. Latino Child — This course is designed to explore the development of self-identity, particularly the ethno-cultural component of Latino children's identity, and its influence on children's cognitive development and their school experiences. This course takes an interdisciplinary approach and includes readings from selected resources in the fields of cross-cultural, social-developmental, educational, and cognitive psychology, as well as sociology, cultural diversity, and fiction and non-fiction literature. Prerequisite: Psychology 100.

Two Credits Hernandez Jarvis Once Every Two Years

310. Practical Aspects of Memory — A study of topics in memory including a selective overview of memory research. Practical aspects of memory covered in the course include autobiographical memory, eyewitness and expert witness testimony, and recovered memories. The prevailing theme and goal of the course is for students to build a bridge between their knowledge of memory based on their personal experience and the body of knowledge based on psychological research. Prerequisite: Psychology 100.

Four Credits Shaughnessy Once a Year

320. Physiological Psychology — An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior. Prerequisite: Psychology 100.

Four Credits Behensky Once a Year, Usually Spring

335. Adult Development and Aging — A study of research and theory about human development during the post-adolescent years, with emphasis on the issue of continuity versus change in the various stages of life. Special attention is paid to the problems and challenges of late adulthood. Prerequisite: Psychology 230. Prerequisite: Psychology 100.

Two Credits Ludwig Alternate Years

340. Cognitive Psychology — An introduction to the major topics in cognitive psychology including perception, attention, memory, imagery, knowledge representation, categorization, problem solving, language, decision making, and reasoning. Theories dealing with these issues will be reviewed with an emphasis on current research findings and applications. Data collection and analysis are part of the laboratory experience. Prerequisite: Psychology 100.

Four Credits Hernandez Jarvis Once a Year

350. Industrial/Organizational Psychology — This course applies psychology to the workplace. An introduction to the major topics including personnel selection and evaluation, organizational dynamics (groups, power, teams, cooperation, competition, and communication), and human factors (evaluating the work environment). Course contains psychological theories, research, and practical applications (involving interviews and data analysis). Prerequisite: PSY 100 or permission of instructor. Math 210 recommended. Complements a Management major. Prerequisite: Psychology 100.

Four Credits Inman Once a Year

365. The Helping Relationship: Principles and Skills — A seminar-workshop discussing principles and practicing skills involved in helping others. Persons intending to be psychologists or social workers or to help others as ministers, physicians, teachers, etc., will find a theoretical framework in which to view their helping functions and skills in a systematic manner. A psychological perspective for functioning paraprofessionals is emphasized. The course requires permission of the instructor and is held off campus. This course may be taken as a Senior Seminar under IDS 494.

Four Credits Motiff May Term

370. Behavior Disorders — A study of the major psychological/psychiatric disorders. Information regarding the diagnostic criteria, causes and treatment of mental

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disorders, and societal management and attitudes toward the mentally ill will be explored. Prerequisite: Psychology 100.

Four Credits Bade, Roehling, vanOyen Witvliet Both Semesters

371. Behavior Disorders Practicum — This practicum is an optional course that is taken in conjunction with PSY 370. Using a service-learning model, students volunteer at a mental health placement approximately three hours a week. Pass/fail credit only.

One Credit Roehling, vanOyen Witvliet Both Semesters

380. Psychology of Women — This course helps students recognize that women have historically been excluded from defining theory and research in psychology and remedies this bias by 1) providing a feminist critique of existing theories, research and methods, 2) exploring current scholarship on women, and 3) connecting psychology with women's lives in their diversity and particularity, and in issues of race, class and sexual orientation. Women's lives are viewed as valid for serious study and discussion.

Four Credits Dickie Once A Year

390. Advanced Research — A psychology laboratory course designed to provide students with hands-on experience with an actual, ongoing research program. Its main purpose is to prepare students for doctoral graduate study. Students will be assisting professors with their research and thus be learning by doing. Students must submit an application (available in the departmental office) no later than noon on the Friday before registration. Permission slips (required) will be distributed at 3:00 p.m. that same day. Prerequisites: Research Methods (PSY 200) and permission of the instructor. It is strongly recommended that the course be taken no later than during the junior year. This course may be taken only once. Prerequisites: Psychology 100 and Psychology 200.

Four Credits Staff Both Semesters

395. Studies in Psychology — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Prerequisite: permission of instructor.

Two to Four Credits Staff

410. Clinical Psychology - Therapy and Assessment — This course will introduce the student to the major topics in clinical psychology. The most influential psychotherapies will be studied, including their theoretical background and applications. Research regarding therapeutic effectiveness will be discussed. In addition, the conceptual, statistical, and ethical issues involving assessment of personality and intelligence will be examined. Prerequisite: Psychology 370.

Four Credits Bade, Roehling, vanOyen Witvliet Both Semesters

420. Health Psychology — This course is taught in a seminar format and investigates how psychological factors affect aspects of health and illness. A biopsychosocial model is used to examine issues in: (1) health behaviors and primary intervention, (2) stress, illness, and stress reductions, (3) the management of pain and discomfort, and (4) the management of chronic and terminal illness. Prerequisite: advanced psychology major, or advanced pre-medical student, or advanced nursing student, or advanced kinesiology major.

Two Credits Bade Once A Year

490. Special Studies — This program affords an opportunity for the advanced psychology student to pursue supervised projects of his or her own choosing beyond the regular course offerings. The project may take on one of two forms: the scholarly treatment of a particular topic using the library or laboratory research.

Both types can be done in various combinations, on or off campus. To be eligible for the course the student must have a faculty sponsor, a specific topic in mind, a reasonable background in related course work, good independent study habits, initia-

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tive and high motivation. If the proposed research involves data collection, prerequisites are Psychology 200 and 390. Special Studies credit requires departmental approval of a formal proposal to be submitted prior to registration. The number of credits and whether the course is taken for a grade or on a pass-fail basis are subject to departmental approval. The course may be repeated but no more than four credits in this course may be applied to the psychology minor requirement of 18 credits.

Credits to be Arranged Staff Both Semesters and Summer

495. Advanced Studies in Psychology — An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four credits may be applied to the 18-credit psychology minor requirement. Prerequisite: permission of instructor.

Two to Four Credits Staff Both Semesters and Summer

496. Psychology Internship — A closely supervised practical experience in a professional setting for upperclass psychology majors. The experience can include observing, assisting, assuming regular duties, or pursuing a special project. The general guideline for credit is 3 hours per week (for a semester) for each credit. This course may be repeated for credit but no more than four credits may be applied to the 18-credit psychology minor. Prerequisite: departmental approval.

Credits to be Arranged Roehling, vanOyen Witvliet Both Semesters and July Term

Internship opportunities for psychology students are also available through the Philadelphia Center and the Chicago and Washington semesters. See pages 336-337.

RELIGION



Faculty: Mr. Bandstra, Chairperson; Mr. Bouma-Prediger, Mr. Cunningham, Mr. Hoogerwerf, Ms. Japinga, Mr. Muñoa, Ms. Powers*, Mr. Tyler, Mr. Van Til, Mr. Wilson, Mr. Yan. Assisting Faculty: Mr. T. Brown, Mr. Lindell.

The broad academic purpose of the study of religion at Hope College is to understand the Christian faith and the role of religion in human society. To accomplish that end, the Department of Religion divides its field into four areas of academic investigation: biblical studies, historical studies, theological studies, and world religions. Some majors concentrate in one of those areas and develop, thereby, a considerable expertise. Others combine their religion major with another (such as biology, English, or psychology) and “double major.” Whether they choose greater depth or greater breadth, however, students find the focus provided by a religion major to be an excellent way of centering their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- enrolling in the Philadelphia Center or the Chicago Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches and performing community services

Graduates of the Department of Religion are leading satisfying careers such as:

- serving in the denominational headquarters of a national church
- teaching in a seminary or college
- serving as a counselor with a Christian agency
- directing a retirement center
- pastoring a church in this country or abroad
- serving on a church staff as minister to youth

Options for religion majors and minors include seminars or individual research and, in consultation with the department chairperson, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum. Six credits in religion are required for graduation: a two-credit Basic Studies in Religion course (REL 100) and one four-credit introductory course in religion (REL 220, 240, 260, or 280).

RELIGION AS A MAJOR

The Department of Religion is a department within the Humanities Division presenting an area of study and research which students may choose as the focus of their liberal arts education. The Department of Religion is comprised of four fields: Biblical Studies, Historical Studies, Theological Studies, and Studies in World Religions. The religion major program requires 32 credits. It includes four 4-credit introductory courses in religion (220, 240, 260, and 280) and four 4-credit courses at the 300 and 400 level. Three of the four fields of religion must be represented among the four courses at the advanced level, and one of these must be a 400-level religion seminar. One of the advanced level courses may be an independent study. Religion 100 does not count toward a major.

*Sabbatical Leave, Spring Semester 2006

RELIGION

The religion major with youth ministry emphasis is recommended for students interested in pursuing careers in youth ministry. This program consists of the regular religion major course of study to which a two-credit course in ministry (358 or 359) and two internships (498 and 499) are added.

A student with special interests and objectives may apply to the department for a “contracted religion major” which consists of the 16 credits at the introductory level (220, 240, 260, and 280) and 16 credits of advanced work in religion appropriate to the academic and vocational interests of the student.

MINOR IN RELIGION: A minor consists of a minimum of 20 credits, including three courses at the 200 level, one four-credit course at the 300 level, and a 400-level seminar. Religion 100 does not count toward a minor.

THE RELIGION MINOR FOR TEACHER CERTIFICATION IN SECONDARY EDUCATION: This specialized minor meets State of Michigan requirements for certification to teach the academic study of religion in public schools. A total of 20 required credits is stipulated. The courses include 220 and 280 and three 4-credit courses at the 300/400 level (including at least one 400-level seminar and one course in world religions). For further information, see the Department of Religion chairperson.

BASIC STUDIES IN RELIGION

100. Basic Studies in Religion — The course is designed to introduce students to the content and methods in the study of religion. A variety of topics will be available each semester, varying by instructor. Topics range across the fields of biblical studies, theology and ethics, church history, and world religions. Consult the Department of Religion Web site for current offerings. Religion 100 may be taken for credit only once; exceptions are granted by the chairperson in unusual circumstances.

Two Credits

INTRODUCTORY COURSES IN RELIGION

Introductory religion courses fall into four general areas of study, but each particular course has its own focus. Consult the Department of Religion’s Web site for the topics and instructors offered each semester.

220. Introduction to Biblical Literature — An introductory study of the history and theology of the Old and New Testaments.

Four Credits Bandstra, Muñoa, Powers

240. Introduction to the History of Christianity — An introductory study of the history of Christianity.

Four Credits Japinga, Tyler

260. Introduction to Theology — A study of basic Christian beliefs about God, creation, humanity, evil, Jesus Christ, salvation, the church, and the future, based on a careful reading and an informed discussion of classical texts.

Four Credits Bouma-Prediger, Hoogerwerf, Japinga

280. Introduction to World Religions — A historical and geographical survey of some major religions of the world: the religions of India, China, Japan, and the Middle East. Emphasis is placed on the role of religion in the development of the culture and ethos of these areas.

Four Credits Wilson, Yan

RELIGION

ADVANCED COURSES IN RELIGION

The prerequisite for all 300 and 400 level classes is completion of the general education requirement in religion.

BIBLICAL STUDIES

320. Pentateuch — A close study of the literature of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy against the background of the Ancient Near East.

Four Credits Bandstra

325. Jesus and the Gospels — A study of the synoptic gospels and the Gospel of John, focusing on the life and teachings of Jesus, the development of the gospel traditions, and the special interests and concerns of each evangelist.

Four Credits Muñoa

326. Late New Testament and Early Christian Writings — A study of late New Testament writings, focusing on Hebrews, James, I Peter, and Revelation. Issues of background, genre, and interpretation will be dealt with. Other late New Testament and early Christian literature will also be examined briefly.

Four Credits Muñoa

328. Johannine Literature — A study of the gospel and epistles of John. Special emphasis will be placed on the exegesis of the Johannine texts and the theological questions which are raised in the interpretation of these writings. This course is taught as a seminar.

Four Credits Powers

329. Studies in Scripture — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Bandstra, Muñoa, Powers

HISTORICAL STUDIES

344. Christianity in the Middle Ages — The history of the Christian experience from 400-1400, focusing on how Christians articulated belief and acted on religious conviction in the shifting economic, political, cultural, and social environments of the Middle Ages. Prerequisite: Religion 240.

Four Credits Tyler

345. The Reformation — The history of religious reform movements from the later Middle Ages through the sixteenth century with an emphasis on Lutheran, Zwinglian, Anabaptist, Calvinist, Anglican, and Roman Catholic reformations and churches. The course will emphasize not only theological developments, but also the interaction of religious, political, and cultural impulses and trends. Prerequisite: Religion 240.

Four Credits Tyler

346. Piety and Politics — A historical analysis of revival and reform movements in American religious history, and the interaction between Christianity and politics, morality, and social welfare. Prerequisite: Religion 240.

Four Credits Japinga

349. Studies in Religious History — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Japinga, Tyler

THEOLOGICAL STUDIES

362. Conceptions of God — A study of ancient, medieval, and modern ideas of God present in major religions, theologies, and philosophies. They will be examined and evaluated in the light of the biblical understanding of God as it develops in the Judeo-Christian tradition, and in relation to such topics as creation, human freedom, and knowledge of God.

Four Credits Wilson

RELIGION

363. Studies in Christian Spirituality — A study of major views within the Christian tradition on the nature and practice of spirituality. In addition to the Bible, the writings of such masters as Benedict of Nursia, Maximus Confessor, Bernard of Clairvaux, Julian of Norwich, John Woolman, Soren Kierkegaard, Theresa of Lisieux, Dietrich Bonhoeffer, and Mother Teresa will be examined.

Four Credits Bouma-Prediger

364. Philosophical Theology — A study of major issues and questions which arise in Christian philosophical theology. Topics covered include grounds for belief in God; how God is known; what God is like; theology and science; miracles; the problem of evil; religious pluralism; the meaning of guilt and death in religious life. Prerequisite: Religion 260 or permission of instructor.

Four Credits Bouma-Prediger

365. Ecological Theology and Ethics — A study of the nature and causes of current ecological degradation, the witness of Christian scripture and tradition concerning ecological matters, the duties and responsibilities of humans as earthkeepers, and the practical implications of living in a more earth-friendly way. This is an off-campus course combining traditional academic study with a wilderness backpacking, canoeing, and kayaking trip in which participants learn wilderness camping skills and develop their leadership ability in addition to examining issues in the area of ecological theology and ethics. Prerequisite: permission of instructor.

Four Credits Bouma-Prediger

366. Feminist Theology — An exploration of theological questions (who is God?, what does it mean to be human?, how do we read the Bible?, etc.) from the perspective of feminist theologians. Prerequisite: Religion 260 or permission of instructor.

Four Credits Japinga

367. Theology and Ethics of John Calvin — A study of the Institutes of John Calvin and their significance for the Reformed tradition in theology and ethics.

Four Credits Tyler

369. Studies in Theology — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Bouma-Prediger, Hoogerwerf

STUDIES IN WORLD RELIGIONS

381. Religions of India — A study of the history and development of the major religions of India. Special attention is drawn to the impact of historical religion on modern India.

Four Credits Wilson

383. Studies in Islam — A study of the history and development of Islam, considering its literature, doctrines, traditions, and practices. Particular emphasis is placed upon sectarian Islam with its various geographical locations and its political significance in the world today.

Four Credits Wilson

389. Studies in World Religions — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses.

Four Credits Wilson, Yan

COURSES IN MINISTRY

358. Youth Ministry — An examination of contemporary youth culture and adolescent religious development with a view to developing an effective Christian ministry to young people. Prerequisites: two courses in religion and sophomore standing.

Two Credits Lindell

RELIGION

359. Studies in Ministry — A course designed to enable current staff or visiting faculty to teach a course in the area of their current research, and to facilitate cross-listing courses. *Two Credits T. Brown*

SEMINAR AND INDEPENDENT STUDY

420. Seminar in Scripture — A senior level seminar course on some topic related to the study of scripture. For majors or minors, or by permission of the instructor. *Four Credits Bandstra, Muñoa, Powers*

440. Seminar in the History of Christianity — A senior level seminar course on some topic related to the study of the history of Christianity. For majors or minors, or by permission of the instructor. *Four Credits Japinga, Tyler*

460. Seminar in Theology/Ethics — A senior level seminar course on some topic related to the study of theology and/or religious ethics. For majors or minors, or by permission of the instructor. *Four Credits Bouma-Prediger, Hoogerwerf, Japinga*

480. Seminar in World Religions — A senior level seminar course on some topic related to the study of religions of the world. For majors or minors, or by permission of the instructor. *Four Credits Wilson, Yan*

490. Independent Studies — A program providing an opportunity for the advanced student to pursue a project of his/her own interest beyond the catalog offerings. The course can be based upon readings, creative research and/or field projects. Permission of department chairperson required. *One, Two, Three, or Four Credits Staff*

498. Religion Internship I — A supervised practical experience in a church or religious organization. This experience will involve at least 8 hours per week for a full academic year in a setting approved by the instructor. Participation in group supervision sessions is also required. Prerequisites: two courses in religion (one of which must be Religion 220), Youth Ministry (may be taken concurrently), and permission of instructor. *Four Credits Powers*

499. Religion Internship II — A continuation of 498. Same requirements and prerequisites as Religion 498. *Four Credits Powers*



Faculty: Ms. Sturtevant, Chairperson; Mr. Luidens, Ms. Bluhm Morley, Mr. Nemeth*, Mr. Piers, Ms. Swanson, Ms. Villarreal. Adjunct Faculty: Mr. Gonzalés, Mr. Osborn.

The Department of Sociology and Social Work provides students with a variety of courses in two major areas. The sociology major prepares students who plan to enter graduate or professional school in the disciplines of sociology, law, urban planning, the ministry and numerous other professions as well as students intending to enter business.

The social work major is a professional degree that is accredited by the Council on Social Work Education. Its principal objective is to prepare students for beginning level, generalist social work practice. (The Social Work Program is fully described following the sociology course list.)

SOCIOLOGY MAJOR

Sociology can be defined as the scientific study of human societies. Students majoring in sociology will be introduced to the major theoretical paradigms and methodological procedures of the discipline. They will also select several electives from a variety of topical courses. Finally, majors will participate in a senior-level capstone course that will focus on current issues of significance or in an off-campus internship in an approved program.

The sociology major requires a minimum of 28 credits. This must include a) Sociology and Social Problems (Sociology 101); b) Theoretical Perspectives in Sociology (Sociology 261); c) Methods of Social Research (Sociology 262); and d) Capstone Seminar in Sociology (Sociology 495) or an approved off-campus internship. In addition, students must demonstrate competence in statistics; this is usually accomplished by completing Mathematics 210 or Mathematics 310.

Criminal Justice Focus

Sociology majors may elect to graduate with a Criminal Justice (CJ) emphasis. This 32-credit program is intended for students preparing for careers in law enforcement, the criminal justice system, and related occupations. The CJ emphasis is offered in conjunction with the Philadelphia Center. In addition to Sociology 101, 261, and 262, CJ students must complete the Criminology I and II sequence (Sociology 221 and 222), another four-credit sociology elective (preferably Sociology 312, Urban Sociology), a four-credit course on Criminal Justice (to be offered through the Philadelphia Center), and a related internship in Philadelphia. As with all majors, CJ students must demonstrate competence in Statistics.

Off-Campus Options

In lieu of Sociology 495, sociology majors may undertake an internship in an off-campus setting. Students are encouraged to consider one of the State-side or international programs which the college provides. In particular, the Hope-Liverpool University College in Liverpool, Great Britain; the Chicago Semester; and the Philadelphia Center offer placements in urban settings. The Borders Program in El Paso, Texas, and the Council on International Educational Exchange Program in Santiago, Dominican Republic, provide outstanding placement opportunities for majors with competence in Spanish. Other, non-495 placement opportunities are available in Jerusalem, Aberdeen (Scotland), and Querétaro, Mexico. Interested students are encouraged to consult with the Office of International Education to learn of other options.

Permission for either the Criminal Justice emphasis or the Off-Campus option must be obtained from the chairperson of the Department of Sociology and Social Work.

*Sabbatical Leave, Academic Year 2005-06

SOCIOLOGY AND SOCIAL WORK

Sociology majors are encouraged to take the following sequence of courses:

YEAR	CREDITS
First Year	
SOC 101 Sociology and Social Problems	4
IDS 100 First Year Seminar	2
ENGL 113 Expository Writing	4
REL 100 Basic Studies in Religion	2
KIN 140 Health Dynamics	2
GEMS General Education Mathematics and Science	2
BIOL 150 Biological Unity and Diversity or	
BIOL 221 Human Physiology	4
Foreign Language Requirement	7
1 Cultural History Requirement	4
First Year Total	31
Second Year	
SOC 261 Theoretical Perspectives (Fall)	4
SOC 262 Methods of Social Research (Spring)	4
4 Credits of Sociology Elective	4
Students who intend to complete the Criminal Justice Emphasis must take SOC 221 and 222	
PSY 100 Introduction to Psychology	4
MATH 210 Introductory Statistics or	
MATH 310 Statistics for Scientists	4
POL 110 National Government Topics or	
ECON 200 Economic Themes and Topics	2
1 Cultural History requirement	4
1 Performing Arts requirement	4
Other Electives	2
Second Year Total	32
Third Year	
1 Sociology Elective	4
Upper Division Religion Requirement	4
Remaining Performing Arts Requirement	2
5-6 General Electives	21
(Students enrolled in the Criminal Justice Emphasis should plan on spending the SPRING semester of their Junior year in Philadelphia; similarly, this year is the preferred time for other off-campus programs.)	
Third Year Total	31
Fourth Year	
SOC 495 Capstone Course in Sociology (Spring)	4
1 Sociology Elective	4
IDS 495 Senior Seminar	4
4 General Electives	20
Fourth Year Total	32

SOCIOLOGY AND SOCIAL WORK

SOCIOLOGY MINOR

The sociology minor consists of 20 credits of courses. Students will be required to complete Sociology 101, 261, and 262. In addition, they will have to take another eight credits from among the department's courses.

SOCIOLOGY COURSES

101. Sociology and Social Problems — An examination of the concepts and theories which make up the sociological perspective, the evidence which tests these theories, and the ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. A lab is included in this class. This course fulfills the Social Science I-A and cultural diversity requirement of General Education.
Four Credits with Lab Staff Both Semesters

151. Cultural Anthropology — A study of the historical trends in anthropology that have led to its present perspectives. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world. This course fulfills the Social Science I-A requirement of General Education.
Four Credits Fall Semester Even Years

221. Criminology I — Students will be introduced to the principal sociological perspectives on the causes of crime, with special emphasis on the processes of deciding who are called criminals and what actions are criminalized. This course is required for students planning to major in sociology with a Criminal Justice emphasis and fulfills the Social Science II-A requirement.
Two Credits Luidens Fall Semester (First Half)

222. Criminology II — Students will be introduced to the Criminal Justice System with a focus on the principal sociological perspectives on the roles of law enforcement agencies, the judicial and penal systems, and post-conviction treatments. This course is required for students planning to major in sociology with a Criminal Justice emphasis. Prerequisite: SOC 221. *Two Credits Luidens Fall Semester (Second Half)*

232. Sociology of the Family I — This course examines the family from a developmental approach. Research studies will focus on the trends in family life and social problems related to family functioning at each stage of a family's development. Same as Social Work 232. Prerequisite: SOC 101.
Two Credits Piers Fall Semester (First Half)

233. Sociology of the Family II — This course examines several theoretical approaches to understanding the family as a social system, examines issues in the family, examines the social-class variations in the family and examines ethnically diverse families in the U.S. Same as Social Work 233. Prerequisite: SOC 101.
Two Credits Piers Fall Semester (Second Half)

261. Theoretical Perspectives in Sociology — This course will consider the principal historical and contemporary sociologists and their approaches to the study of society. Through their intellectual and personal biographies, students will be introduced to the major concepts and questions that sociologists consider. Prerequisite: SOC 101.
Four Credits Luidens Fall Semester

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Students will become acquainted with probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics. Computer-assisted projects and exercises using a variety of data sets will be introduced in laboratory sessions. Prerequisite: SOC 101.
Four Credits Nemeth Spring Semester

SOCIOLOGY AND SOCIAL WORK

269. Race and Ethnic Relations — The role that racial and ethnic diversity plays in society continues to be crucial. Much of contemporary social inequality, social conflict and efforts toward accommodation and assimilation have their roots in this diversity. In addition to describing and analyzing these themes, this course will offer an assessment of the American experience in light of broader global trends.

Two Credits Bluhm Morley Fall Semester

271. Sociology of Gender I — In this course we will examine the different roles prescribed to individuals on the basis of sex. The particular focus will be the role of socialization and social institutions. We will consider the consequences of women's and men's assigned roles for their home and family life, work roles and achievements, media portrayals, and religious practices.

Two Credits Swanson Spring Semester (First Half)

272. Sociology of Gender II — In this half of the course we will examine the most popular gender theories and discuss their impact on men's and women's roles in the U.S. culture. We will focus more specifically on men's roles, the history and impact of the women's movement, and prospective gender roles in the future. Prerequisite: SOC 271 or WS 271.

Two Credits Swanson Spring Semester (Second Half)

312. Urban Sociology — An exploration into the social forces that create and shape cities. Students will be introduced to the perspectives that sociologists use to study cities and the factors contributing to urbanization. The course will investigate the origins and development of cities, with an emphasis on the temporal and spatial dimensions of urban development. Urban problems will be addressed in comparative and historical perspectives.

Four Credits Nemeth

333. Medical Sociology — An introduction to the sociological study of health, illness, and disease. The impact of gender, race, and social class on the perception and distribution of disease will be emphasized. Attention will be directed to the study of health care delivery systems and the use of alternative health care.

Four Credits Bluhm Morley Spring Semester

341. Sociology of Religion — The study of religion has been central to sociology from its earliest days. This course will introduce students to the major theoretical approaches which are being used to study religion. Students will apply these theories to specific expressions of religions, both national and international.

Two Credits Luidens Spring Semester Even Years

356. Social Movements — This course examines social movements as attempts to promote social change through collective action using institutionalized and non-institutionalized tactics. A focus on the Civil Rights Movement of the 1960s will be used as an example of a movement promoting social change.

Two Credits Swanson

390. Advanced Research Project — A research oriented course designed to get advanced students actively involved in an ongoing research project. The course is primarily intended for students contemplating graduate studies in sociology. Students will be assisting professors with a research project and thus be learning by doing. Students must submit an application (available in the department office) no later than noon on the Friday before registration. Prerequisites: Research Methods (SOC 262) and permission of the instructor. It is strongly recommended that the course be taken before the senior year. This course may be taken only once.

Four Credits Luidens Fall Semester

490. Independent Studies in Sociology — This program affords an opportunity for advanced students in sociology to pursue a project of their own interest beyond the regular course offerings. The project may take one of several forms: 1) library

SOCIOLOGY AND SOCIAL WORK

readings on a topic in sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. Open to upper-level sociology majors with the consent of the department.

Two to Four Credits Staff Both Semesters

495. Capstone Seminar in Sociology — A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 16 credits of sociology. *Four Credits Luidens Spring Semester*

SOCIAL WORK MAJOR

The baccalaureate social work major is accredited by the Council on Social Work Education. Students will learn that social work is a profession dedicated to assisting people to attain life satisfaction through personal, social, and environmental changes. Social work practice uses a variety of generalist practice methods, including direct interventions, community organization, and social welfare planning and policy development. Social work is concerned with meeting the needs of oppressed populations, including those most vulnerable and discriminated against.

Students intending to enroll in an M.S.W. may reduce the time in the graduate program by up to two semesters if they apply for advanced standing. Only social work majors are eligible to apply for advanced standing. Please consult the social work faculty for more details.

In addition to their classroom experiences, social work students engage in a wide variety of activities working with various client populations in their internships:

- work with community organizations
- work with community agencies in program planning and implementation
- work with the elderly
- work with unemployed and underemployed
- work with people encountering difficult life transitions
- social research in the community
- work with the developmentally and physically challenged
- work with juvenile delinquents
- work with at risk school children

The requirements for the social work major include the following social work courses: a) Sociology of the Family I (Social Work 232); b) Introduction to Social Welfare (Social Work 241); c) Child Welfare (Social Work 242); d) Methods of Social Research (Social Work 262); e) Human Behavior and Social Environment I (Social Work 310); f) Human Behavior and Social Environment II (Social Work 311); g) Social Work with Diverse Populations (Social Work 315); h) Social Work Interviewing (Social Work 320); i) Contemporary Social Policy (Social Work 322); j) Social Work Interventions I, II and III (Social Work 351, 352 and 401); and k) Social Work Field Experience I and II (Social Work 443 and 446).

All social work majors must formally apply to the Social Work Program by the end of their sophomore year. To be eligible for admission —

1. Applicants must have completed or be enrolled currently in Psychology 100, Sociology 101, and Social Work 241.
2. Applicants must have a minimum GPA of 2.3 and a minimum GPA of 2.5 in their social work courses.
3. Applicants need two recommendations from Hope College faculty.
4. Applicants must submit a written personal statement which includes information about their commitment to social work as a vocation and describes volunteer service in the field.

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A student who does not fully meet one or more of the admission criteria may be admitted to the Social Work Program conditionally, provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the time she/he makes application for admission to the practicum. Conditionally accepted students should be aware that there are risks involved in pursuing the first year of the social work major on a conditional basis.

A minimum GPA of 2.3 and a minimum GPA of 2.5 in the social work major are required for graduation.

In addition, the following cognate courses are required: a) Introduction to Psychology (Psychology 100); b) Introduction to American Political Institutions (Political Science 100) or Political Science 110; c) Sociology and Social Problems (Sociology 101); d) GEMS 158 or Human Physiology (Biology 221); and e) Introductory Statistics (Mathematics 210).

It is strongly recommended that social work students take Encounter with Cultures (IDS 200).

To ensure the fulfillment of all the social work degree requirements, students are urged to follow the schedule of courses indicated in the following four year curriculum:

SEMESTER	CREDITS
Freshman Year — Fall	
PSY 100 Introduction to Psychology	4
REL 100 Basic Religion Course	2
ENG 113 Expository Writing	4
IDS 100 First Year Seminar	2
Cultural History requirement	4
	16
Freshman Year — Spring	
KIN 140 Health Dynamics	2
POL 100 Intro to American Political Institutions and Lab	4
	or POL 110
	2
SOC 101 Sociology and Social Problems	4
Language Requirement	4
Performing Arts requirement	4
	16-18
Sophomore Year — Fall	
SWK 242 Child Welfare	2
Language requirement	4
GEMS 158 or BIOL 221 Human Physiology	4
Natural Science requirement	2
Elective	4
	16
Sophomore Year — Spring	
SWK 232 Sociology of the Family	2
SWK 241 Social Welfare	2
Cultural History requirement	4
MATH 210 Statistics	4
Elective	4
	16

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SEMESTER	CREDITS
Junior Year Fall	
SWK 320 Social Work Interviewing	3
SWK 310 HBSE I	4
SWK 351 Social Interventions I	4
Performing Arts requirement	2
Elective	4
	17
Junior Year — Spring	
SWK 311 HBSE II	2
SWK 322 Social Policy	4
SWK 352 Social Interventions II	4
SWK 262 Social Work Research	4
SWK 315 Social Work with Diverse Populations	2
	16
Senior Year — Fall	
SWK 401 Social Interventions III	4
SWK 443 Field Practicum	6
Upper division Religion	4
Elective	2
	16
Senior Year — Spring	
Senior Seminar	4
SWK 446 Field Practicum	6
Electives	6
	16

With prior permission, social work students may be allowed to carry out internships at the Chicago Semester or the Philadelphia Center Program.

Graduates of Hope's Social Work Program have been involved in a variety of satisfying careers such as:

- social workers in a variety of practice settings
- graduate programs in social work
- ministers and church workers
- legal aid lawyers
- directors of drug clinics
- professional counselors
- supervisors in counseling centers
- urban planners
- teachers of social work
- community organizers
- director of social welfare programs

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

SOCIOLOGY AND SOCIAL WORK

SOCIAL WORK COURSES

232. Sociology of the Family I — This course examines the family from a developmental approach. Research studies will focus on the trends in family life and social problems related to family functioning at each stage of a family's development. Same as SOC 232. Prerequisite: SOC 101.

Two Credits Piers Fall Semester (First Half)

233. Sociology of the Family II — This course examines several theoretical approaches to understanding the family as a social system, examines issues in the family, examines the social-class variations in the family and examines ethnically diverse families in the U.S. Same as SOC 233. Prerequisite: SOC 101.

Two Credits Piers Fall Semester (Second Half)

241. Introduction to Social Welfare — This course examines the role of social workers in society. Social work fields of practice are explored including medical social work, school social work, poverty-based social work, juvenile corrections, gerontology, etc. This course is intended to be an introductory course for students exploring the possibility of social work as a career. Corequisite: SOC 101.

Two Credits Sturtevant Fall Semester (First Half), Spring Semester (Second Half)

242. Child Welfare — This course examines the philosophy of child welfare as a specific part of social welfare and the programs that perpetuate the child welfare institutions. Child abuse and neglect is a major topic of this course.

Two Credits Villarreal Fall Semester (Second Half), Spring Semester (First Half)

262. Methods of Social Research — A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as SOC 262. Corequisite: Math 210.

Four Credits Nemeth, Swanson Spring Semester

310. Human Behavior and Social Environment I — This course will focus on the interaction between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and systems as they relate to and affect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. Social work majors only. Co-requisite: Biology 221. Prerequisites: Psychology 100, SWK 241.

Four Credits Piers Fall Semester

311. Human Behavior and Social Environment II — This course is a continuation of Social Work 310. Prerequisite: SWK 310.

Two Credits Spring Semester

315. Social Work with Diverse Populations — This course will prepare students for ethnically sensitive social work practice. Students will examine assumptions, strategies, and procedures that will enhance their values, knowledge and skills to more effectively interact with diverse populations at each stage of the social intervention process. Social work majors only.

Two Credits Villarreal Spring Semester (Second Half)

320. Social Work Interviewing — This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Social work majors only. Prerequisite: SWK 241.

Three Credits Osborn Fall Semester

322. Social Policy — This course examines the history and philosophy of the profession of social work. It also examines social policy issues such as poverty and mental illness and the significance of social, economic, and political factors in policy

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making implementation. Social work majors only. Prerequisites: SWK 241, POL 100 or 110. *Four Credits Sturtevant Fall Semester*

351. Social Interventions I — This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interventions process of working with client systems: engagement, assessment, goal setting, intervention planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 241. *Four Credits Piers Fall Semester*

352. Social Interventions II — This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: SWK 351. *Four Credits Piers Spring Semester*

401. Social Interventions III — This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. As an interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Social work majors only. Prerequisite: SWK 352. *Four Credits Sturtevant Fall Semester*

443. Social Work Field Experience I — This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 220 hours per semester in the field. The weekly practicum seminar is also a component of this course. Admission to field practicum is required. Corequisite: SWK 401. Social work majors only. *Six Credits Piers, Sturtevant Fall Semester*

446. Social Work Field Experience II — This course is a continuation of SWK 443. See SWK 443 for more information. *Six Credits Piers, Sturtevant Spring Semester*

490. Independent Study — This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 credits toward social work major. *Two or Three Credits Staff Both Semesters*

495. Advanced Seminar in Social Work — A senior level seminar course designed for trial course offerings which enable faculty and students to organize and integrate a variety of interest areas in social work. Prerequisites: senior standing, social work major, and permission of the instructor. *Three Credits Staff Both Semesters*



Faculty: Ms. Robins*, Chairperson; Ms. Bahle, Ms. Bombe, Director of Theatre; Mr. Dooley, Mr. Landes (Acting Chairperson, Fall Semester 2005), Mr. Smith, Mr. Tammi**.

The Hope College Department of Theatre is an accredited institutional member of the National Association of Schools of Theatre.

The Department of Theatre is committed to offering an academic/artistic program of recognized excellence which fosters the intellectual and aesthetic development of students as theatre artists and as audience members.

Course offerings in theatre, along with the department's co-curricular production program, are designed to provide the liberal arts student with knowledge of and experience in an art form which has played an important role in our cultural history as well as in contemporary society. Performance or laboratory experience makes possible an appreciation of the art which can be derived only from direct participation. The practical experience of working together in a disciplined collaborative art facilitates one's understanding of oneself and of other people.

The primary objectives of the theatre production program are (1) to provide significant and challenging artistic experiences for our students, (2) to provide opportunities for the further artistic development of our faculty and staff involved with productions, (3) to engage the student body as a whole by producing performances of historical, contemporary, literary, and/or theatrical merit, and (4) to augment the community's cultural life through the presentation of plays of social and theatrical value.

Theatre students currently engage in such activities as:

- acting, directing, designing, stage managing
- participating in theatre production at all levels
- participating in the New York Arts Semester Program or the Philadelphia Center urban semester program sponsored by the GLCA, or the Chicago Semester program
- working with established professionals in theatre through a guest artist program

Graduates of the Department of Theatre have been involved in pursuing such careers as:

- freelance acting, directing, designing
- university teaching
- serving as members of professional repertory companies
- internships at regional professional theatres such as Manhattan Theatre Club and the Wooster Group
- assistantships at graduate schools such as Ohio University, Yale University, the University of North Carolina - Chapel Hill, Case Western Reserve University

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
3. Preparation for work in a non-commercial field of theatre such as community theatre.
4. Preparation for advanced training leading to a career in the professional theatre.

*Sabbatical Leave, Fall Semester 2005

**Sabbatical Leave, Spring Semester 2006

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The **major program** is designed on a “contract” basis, with provisions as follows:

1. Theatre Major: 35 credits consisting of Acting I (Theatre 161); Principles of Design (Theatre 205); Theatre Crafts I and II (Theatre 210/211); one course chosen from Scene Design (Theatre 222), Lighting Design (Theatre 223), or Costume Design (Theatre 224); Play Analysis (Theatre 243); Stage Management (Theatre 250); two courses chosen from Western Theatre I and II (Theatre 301 and 302) and American Theatre (Theatre 306); Stage Direction I (Theatre 331); three credits chosen from Advanced Theatre Practicum (Theatre 380), Independent Studies in Theatre (Theatre 490) or Seminar in Theatre (Theatre 495), or an internship with the Hope Summer Repertory Theatre or with an off-campus program, as approved by the theatre faculty.
2. In conjunction with a departmental academic advisor, the student will propose additional courses for completion of his or her major contract. This proposed course of study in an area or areas of special concentration will be designed to suit the student’s own individual interests, needs, and career goals. Typical areas of concentration are design and technical theatre, directing, and performance. The major contract proposal will be submitted for approval to the Theatre Council, which is comprised of the theatre faculty and elected student representatives.

In addition to the curricular requirements, every design/technical-concentration student who does not have an assigned responsibility on- or off-stage for a major departmental production is expected to serve a minimum of 10 hours on one of the crews for that production. Majors with a concentration in performance are expected to participate in all departmental production auditions. Majors with a concentration in direction will stage manage at least one departmental production.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the submission of the proposed contract.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school — particularly in the areas of theatre history, literature, and criticism — are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A theatre student handbook is available in the department office. Majors are expected to be familiar with information provided in this handbook.

COURSES FULFILLING COLLEGE GENERAL EDUCATION REQUIREMENTS:

Arts I: Theatre 101, 153

Arts II: Theatre 110, 130, some sections of Theatre 280

MINOR: 21-22 credits consisting of Acting I (Theatre 161); Play Analysis (Theatre 243); Theatre Crafts I and II (Theatre 210 and 211); one theatre history course chosen from Western Theatre History I and II and American Theatre (Theatre 301, 302 and 306); an additional 3-4 credits chosen from the following: Principles of Design (Theatre 205), Scene Design (Theatre 222), Lighting Design (Theatre 223), Costume Design (Theatre 224), Stage Management (Theatre 250), Stage Direction (Theatre 331), or a second theatre history course. The theatre student handbook, available in the theatre department office, contains further information on the theatre minor.

THEATRE

I. GENERAL EDUCATION

110. Acting for the Non-Major — The course will introduce the student to the creative process of acting. Through readings, discussion, class exercises and improvisations, written analyses, scene work, and viewing live theatre performances, the student will recognize, understand, and participate in acting as an interactive and artistic expression of the human experience. Through his/her observation of and participation in this process, the student will gain a deeper awareness and appreciation of the challenge and value of acting. *Two Credits Staff Both Semesters*

130. Oral Interpretation of Literature — A basic course designed to develop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through the process of interpretive reading. *Two Credits Staff Fall Semester*

153. Art of the Cinema — An introductory course in film appreciation. Films viewed and critiqued in class will be approached in terms of the cultural context of each film and the filmmaker's relation to the society in which he or she lives — its values, mores, and aspirations. *Four Credits Smith Spring Semester and May Term*

389. GLCA Arts Program — The Great Lakes Colleges Association, Inc. Arts Program, in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional internship. Approval by the department is required prior to the student registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year. *Sixteen Credits (Maximum) Both Semesters*

II. PERFORMANCE AND PRODUCTION

105. Introduction to Theatre Practice — Introduction to the performance and production aspects of theatre art. Through readings, discussions, laboratory experience, and class projects, the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended theatre major. Course is open only to entering freshmen. *One Credit Landes Fall Semester*

161. Acting I — An introduction to ensemble playing. Recommended that intended performance-concentration majors enroll in the freshman year. *Four Credits Bahle Fall Semester*

162. Acting II — A study of observation, sensory recall, focus, characterization, and improvisation, together with the actor's approach to script analysis, leading to the presentation of short scenes. *Four Credits Bahle Spring Semester*

205. Principles of Design — This course will explore through various projects the basic design vocabulary used in set, costume, and lighting design and the basic principles, controls, and use of visual elements in design. *Two Credits Smith Spring Semester*

210. Theatre Crafts I — An introduction to the fundamentals of technical production in the performing arts. Areas of study will include scenery construction, drafting, scene painting, properties, and costume construction. Students will examine the theatre plant and the collaborative process and will be provided with a solid

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understanding of theatre terminology. Two one-and-one-half-hour lectures and one two-hour lab per week. *Four Credits Smith, Bombe Fall Semester*

211. Theatre Crafts II — Continuation of Theatre 210 as an introduction to the fundamentals of technical production in the performing arts. Areas of study will include stage management, costume construction, pattern making, lighting equipment and documentation, and sound. Students will examine the processes, terminology, and techniques applicable to these areas. Two one-and-one-half-hour lectures and one two-hour lab per week. *Four Credits Bombe, Landes Spring Semester*

215. Stage Makeup — Study of the principles of makeup for the stage. Training in skills and techniques needed for understanding the application of straight, character, and fantasy makeup. Emphasis will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures. Offered alternate years, 2005-06. Same as Dance 215. *Two Credits Bombe Spring Semester*

222. Scene Design — An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2006-07. *Three Credits Smith Spring Semester*

223. Lighting Design — A study of the tools, technology, and artistic considerations of theatrical lighting. Course deals with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2006-07. *Three Credits Landes Fall Semester*

224. Costume Design — An introduction to the role of the costume designer in the theatre. Emphasis will be placed on developing each student's imagination, creativity, and technique in designing costumes for the theatre. Course work will include consideration of the designer's responsibilities as a visual artist, based on analysis of the script and production concept, development of techniques for analysis, historical research, and rendering. Prerequisites: Theatre 210 and 211, or permission of the instructor. Offered alternate years, 2005-06. *Three Credits Bombe Fall Semester*

243. Play Analysis — The objective in this course is to learn how to read a playscript as a work intended for stage performance. Regularly assigned written analyses will deal with such matters as structure, plot, characterization, relationships, motivation, and language. Recommended that intended theatre majors enroll in the freshman year. *Two Credits Bahle Spring Semester*

250. Stage Management — This introduction to theatre stage management will emphasize: (1) management and communication practices during the production, rehearsal, and performance periods; (2) the stage manager's role in the rehearsal process; and (3) guiding and maintaining the production in performances. This course will include in-class laboratory exercises. *Two Credits Landes Fall Semester*

256. Playwriting — Practice in the art of writing for the stage through work on selected special problems of the playwright. Whenever possible provision will be made for reading performances of work-in-progress, and in cases of exceptional merit arrangements may be made for public performance of a finished script. Course offered jointly with the Department of English. Offered alternate years, 2006-07. *Four Credits Tammi Spring Semester*

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261. Acting III — An integrated study of voice and movement in relation to the actor's craft. The work of Shakespeare will serve as the predominant performance material. Recommended that intended performance-concentration majors enroll in the sophomore year. Prerequisites: Theatre 161 and 162, or permission of the instructor.

Three Credits Staff Fall Semester

262. Acting IV — A continuation of Theatre 261, emphasizing the voice and movement challenges inherent in the plays of the ancient Greeks, Moliere, Restoration and Georgian comedy, and Ibsen, Strindberg, and Chekhov. Prerequisites: Theatre 161, 162, 261, or permission of the instructor.

Three Credits Staff Spring Semester

280. Theatre Laboratory — Practical experience in theatrical production through involvement as an actor, technician, or assistant stage manager in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor: minimum of 40 hours for one credit, 80 hours for two credits. Prerequisite: casting by the director, or acceptance on a production crew by the technical director and permission of the instructor.

One or Two Credits Staff Both Semesters

295. Studies in Theatre — Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, musical theatre, and special problems in acting. Each class will be limited to one such performance or production area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Prerequisite: permission of the instructor.

One or Two Credits

331. Stage Direction I — A basic course in the principles of textual analysis, design collaboration, rehearsal process, and communication skills for the director in proscenium, thrust, and arena staging. Prerequisites: Theatre 161 or equivalent, and Theatre 210 and 211, or permission of the department.

Three Credits Tammi Fall Semester

332. Stage Direction II — A continuation of Theatre 331. Each student will produce at least one one-act play. Prerequisite: Theatre 331, or equivalent.

Two Credits Robins Spring Semester

361. Acting V — An advanced acting course, Acting V will focus on a particular facet of acting that may vary from semester to semester and will remain responsive to students' needs and interests. These classes will incorporate a combination of acting/technique exercises, written analytical work, and scene work. Prerequisites: Theatre 161, 162, 261, 262. Offered alternate years, 2006-07.

Two Credits Staff Spring Semester

375. Musical Theatre Workshop A — Forming the initial segment of a two-semester workshop in musical theatre performance, this course will focus on the selection and preparation of solo and duet material, culminating in performance assessment by a professional guest evaluator or divisional jury. Offered alternate years, 2005-06.

Two Credits Dykstra, Staff Fall Semester

376. Musical Theatre Workshop B — A continuation of Theatre 375, this capstone workshop will provide performance students the opportunity to synthesize experiences in music, dance, and acting. Drawing material from genres of musical theatre appropriate for each individual, students will develop a "song book" portfolio and a musical theatre audition. Guest coaches and artists representing the musical theatre profession will conduct intense workshops. The course will culminate in a showcase presented at the end of the spring semester. Offered alternate years, 2005-06.

Two Credits Dykstra, Staff Spring Semester

THEATRE

380. Advanced Theatre Practicum — Specialized study of a particular production aspect of a play in performance. The student will be assigned to a departmental production as assistant director, assistant designer, or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

One, Two or Three Credits Staff Both Semesters

381. Summer Theatre Laboratory — An integral part of the Hope Summer Repertory Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six credits (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company, and permission of the instructors.

Three Credits Staff Summer Session

490. Independent Studies in Theatre — Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, sound, playwriting, theatre or film criticism, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit in writing on a form available from the department office a project proposal for departmental approval during the previous semester and prior to registration for the course.

One, Two or Three Credits Staff Both Semesters

III. HISTORY AND THEORY

296. Special Topics in Theatre — Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor.

Two or Three Credits

301. Western Theatre History I — Plays, theatre, and theatre performances reflect the cultural, political, and spiritual climate of the particular epoque in which they are created. By surveying Western theatre from the ancient Greeks through the 17th century, the course will attempt to make contact with the theatre of those distant times and places, to understand the forces and conventions that shaped past theatrical creation, and to examine the viable connection between the spirit and practice of our theatre past and the spirit and practice of our contemporary theatre world.

Four Credits Tammi Fall Semester

302. Western Theatre History II — As a continuation of Western Theatre History I, this course will survey theatre from the late 17th century to the present (excluding American drama). Offered alternate years, 2005-06.

Four Credits Robins Spring Semester

306. American Theatre — A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 2006-07.

Four Credits Tammi Spring Semester

495. Seminar in Theatre — Intensive study of the work of a playwright, critic, or specific movement in or period of theatre history. Past topics have included Moliere, Strindberg, American scene design, Tennessee Williams, the Moscow Art Theatre, and modern directing theories and practices from Artaud to the present. Prerequisite: permission of the instructor.

Two or Three Credits

THEATRE

499. Readings in Theatre — Readings, under the tutorial supervision of an instructor assigned by the department chairperson, in a specialized or advanced area of theatre studies. Prerequisite: permission of the instructor.

Two or Three Credits Staff Both Semesters



Faculty: Ms. Dickie, Director; Ms André, Ms. Atkins, Mr. Bell*, Ms. Bluhm-Morley, Ms. Dandavati**, Ms. DeZwaan, Ms. Dykstra***, Ms. Gibbs, Mr. Gonzalés, Ms. Gray, Mr. Hemenway, Ms. Inman****, Ms. Janzen, Ms. Japinga, Ms. Hernandez Jarvis, Ms. Jeffrey, Ms. Johnston, Ms. Kipp, Ms. Larsen*****, Ms. Mahsun, Ms. Mezeske, Mr. Montañó, Mr. Pannapacker, Ms. Petit, Mr. Ridl, Ms. Robins*, Ms. Roehling, Ms. Simon, Ms. Swanson, Mr. Toppen, Ms. Trembley, Ms. Vissers, Mr. Yelding, Ms. Young.

Hope College prepares students to become informed and active members of the global community. This process includes understanding and valuing the achievements of diverse women in society. The women's studies minor and composite major serve this purpose. Beyond this, women's studies transforms the sense of self (identifying multiple structures that define us) and transforms the relationship with the world (encompassing complexity, diversity and difference). The goals of women's studies are for students to 1) link their intellectual and experiential lives; 2) feel empowered by the content of women's studies; 3) recognize and value complexity, diversity and difference; 4) recognize and create interconnections through interdisciplinary learning; 5) exercise social responsibility through action.

WOMEN'S STUDIES COMPOSITE MAJOR: The women's studies composite major consists of 32 credits. All students must take WS 200 (Introduction to Women's Studies) and WS 494 (Keystone Seminar) or Independent Project (WS 490, WS 496). All students must also take either WS 300 (Global Feminisms) or WS 350 (Visions for Justice: Feminist Theory and Methodology). Additionally, one course must be taken from each of the four core areas, A through D, listed below. One of the courses must have significant multicultural content. The major must be arranged with special consent from Jane Dickie, director of women's studies, and the registrar.

MINOR: The women's studies minor consists of six courses, totaling 18 credits. All students take WS 200 – Introduction to Women's Studies. Four courses should be selected, one from each of the four core areas, A through D, listed below. One of the courses must have significant multicultural content (see courses marked with an asterisk). The final course should be an independent study (WS 490), an internship (WS 496), or the Keystone Seminar (494).

Additional resources include study in off-campus women's studies programs and internships such as those the Philadelphia Center offers.

The courses below are described in the catalog under the discipline to which they refer. Often other courses may be offered that fulfill the composite major or minor. Check the class schedule under women's studies or contact Jane Dickie. To declare the composite major or minor, see Professor Jane Dickie, director.

A. Institutions and Society

History 285 or WS 285. Women in Antiquity	<i>Four Credits</i> Bell
History 295 or WS 295. Women in European History	<i>Two Credits</i> Gibbs
History 295 or WS 295. WW I America	<i>Petit</i>
History 352 or WS 395. Women and Social Change	<i>Four Credits</i> Petit
*IDS 404, Political Science 281, Psychology 281 or WS 281. Faith Seeking Justice: An Encounter with the Power of the Poor in the Voices of Latinas	<i>Four Credits</i> Dickie <i>Dandavati, Jarvis</i> May Term

*Sabbatical Leave, Fall Semester 2005
 **Sabbatical Leave, Academic Year 2005-06
 ***Leave of Absence, Academic Year 2005-06
 ****Sabbatical Leave, Spring Semester 2006
 *****Leave of Absence, Fall Semester 2005

WOMEN'S STUDIES

- Political Science 295. Global Poverty *Four Credits Toppen*
 Political Science 494 or WS 395, 495 Seminar.
 Global Feminisms *Dandavati and Dickie*
 Political Science 340 or WS 340. Women and the Law *Four Credits*
 Sociology 271 or WS 271. Sociology of Gender *Two Credits Swanson*
 Sociology 272 or WS 272. Sociology of Gender II *Two Credits Swanson*
- B. Literature and the Arts**
- Art 326 or WS 326. Women: Ancient to Medieval,
 From Body to Spirit *Two Credits Mahsun*
 Art 332 or WS 332. Women: Renaissance to Today,
 From Artist to Feminist *Two Credits Mahsun*
 English 254. Creative Writing: Fiction *Vissers*
 English 255 or WS 295. Creative Writing: Poems *Ridl*
 English 258. Creative Writing: Nonfiction *Trembley*
 English 354. Intermediate Creative Writing: Fiction *Sellers*
 English 358 or WS 358. Intermediate Creative
 Writing: Nonfiction *Sellers or Vissers*
 Poems, Fiction and Nonfiction. May be taken toward the
 minor when topics selected are related to women's studies.
 Prerequisite: permission of instructor. *Four Credits Ridl, Sellers or Vissers*
 English 373 or WS 373. — An examination of how literature
 interrogates and revises received traditions. Can count toward
 women's studies when course focuses on gender, race, class,
 sexual orientation. Recent topics include Contemporary Women's
 Poetry, The Liar in Literature and Telling Lives.
 Two or Four Credits Dykstra, Janzen
- English 375 or WS 375. Literature and Social/Cultural Difference —
 This course covers how race, class, gender and other forms of difference
 generate social and cultural tensions and express and embody them in
 literature. Recent topics include African Literature; Religion, Race and
 Gender in the Literature of Antebellum America; Ethnic American
 Literature; African American Literature; Shakespeare's Sisters in
 Context; American Women Authors; Latina/Latino Experiences. May
 be repeated for additional credit with a different topic.
 *Four Credits. Instructors include Dykstra, Hemenway, Jeffrey,
 Kipp, Mezeske, Montaña, Pannapacker, Young*
- French 342 or WS 395. French Society to 21st Century *Hamon-Porter, Larsen*
 French 441 or WS 495. Francophone Literature and Culture
 of Africa and the Americas *Four Credits Hamon-Porter or Larsen*
 Music 295 or WS 295. Women Making Music *Four Credits*
 *Spanish 494 or WS 495. Feminist Voices of Latin America *André*
- C. Psychological and Human Development**
- Communication 210 or WS 210. Interpersonal Relations *Four Credits Johnston*
 Communication 371 or WS 371. Intercultural and
 Gender Communication *Four Credits Johnston*
 Psychology 395 or WS 395. Human Sexuality *O'Connor*
 Psychology 380 or WS 380. Psychology of Women *Four Credits Dickie*
- D. Ideas and Culture**
- Philosophy 195 or WS 295. Christian Women's Spirituality *Two Credits Perovich*
 History 200 or WS 395. Women in European History *Gibbs*
 History 357 or WS 395. Ideas of Gender, Race, Class *Petit*

WOMEN'S STUDIES

Classics, French, German, Spanish 480, English 480 or WS 480. Introduction to Literary Theory	<i>Kipp, Verduin</i>
*IDS 200 or WS 220. Encounter with Cultures	<i>Four Credits Yelding, Staff</i>
Religion 100 or WS 295. Reading Bible from the Margins	<i>Two Credits</i>
Religion 260 or WS 295. Liberation Theology	<i>Four Credits</i>
Religion 260 or WS 236. Christian Feminism	<i>Four Credits Japinga</i>
Religion 349 or WS 395. Women in American Religious History	<i>Japinga</i>
Religion 366 or WS 366. Feminist Theology	<i>Four Credits Japinga</i>
IDS 431 or WS 331. Female, Male, Human	<i>Three Credits Japinga</i>
French 442 or WS 495. Modern France in the Making	<i>Four Credits Hamon-Porter</i>

WS 200. Introduction to Women's Studies — Whereas historically women have been studied as outsiders or objects, this course will study women as subjects. Through readings and extensive discussion participants will explore and assess the underlying assumptions in scientific and pseudo-scientific, academic and popular theories about gender. We will explore the effects of sexism and prejudicial attitudes on women and men. We will assess the validity of biological, psychological, sociological, anthropological and biblical explanations for gender asymmetry (why men have historically had more privilege and power). Participants will be encouraged to examine their own lives and empowered to teach and learn from one another.

Four Credits Dickie, Kipp Fall and/or Spring Semester

295. Special Topics

395. Special Topics, including Feminist Visions of Justice: Theories and Methods in Action — Doing something about an issue or problem requires an understanding, called theory, and a methodology to bring about change. Women's Studies is based in women's movements, in women's lives and actions, and in feminist analysis around the globe. This course looks at feminist visions for justice and invites students to examine their own theories and methods of actions in light of current issues in women's studies, including: globalization, anti-racist and anti-heterosexist critical theory, generational shifts in second and third wave feminisms, and other contemporary issues.

396. Special Off Campus Topics

Independent Projects

WS 490. Independent Projects — An in-depth, independent study of women, women's issues or other topics analyzed from a feminist perspective or a project designed to bring about systemic changes to encourage, support or advance women or gender equality.

Staff

WS 495. Advanced Studies, a special topics course offered at an advanced level, including Keystone Seminar — A course designed to examine feminist perspectives in practice and support projects on women's issues or internships.

Dickie Spring Semester

WS 496. Internship Program in Women's Studies — An internship in women's studies with the Philadelphia Center, Washington Semester, Chicago Semester, or a placement in the West Michigan area approved by the director of women's studies.

Dickie, Staff



OFF-CAMPUS STUDY OPPORTUNITIES

Hope College has long recognized the value of offering its students a wide range of off-campus study opportunities, both domestic and international. These are available to qualified students through exchange programs and the college's membership in a number of consortiums. These include the Great Lakes Colleges Association, Inc. (GLCA), a Michigan non-profit corporation, which cooperates with the Associated Colleges of the Midwest (ACM) to sponsor additional programs, and for other overseas programs: the Institute for the International Education of Students (IES) and the Council on International Education Exchange (Council). Additionally we offer a world-wide range of field-based programs through the School for International Training, direct enrollment in a range of Australian and New Zealand universities through AustraLearn, and a Global Stewardship Study Program (GSSP) in Belize. Semester and year-long opportunities for off-campus study are available in virtually every part of the globe. May and June terms and summer school programs offer short term options.

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. *Official Hope College Programs*

Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these are screened by the Off-Campus Programs Admissions Committee and they remain on the rolls of Hope College. It is the responsibility of students to demonstrate to the Off-Campus Programs Admissions Committee that they have made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is the continuing responsibility of the student to communicate any program changes to the chairperson of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on their Hope College transcript.

2. *Non-Official Programs*

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of overseas programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the college. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students considering participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students who intend to return to Hope College need to apply for readmission.

The programs described below and on the following pages are currently included in the first category of official programs.

SPECIAL ACADEMIC PROGRAMS

OVERSEAS STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Applications and detailed descriptions of the programs outlined below are available from the International Education Office which is located in the Paul G. Fried International Center.

Students planning to participate either in **domestic or international** off-campus study programs should note the following:

- Enrollment restrictions apply to off-campus study programs during the Spring Semester but not the Fall Semester. Students are therefore strongly encouraged to participate in off-campus study during the Fall Semester. Planning to study in any off-campus program during either semester should begin, if possible, in the student's freshman year. Planning is especially important for students desiring to study off campus during the Spring Semester. Enrollment restrictions during the Spring Semester may mean that study in an off-campus program will not be approved for everyone who applies, so Fall Semester alternatives need to be considered. Such planning will normally enable qualified students to participate in their program of choice.
- The college annually reviews its policy regarding the types and amounts of institutional financial aid (Hope scholarships and grants) that can be applied to the costs of off-campus study programs. Students should inquire at the Office of Financial Aid to determine which types of institutional financial aid are transportable to their off-campus study programs.

SEMESTER AND YEAR PROGRAMS

Qualified Hope students can study in Africa, Asia, Australia/New Zealand, Europe, North America and South America. They can do so through a variety of exchange programs, direct entry into universities and at sponsored study centers. Hope has exchange programs with universities in England, Japan and Mexico. Each year Hope students study on campuses in Liverpool, Tokyo, Yokohama and Querétaro while students from universities in these cities study at Hope. Direct entry university programs are available in Argentina, Australia, Chile, England, Kenya, New Zealand, Scotland and Senegal. Also readily available are opportunities to take courses in US sponsored study centers while taking one or two courses in local universities. So too are specialized programs in countries from Cuba and the Czech Republic to Mali and Mongolia that focus on issues related to the arts, biodiversity, culture, development, gender, ecology, identity, resource management, and social justice.

STUDY ABROAD PROGRAMS

AFRICA

Dakar, Senegal (Kalamazoo College at the Université Cheikh Anta Diop-Dakar)

- courses in social sciences, humanities
- full integration into the university
- instruction in French
- juniors and seniors are eligible
- two years of college-level French or equivalent required
- housing in college-rented apartments
- year program

SPECIAL ACADEMIC PROGRAMS

Legon, Ghana (Council at the University of Ghana)

- full range of university courses, including Twi language
- full integration into the university
- housing in college dormitories
- semester or year program

Nairobi, Kenya (Kalamazoo College at the University of Nairobi)

- courses in liberal arts
- full integration into the university
- housing in YMCA or YWCA
- year program

Harare, Zimbabwe (ACM)

- study of language and the process of nation-building
- students design and complete an independent field project of choice
- instruction in English
- housing in dormitories and with host families
- spring semester program

ASIA

Beijing, China (IES)

- intensive Mandarin Chinese language study and area studies; internships
- instruction in English
- one year college-level Mandarin Chinese required
- housing in university residence halls
- semester and full year options

Nanjing, China (Council at Nanjing University)

- courses in Chinese language (Mandarin) and area studies
- partial integration into the university
- instruction in English
- housing in university dormitories
- fall or spring semester program

Pune, India (ACM)

- courses in Indian language and culture
- instruction in English
- housing in Indian homes
- year program

Malang, Java, Indonesia (Council)

- courses in Indonesian language, humanities, performing and fine arts
- instruction in English
- students with minimum GPA 2.75 and one course completed in Asian studies are eligible
- housing with families
- fall or spring semester program

Nagoya, Japan (IES at Nanzan University)

- courses in Japanese language, arts, humanities, social sciences
- instruction in English
- one year of Japanese required (for spring semester only)
- housing in Japanese homes, dormitories or apartments
- fall or spring semester program

SPECIAL ACADEMIC PROGRAMS

Nagoya, Japan (IES at Chubu University)

- courses in the physical sciences and engineering
- previous Japanese language study not required
- second semester sophomores eligible
- housing at university dormitories
- semester only

Tokyo, Japan (IES)

- courses in Japanese language, arts, humanities and social sciences; internships
- field trips to cultural and historical sites
- instruction in English; Japanese at all levels, including beginners
- juniors and seniors with a minimum 3.0 GPA are eligible
- housing in Japanese homes or student dormitories
- semester or year program

Tokyo, Japan (Hope College at Meiji Gakuin University)

- advanced Japanese language study
- full integration into the university
- instruction in English and Japanese
- tuition scholarship available -sophomores and juniors with good Japanese language ability are encouraged to apply
- housing in apartments
- semester or year program

Tokyo, Japan (Earlham College at Waseda University)

- courses in Japanese language, arts, humanities and social sciences
- full integration into the university
- instruction in English -students with minimum 3.0 GPA and one semester of Japanese language are eligible
- housing in Japanese homes
- year program

Yokohama, Japan (Hope College at Ferris University)

- full integration into the university
- instruction in Japanese; Japanese language proficiency required
- admission limited to women
- housing with Japanese students
- semester or year program

Taipei, Taiwan (Council)

- courses in intensive Mandarin Chinese, humanities and social sciences
- partial integration into the university
- instruction in Mandarin Chinese and English
- juniors and seniors are eligible
- minimum of one year college-level Mandarin Chinese or equivalent required
- housing in residence halls
- semester or year program

Hanoi, Vietnam (Council)

- courses in Vietnamese language, culture and history
- partial integration into the university
- instruction in English
- 2.75 GPA and one Asian studies course are required
- housing in guest houses or foreign student dormitories
- fall or spring semester program

SPECIAL ACADEMIC PROGRAMS

AUSTRALIA

Adelaide, Australia (IES at the University of Adelaide)

- courses in over 60 disciplines available
- full integration into the university
- housing in residential colleges or Australian homes
- semester or year program

Perth, Australia (Council at Murdoch University)

- courses in sciences, humanities, social sciences, fine arts and Asian studies
- full integration into the university
- students with a minimum 2.75 GPA are eligible
- housing in university residences or off-campus apartment
- semester or year program

Wollongong, Australia (Council at University of Wollongong)

- courses in natural and environmental sciences, math, computer science, communications, business and economics, fine arts, Australian and women's studies
- full integration into the university
- students with a minimum 3.0 GPA are eligible
- housing in university residences
- semester or year program

EUROPE

Vienna, Austria (IES)

- courses in German language, arts, humanities, social sciences; internships
- housing in Austrian homes
- semester or year program

Olomouc, Czech Republic (ACM)

- courses in Czech language, social sciences, humanities and Slavic Studies
- sophomores and juniors are eligible
- instruction in English
- housing in homes or in dormitories
- fall semester program

Liverpool, England (Hope College at Liverpool Hope University College)

- full range of courses including art and design, theatre, English, European studies, history, psychology, sociology, theology and religious studies, education (student teaching), environmental and biological sciences
- full integration into Liverpool Hope University College
- tuition, room and board exchange program
- housing in university residences
- semester or year program

London, England (IES)

- courses in arts, humanities and social sciences; internships
- internship opportunities available
- housing in apartments
- semester or year program

London University and Fine Arts Program (IES)

- classes in humanities and fine arts
- opportunities for study at Queen Mary-Westfield College, The School of Oriental and African Studies, the Slade School of Fine Arts, The Courtauld Institute of Art History, the Royal College of Music, and London Academy of Music and Dramatic Arts

SPECIAL ACADEMIC PROGRAMS

- housing in apartments
- semester or year program

Dijon, France (IES)

- courses in business, economics, French language and culture; internships
- optional integration into Ecole Superieure de Commerce de Dijon
- minimum of two semesters college-level French or equivalent are required
- housing in French homes or apartments
- fall or spring semester

Nantes, France (IES)

- courses in French language, arts, humanities and social sciences; internships
- optional integration into l'Universite de Nantes
- instruction in French
- two years of college-level French or equivalent required
- housing in French homes
- semester or year program

Paris, France (IES)

- courses in French language, arts, humanities and social sciences; internships
- optional integration into l'Universite de Paris IV (Sorbonne), l'Institut d'Etudes Politiques, and l'Institut Catholique
- instruction in French
- two years of college-level French or equivalent required
- housing in French homes
- semester or year program

Paris, France Center for Critical Studies (Council)

- courses in literary criticism, cultural theory, history and theory of film, philosophy
- instruction in French
- two years of college-level French for fall; three years for spring
- housing in apartments
- semester or year program

Berlin, Germany (IES)

- courses in German language, humanities and social sciences; internships
- instruction in German
- minimum of five semesters of college-level German required
- housing in German homes and apartments
- semester or year program

European Community, Freiburg Germany (IES)

- courses in the economic, political and historic developments of the European Union
- instruction in English
- housing in small dormitory
- semester program

Freiburg, Germany (IES)

- full range of university courses available; internships
- optional integration into the University of Freiburg
- instruction in German
- two years of college-level German or equivalent required
- housing in university dormitories
- semester or year program

SPECIAL ACADEMIC PROGRAMS

Dublin, Ireland (IES)

- courses in arts, humanities and social sciences; internships
- optional courses
- 3.0+ GPA; full integration 3.5+
- housing with families or in apartments
- semester or year program

Milan, Italy (IES)

- courses in Italian language, arts, humanities, social sciences; internships
- optional integration into the Università Cattolica
- instruction in Italian and English
- housing in university dormitories
- semester or year program

Amsterdam, The Netherlands (Dordt College)

- courses in Dutch language, arts, humanities, social sciences
- instruction in English and Dutch
- juniors and seniors are eligible
- one semester of college-level Dutch or equivalent required
- housing in apartment or with a Dutch family

Leiden, The Netherlands (Central College)

- courses in Dutch language, arts, history, economics
- instruction in English and Dutch
- sophomores, juniors and seniors are eligible
- housing in apartments and homestays
- semester or year program

Krasnodar, Russia (ACM)

- courses in Russian language, Soviet culture and society
- instruction in Russian and English
- one year of Russian required
- housing in dormitory or hotel
- fall semester program

Aberdeen, Scotland (Wabash College at the University of Aberdeen)

- full range of university courses including natural sciences
- full integration in the university
- juniors and seniors are eligible
- housing in university dormitories and apartments
- year program

Madrid, Spain (IES)

- courses in Spanish language, arts, humanities, social sciences; internships
- optional integration into the Universidad Complutense de Madrid
- instructions in Spanish
- two years of college-level Spanish or equivalent required
- housing in Spanish homes
- semester or year program

Salamanca, Spain (IES)

- courses in Spanish language, arts, humanities, social sciences; internships
- optional integration into the Universidad de Salamanca
- instruction in Spanish
- four to five semesters of college-level Spanish or equivalent required
- housing in Spanish homes
- semester or year program

SPECIAL ACADEMIC PROGRAMS

MEXICO and LATIN AMERICA

Borders Program (Earlham College in Ciudad Juarez, Mexico/El Paso, Texas)

- program devoted to exploring the cross-boundary relationships and encounters between Mexico and the U.S. borderlands
- courses in Spanish language, social sciences, literature and culture
- supervised field study/independent research
- three semesters of college Spanish or equivalent required
- housing with Spanish-speaking families
- fall semester program

Buenos Aires, Argentina (Council)

- social science and humanities courses at Facultad Latinamerica de Ciencias Sociales and Universidad de Buenos Aires
- students with a minimum 3.0 GPA and three years of college-level Spanish are eligible
- housing in private homes or student residences
- semester or year program

La Plata, Argentina (IES)

- IES courses in Spanish language, humanities, social sciences, Latin American and environmental studies; internships
- enrollment in courses at University Nacional de La Plata
- two years of college-level Spanish required
- housing in Argentinean homes or student residences
- semester or year program

Jaquar Creck, Belize (GSSP)

- tropical ecosystems, sustainable development, God and nature courses
- living in a Christian Environmental Center
- practicum/internship elective
- fall or spring semester program

Santiago, Chile (Council)

- full range of courses at two different universities are available
- full integration into the university
- instruction in Spanish
- students with a minimum 2.75 GPA and three years of college-level Spanish are eligible
- housing with Chilean families
- semester or year program

Santiago, Dominican Republic (Council)

- courses in Spanish language, Caribbean and Latin American studies
- opportunity for internships within the community
- overall 2.75 GPA is required
- four to five semesters of college-level Spanish required
- housing with families
- semester or year program

San Jose, Costa Rica (ACM)

- independent natural and social science field research project
- sophomores, juniors and seniors eligible
- one year college-level Spanish or equivalent required
- instruction in English and Spanish
- housing in Costa Rican homes
- spring semester program

SPECIAL ACADEMIC PROGRAMS

Querétaro, Mexico (Hope College at Universidad Autónoma de Querétaro)

- courses in intensive Spanish, life and culture of Mexico
- student designed field experience/placement
- students with two or three semesters of Spanish are eligible
- sophomores and juniors given priority
- fall semester program

MAY, JUNE AND SUMMER STUDY ABROAD OPPORTUNITIES

Short-term study abroad programs are available during the four-week May, June and July Terms. The three programs listed below are offered annually along with a number of other options that have in the past included courses in Religion (India), Art, Education (New Zealand), Economics (England), and Senior Seminar (Mexico). Off-campus May and June term courses are generally announced toward the end of fall semester with registration and program deposits required early in the spring semester. Students should consult with the Registrar's office for further information about these sessions.

IDS 280. Contemporary Issues in Japan — A seminar introducing students to Japanese language, culture, and history as well as to major social and economic issues confronting modern Japan. The seminar is organized cooperatively with Meiji Gakuin University in Tokyo. Classroom lectures are supplemented with field trips to relevant business, academic, historical, and social service sites. Housing is in hotels, and includes a home stay with a Japanese family.

There are no prerequisite courses for this five-week stay during May and June each year; however, students applying for this course follow the standard application procedure for overseas courses.

Faculty leaders for this program will be drawn from throughout the disciplines.

Three to Six Credits May-June Term

ECON 358. Management in the British Economy — This interdisciplinary course explores the culture, politics, and economy of the British along with their values and attitudes toward business. Special attention is paid to unique forms of management and business organizations. Seminars with leaders of business, labor and government are conducted in London and various locations in England.

Four Credits Heisler, Muiderman May Term

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria, the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but also open to qualified applicants from other institutions.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Art History, Communication, Senior Seminar, Economics, Austrian History, Music History, German and Austrian Literature, Eastern European Literature — all taught in English — as well as courses in German language, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements. Students receive Hope College transcripts and credits for work completed in Vienna.

SPECIAL ACADEMIC PROGRAMS

Residence in Austrian Homes: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students are free to plan their leisure time and to participate in planned weekend excursions to places such as Salzburg, Venice, Budapest, Prague, and the Austrian Alps.

Independent Travel: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

SEMESTER AT THE UNIVERSITY OF QUERÉTARO

The Hope College Semester at the University of Querétaro (UAQ) is an academic program intended for students with two or three semesters of Spanish who have an interest in enhancing their language skills. At the same time, students in any major can pursue their own field experience from archeology to zoology. Students can earn credit toward a minor or major in Spanish. Courses available include Spanish 221, 222, 280 and 325; Spanish 295 (Life and Culture of Mexico), Sociology 295 (Field Experience/Placement).

Academic activities, program events, and excursions to various locations in Mexico are included in the program. UAQ is in one of Mexico's oldest colonial cities, with architecture, art and history both fascinating and interesting.

For further information, contact the Fried Center for International Education.

OTHER INTERNATIONAL INSTITUTIONAL LINKAGES

FERRIS UNIVERSITY

Since 1989, students from Ferris University spend a study-abroad year at Hope College, and opportunities exist for Hope students studying Japanese to study at Ferris University in Yokohama, Japan.

MEIJI GAKUIN UNIVERSITY

For 40 years Hope College and Japan's Meiji Gakuin University have been associated in a plan for international cooperation in education through mutual exchange of students and faculty. Founded in 1877 by the Presbyterian and Reformed Church missions of the United States, Meiji Gakuin University has a student body numbering approximately 14,000 at its Tokyo and Yokohama campuses. Through a summer program established in 1965, over 500 Japanese students have come to the U.S. to study "Contemporary America." Beginning in 1980 this program has since evolved into a bilateral exchange through which Hope students study at Meiji Gakuin University in Tokyo and Japanese students study at Hope College.

TECHNOS INTERNATIONAL COLLEGE

Technos International College of Tokyo, Japan, and Hope College have since 1992 offered special opportunities for the students of both institutions to learn more about each other's countries.

DOMESTIC STUDY OPPORTUNITIES

THE NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinarily rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter, spring independent study at any time after December, and occasional internships. The Newberry Library, founded in

SPECIAL ACADEMIC PROGRAMS

1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Special collections concentrate on linguistics, the American Indian, Chicago history and culture, the Renaissance, the history of cartography and printing, and the history and theory of music. The Humanities program is jointly sponsored by the Great Lakes Colleges Association, Inc. (GLCA) and the Associated Colleges of the Midwest (ACM). Recent seminar topics have included Herman Melville; American Dissent from 1870 to Present; The Concept of Revolution; Cultural Ideals and Realities in History and Literature; and Play and Society in Literature and History. For further information, consult Professor William Pannapacker in the Department of English.

THE ARTS PROGRAM IN NEW YORK

The Great Lakes Colleges Association, Inc. (GLCA) provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, dance, communications, English or theatre. The program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Tammi in the Department of Theatre, or Professor Mayer in the Department of Art (Spring 2006).

THE OAK RIDGE SCIENCE SEMESTER

The Great Lakes Colleges Association, Inc. (GLCA) sponsors this program which allows qualified majors in natural sciences, social sciences, mathematics, or computer science to spend one semester at one of the world's major research centers, Oak Ridge National Laboratory in Tennessee. Students spend 40 hours per week in research as assistants to Oak Ridge scientists. They also take one senior level course and participate in an interdisciplinary seminar, both led by GLCA faculty. Each student receives 16 credits under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists and sophisticated equipment on important energy-related research. For further information, consult Professor Bill Mungall in the Department of Chemistry.

THE PHILADELPHIA CENTER

The Philadelphia Center is managed by Hope College and is recognized by the GLCA, Inc. The Philadelphia Center provides opportunities for professional exploration, intellectual development, and personal growth in the heart of America's fifth-largest city. Our accredited program features field placements, seminars, and independent living. Students select an internship from more than 800 placement opportunities, and they design a Learning Plan that provides the structure for integrating work

SPECIAL ACADEMIC PROGRAMS

experience with educational, social, and professional development objectives. Students earn 16 credits — eight from their internship, and four for each course. For a listing of current class offerings, visit the Web site at www.philactr.edu.

Each fall and spring semester, 75-100 liberal arts students from across the country participate in the program. The Philadelphia Center also offers Summer in the City, a nine-week program designed to accommodate students who are unable to attend The Center for a full semester. For more information, please contact Jon Huisken, Registrar, or faculty representatives: Tom Smith, Economics, Management and Accounting Department; James Herrick, Communication Department; Patricia Roehling, Psychology Department.

THE CHICAGO SEMESTER

The Chicago Semester program offers students a distinctive opportunity to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program. The staff of the Chicago Semester consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 credits can be earned through the program. A large number of internships are available to students through the Chicago Semester. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, accounting firms, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation and x-ray technology. Work internships are supervised on the job and by Chicago Semester staff members.

The Values and Vocations Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill general education or departmental requirements unless special arrangements are made with specific departments.

For further information, consult Professor Sander de Haan, Department of Modern and Classical Languages.

WASHINGTON HONORS SEMESTER PROGRAM

The Washington Honors Semester Program enables superior students from all disciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics; participate in group interviews with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for two six-week periods in Congress, the executive branch, or with political interest groups; and prepare extensive research papers upon their semester's work. For further information, contact Professors David Ryden or Annie Dandavati.

ON-CAMPUS STUDY OPPORTUNITIES

OPPORTUNITIES FOR TALENTED STUDENTS

Students who come to Hope with exceptional academic backgrounds and/or exceptional high school academic performance may wish to consult with their advisors about ways in which their academic potential may be developed to the fullest extent. Credit by examination via AP, CLEP, or departmental exams or waivers of general education courses or introductory-level courses can be gained in order to avoid repetitive learning and in order to insure placement at the proper course level in fields where they may

SPECIAL ACADEMIC PROGRAMS

have advanced standing. Further, independent study and research, both at the underclass and upperclass level, may be pursued to fully develop a student's interest in a particular topic. In many departments, completely individualized study or upper level tutorials are open to superior students in either the junior or senior year.

In several departments, notably biology, chemistry, geological and environmental sciences, mathematics, physics and engineering, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

THE PHELPS SCHOLARS PROGRAM

The Phelps Scholars Program is a multicultural program available to first-year Hope students from all racial/ethnic backgrounds, designed to facilitate an enjoyable transition to Hope College and provide the foundation for four productive years as members of our student body. Phelps Scholars are students who aspire to Hope's high standards of academic excellence; participate fully in the life of the college community; and develop skills, attitudes, and values that prepare them for lives of leadership and service in a culturally diverse society.

Phelps Scholars explore "a world of difference" in class and in co-curricular workshops at Hope College. The world students enter after college is filled with people from many different backgrounds who hold many different views. The Phelps Scholars Program prepares students to succeed and to thrive in that world. 1. The Phelps Scholars community — student, faculty, and staff — represents a rich mix of cultural backgrounds. Living together in the same residence hall, Phelps Scholars get first-hand experience in developing meaningful relationships with a wide variety of people. 2. Phelps Scholars take courses in which they study cultural diversity issues. In the fall, their first-year seminar focuses on a diversity-related topic. In the spring, they enroll in Encounter with Cultures, a course on racial and ethnic cultures in the United States. 3. Phelps Scholars participate in the workshops, group discussions, and other special events on practical aspects of living and working in a diverse community. 4. Phelps Scholars meet special speakers and other guests who come to Hope College, take trips to interesting places, and engage the campus as a whole in conversations on diversity.

The Phelps Scholars Program can make "a world of difference" in the college experience of the students who participate. The years students spend in college are among the most important of their lives. Being Phelps Scholars enables them to make the most of this exciting time.

1. Living in community with African-American, Asian-American, European-American, Hispanic-American and Native American students — as well as international students from around the world — provides a warm and stimulating home at Hope College.
2. Numerous research studies show that college students with diversity-related experiences do better academically and achieve greater personal development than students without those experiences.
3. One of the best predictors of success in college is the extent to which students interact in rich and meaningful ways with other students, faculty, and staff. Phelps Scholars are part of a community intentionally designed to:
 - a. Promote their academic success
 - b. Enable them to get to know each other well, to learn from each other, and to enjoy each other
 - c. Prepare them for leadership roles on the campus and beyond.

For further information, contact program director Dr. Charles W. Green.

SPECIAL ACADEMIC PROGRAMS

UPWARD BOUND PROGRAM

Upward Bound is an educational program designed to assist 70 high school students from the Allegan-Ottawa Counties area. To be admitted, students must meet the low-income or first-generation criterion established by the Federal Government and have the potential — even though their grades may not reflect it — to undertake a college education. The main purpose of the program is to assist these students to successfully pursue a post-secondary education.

This year-round program consists of two phases:

1. Residential Summer Session

An intensive six-week academic session offering two different programs:

- a. Non-bridge Program

Includes students who have completed grades 9-11. Emphasizes the mastery of basic and advanced skills in mathematics, English, foreign language, and science. The above courses are complemented by electives in physical education, dance, drama, arts and crafts, and photography. High school credit is recommended. Approximately 50 students are admitted to this program.

- b. Bridge Program

Designed for students who have completed 12th grade. Up to eight college credits may be earned by each student. English 113 (Expository Writing I) is required for all the students who may complement their schedule with any other course from the summer offerings at Hope College. An average of 20 students participate in this program each year.

2. Academic Year Session During the school year, students in grades 9-12 attend afternoon tutorials twice a week, two and one-half hours each afternoon, for help in their current academic classes. Friday sessions are held every month to foster the cultural and social development of the students along with their career education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College testing and placement assistance (admission to college and financial aid) are provided to all the 11th and 12th grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Department of Education, Hope College, and other local private sources.

INTERNSHIPS



A liberal arts education can develop in students a number of skills, including supervision and leadership, decision making, problem analysis and problem solving, creative thinking, communication, effective risk-taking, and functioning effectively as a member of a group. Students develop these skills through experiences both in and outside the classroom, in extracurricular and volunteer activities, in off-campus programs, in residential living situations, and in internships. Internships, learning experiences on-campus or off-campus for which academic credit is earned, can be an important part of students' liberal arts education.

Internships can provide students opportunities to develop liberal arts skills and to gain beginning level work experience. Participants in some internship programs attend supervisory or integrating seminars, and all participants have faculty supervisors throughout their internships.

Hope juniors and seniors can register for off-campus internships as part of the Philadelphia Center, the Chicago Semester, the New York Arts Program, the Oak Ridge Science Semester, or the Washington Honors Semester. Since students on these programs register for credit through Hope College, a student's entire financial aid package (less work-study) can be applied to the cost of the off-campus program. Students with an interest in these programs should read pages 336-337 of the *Catalog* and contact the on-campus representatives for these programs.

Sander de Haan	Chicago Semester
Dale Austin	Chicago Semester
Jack Holmes	Washington Honors Semester
James Herrick	Philadelphia Center
Patricia Roehling	Philadelphia Center
Tom Smith	Philadelphia Center
Jon Huisken	Philadelphia Center, Chicago Semester
Mike Seymour	Oak Ridge Science Semester
Charles Green	Oak Ridge Science Semester
John Tammi	New York Arts Program

Representatives from these programs visit Hope's campus each semester to recruit students and answer their questions.

In addition to the internships available through these five off-campus programs, departmental internships are possible. These internships, either on or off campus, usually earn from one to nine credits. Generally a three-credit internship requires that students spend nine hours per week on the internship throughout the semester (fourteen weeks).

An important part of all internships is the involvement of students in their creation. After consultation with the department in which the credit is to be earned, students are asked to write a learning plan which includes the objectives, the means of accomplishing these objectives, and the means of evaluating the internship. Careful planning and preparation are essential for a profitable internship opportunity.

Up to nine credits earned through internships can be counted toward a Hope degree; students earning a teaching certificate may count up to ten credits.

PRE-PROFESSIONAL PROGRAMS



The liberal arts experience at Hope College seeks to help each student grow as a competent, creative, and compassionate person. Such a focus prepares students well for vocations or further studies. Business and industry, professional schools, and government agencies are increasingly emphasizing that a broad base of studies in the liberal arts is the most significant vocational preparation an undergraduate college can offer. Requirements for entrance into professional schools vary so widely that students interested in specialized fields should consult professional school catalogs early in their college careers. To help students develop their program at Hope College, faculty members with special interests and knowledge serve as vocational advisors. Students are encouraged to consult these advisors and to visit Hope's Career Library in the Sligh Building which contains extensive information about careers and other vocational information.

Advisors for Students Entering Professions

Art — Ms. Mahsun	Library and Information Sciences — Ms. Colleen Conway
Athletic Training — Mr. Ray	Medicine — Mr. Mungall
Biology — Mr. T. Bultman	Music — Ms. Kennedy-Dygas
Economics, Management and Accounting — Mr. Lunn	Nursing — Ms. Sietsema
Chemistry (Industrial and Research) — Mr. Seymour	Optometry — Mr. Mungall
Christian Ministry — Mr. Bandstra	Pharmacy — Mr. Mungall
Church Work — Chaplain's Office, Mr. Bandstra	Physical Therapy — Mr. Mungall
Dance — Ms. DeBruyn	Physics — Mr. De Young
Dentistry — Mr. Mungall	Religion — Mr. Bandstra
Diplomatic and Government Service — Mr. Ryden	Social Work — Mr. Piers, Ms. Sturtevant
Engineering — Mr. Veldman	Teaching Elementary School — Mr. Mezeske Secondary School — Mr. Mezeske College — Department Chairperson
Geological and Environmental Sciences — Mr. Peterson	Theatre — Ms. Robins
Journalism — Ms. Johnston	Veterinary Medicine — Mr. Mungall
Law — Mr. Zoetewey, Mr. Ryden, Ms. Gibbs	Writing, Editing — Mr. Schakel

Exploring Your Vocation

Students who plan to enter professions are often interested in how their work can be of service to the wider world. Hope College helps students explore these questions through the work of The CrossRoads Project, which describes its mission as "Thinking Theologically About Career, Calling, and Life." CrossRoads offers vocational discernment retreats, sponsors alternative internships, and supports students as they consider various professional school programs. Opportunities are available for all Hope students, with specially-tailored programs for students considering careers in business, education, health professions, ministry, and theology. Contact the CrossRoads office for more information.

Christian Ministry and Church Vocation

Students with an interest in Christian ministry and church vocations should consult the religion major program described on pages 302-306. This major will acquaint

PRE-PROFESSIONAL PROGRAMS

students with the academic disciplines in religion and will provide interdisciplinary breadth through courses in philosophy, psychology, sociology, history, English, and communication. The flexibility of the religion major also adapts well to the aptitudes and goals of individual students.

Students with an interest in Christian ministry may want to become involved with campus religious groups. Internships, especially in youth ministry, are available; credit is awarded for such internships.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic discipline of religion. Current graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those with an interest in urban ministries.

Students pursuing internships and other pre-professional opportunities in this area are eligible for support from The CrossRoads Project.

Diplomatic and Government Work

Students interested in the foreign service or other areas of government should focus on the social sciences. Courses in history, political science, economics, and business administration are recommended for those intending a career in public administration. Students interested in the foreign service should seek a broad knowledge in history, economics, geography, political science, English, and languages. These students may want to consider a composite major in international studies, page 223, or the special program in foreign area studies in the Department of Political Science, page 290.

Students who intend to enter other branches of governmental work should consider majors in business administration, economics, or political science. These students should also consider being part of the Washington Honors Semester Program (see page 337). Internships are also available, including a one-hour campaign internship open to all students during every national election year. Students may also want to participate in Hope's Model United Nations held each spring semester on campus.

Journalism

Because of the variety of vocations in the field of journalism, the college offers students a broad base of knowledge and skills fundamental of all forms of journalism. The department of Communication offers courses in media production and print media; the department of English offers several writing courses of interest to prospective journalists. Broad study in the social sciences is highly recommended. The chairperson of the department of Communication or the department of English can provide additional advice.

A number of positions on the campus newspaper, literary review, yearbook, radio station, or local cable television station provide practical experience in such aspects of journalism as editorial work, news reporting, proofreading, sports-casting, advertising, radio script writing, and layout. In addition, internships through the department of Communication or the department of English are encouraged; credit is awarded for these internships.

Law

The Law School Admission Council in its Pre-Law Handbook stresses that the highest quality of education needed for law school should emphasize comprehension and expression in words; critical understanding of the human institutions and values with which law deals; and creative power in thinking.

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Students intending to enter the legal profession will find that most law schools do not prescribe a specific pre-professional program but insist on broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed above.

Practically speaking, the prelaw students can select a major in any subject area. Business administration, economics, English, history, philosophy, or political science are common areas of concentration. Political science currently offers six different pre-law courses at least once every other year. But almost any major could provide a well-read student with a good preparation for legal studies.

Students should plan to take a number of courses in writing. Because one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, students should consider being involved in the forensics program. This extracurricular competition encourages the development of research, reasoning, and communication skills. Finally, since law is neither studied nor practiced in a vacuum, students should explore widely to understand their physical, psychological, physiological, social, and ethical environment.

Prelaw students may want to take part in the Washington Honors Semester Program or internships offered in their major department.

Seminars to help students prepare for the Law School Admissions Test (LSAT) are offered each semester through the Department of Political Science and the Career Planning and Placement Office. Students with an interest in law are informed through a newsletter of campus lectures and other activities which may be of special interest to them.

Library and Information Sciences

Students intending to prepare for a career in librarianship should consider these points in planning their undergraduate years. Since opportunities exist for many kinds of subject specialists, students should plan a major in the discipline that most interests them. In addition, students should try to develop broad knowledge by selecting a number of courses in the humanities, social sciences, and natural sciences. Because recent developments in librarianship have placed an emphasis on automation, some undergraduate courses in computer science are desirable. To obtain first-hand experience in the practice of librarianship, students are encouraged to work in one of the college's libraries.

Students with an interest in becoming school librarians or media specialists will need to take the educational courses required for certification.

A limited number of scholarships are available through library schools and other organizations, including the Library of Michigan.

Music

Many options exist for students who intend to pursue music as a career. Hope has two Bachelor of Music degree programs to prepare students for teaching music — the Bachelor of Music in vocal music education and the Bachelor of Music in instrumental music education.

For students intending to become performing artists, the Bachelor of Music in performance is available. For those interested in becoming musicologists or music librarians, the Bachelor of Arts degree program with a major in music literature and history or in music theory is available.

Students intending to major in music need to follow a sequence of courses that extends through four years. To prevent serious complications, students need to enroll in certain music courses in their freshman year. Complete descriptions of the degree programs in music can be found on pages 258-269.

PRE-PROFESSIONAL PROGRAMS

Social Work

Hope offers a major in social work that is accredited by the Council on Social Work Education and is described on pages 311-313. This major introduces students to the theoretical perspectives in psychology, political science, economics, sociology, and social work as well as to the practical application of material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the disciplines of social sciences. The present job market reflects the advisability of Spanish as a second language.

In their senior year, social work students will enroll in one or more internships. Opportunities also exist to volunteer for Higher Horizons' big brother-big sister program or for community-based organizations or through the Community Service Office (Michigan Campus Compact) in the DeWitt Center.

TEACHING

Students planning to teach in elementary or secondary schools must be formally admitted to the teacher education program and receive permission to student teach; generally students are admitted in the spring of their sophomore year. Information is available from Hope's department of education.

Students pursuing internships and other pre-professional opportunities in this area are eligible for support from The CrossRoads Project.

Elementary School

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements differ among states, the Michigan teaching certificate is valid in many other states through reciprocal certification agreements.

A departmental or composite major, a teaching minor or substantive minor, and the professional education course sequence are the essential components of the teacher education program. An Education Department Handbook is available from the department of education.

Secondary School

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements differ among states, the Michigan teaching certificate is valid in many other states through reciprocal certification agreements.

College

For those interested in college teaching, a major in their chosen field of specialization is advisable. Departmental advisors should be consulted to help these students develop an academic program.

HEALTH PROFESSIONS, SCIENCE

Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and

PRE-PROFESSIONAL PROGRAMS

appreciation of the natural sciences. Hope offers extensive opportunities for such cooperative research. The net result of Hope's science program is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

With these goals in mind, freshmen interested in a career involving science should plan to take in the fall semester a math course appropriate for their backgrounds (most often precalculus, Mathematics 130; or calculus, Mathematics 131) and, for maximum flexibility, two science courses intended for majors in the natural sciences. Each of these science courses initiates a year-long sequence which is normally completed during the same year.

By following this pattern, students develop the background needed to undertake further study in the sciences and explore several scientific disciplines early in their degree program. The program provides an excellent preparation for further study or work in the sciences or in a variety of health professions.

Students pursuing internships and other pre-professional opportunities in this area are eligible for support from The CrossRoads Project.

Medicine and Dentistry

While most pre-medical and pre-dental students at Hope College major in biology or chemistry, students are encouraged to major in any academic field in which they have an interest. Regardless of the student's choice of major, the person oriented toward a career in medicine or dentistry should take Biology 240 and 260; Chemistry 111/113, 121/114, 221/255, 231/256, and 311; and one year of college physics. Mathematics 131 is highly recommended, as are additional courses in biology. These courses should be completed in the first three years of college in order to provide the optimum preparation for the Medical College Admission Test (MCAT) and/or Dental Admission Test (DAT). These tests are usually taken in April of the junior year.

The pre-medical/pre-dental program is not a rigid curriculum. Students are permitted considerable latitude in the selection of courses beyond those required by the professional schools. Courses in the humanities and social sciences are highly recommended. It is advisable for students to select possible medical or dental schools early in their undergraduate careers in order to prepare for the specific requirements of the schools of their choice. Although it is uncommon, pre-dental students are able to complete the minimum requirements and enter dental school after three years at Hope College.

Students interested in medicine or dentistry should contact the Health Professions Advisor, Mr. William Mungall, as soon as possible after arriving at Hope.

Veterinary Medicine and Optometry

Pre-veterinary and pre-optometry students generally follow the same preparation as pre-medical/pre-dental students, although specific course requirements may vary from school to school. It is also possible to complete the minimum requirements in three years and enter professional school following the junior year.

Pre-optometry students are required to take the Optometry Admission Test (OAT). This test may be taken in February of the junior year or in October prior to the fall for which entry is being sought. Schools of veterinary medicine usually accept either the Graduate Record Exam (GRE) or the MCAT. Students should begin to select possible optometry or veterinary schools early in their undergraduate careers in order to prepare for the specific requirements of their choice.

Students interested in veterinary medicine or optometry should contact the Health Professions Advisor, Mr. William Mungall, as soon as possible after arriving at Hope.

PRE-PROFESSIONAL PROGRAMS

Physical Therapy

The pre-professional requirements for application to physical therapy programs vary widely. Nearly all physical therapy programs now award a Doctor of Physical Therapy (DPT) degree and require completion of a bachelor's degree before admission. DPT programs usually require 36 to 48 months to complete. Although physical therapy graduate programs will accept students with different majors, the most common majors for pre-physical therapy students at Hope College are exercise science, biology, or psychology.

Since requirements for physical therapy programs are not uniform, students' schedules should include Chemistry 111/113 and 121/114, or Chemistry 103, and Biology 222 and 240 in order to keep application options as open as possible. Other course requirements may include Biology 221 and 231; Chemistry 221; Mathematics 210; a year of college physics; Psychology 100, 230, and 420. Some schools require the GRE general test for admission.

Students intending to apply for admission to physical therapy programs following three years at Hope College have very little flexibility in their schedules. They should consult the Health Professions Advisor, Mr. William Mungall, as soon as possible regarding specific program requirements.

Pharmacy

Students interested in careers in pharmacy usually complete a two- or three-year pre-pharmacy program, followed by four years of professional study leading to a Pharm D. Applications to pharmacy programs must be completed during the third semester of the pre-pharmacy program unless the student is planning to finish his/her four year degree before attending a pharmacy program.

Pre-pharmacy requirements include Biology 221, 222, 240 and 260; Chemistry 111/113, 121/114, 221/255, and 231/256; Mathematics 131. Courses in the humanities and social sciences are also required. Thirty-six (36) of the seventy-five (75) colleges of pharmacy require students to take the Pharmacy College Admission Test (PCAT).

Students intending to apply for admission to pharmacy programs have limited flexibility in their schedules. They should consult the Health Professions Advisor, Mr. William Mungall, as soon as possible regarding specific program requirements.

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The Reverend Dr. Charles E. Van Engen	Glendora, California

Term Expires 2007

Mrs. Sandra K. Church	Traverse City, Michigan
Mr. Thomas H. Claus	East Grand Rapids, Michigan
Mr. Ralph E. Jackson Jr.	Naples, Florida
Mr. Brian W. Koop	Holland, Michigan
Mr. Donald E. Miller	Bellevue, Washington
The Reverend Stephen M. Norden	Dublin, Ohio
Mr. Richard L. Postma	Grand Rapids, Michigan

Term Expires 2008

Dr. Steven C. Bouma-Prediger	Holland, Michigan
The Reverend Dr. Timothy L. Brown	Holland, Michigan
Mr. James E. Hanson, II	Bernardsville, New Jersey
Dr. Ronald L. Hartgerink	South Haven, Michigan
Dr. David W. Lowry	Holland, Michigan
Dr. Paul R. Musherure	Cottage Grove, Minnesota
The Reverend Peter C. Semeyn, Vice-Chairperson	Traverse City, Michigan
Mr. David L. Van Anandel	Grand Rapids, Michigan
Mr. Arnold Van Zanten	Clearwater Beach, Florida
The Reverend Brian L. Vriesman	Twin Falls, Idaho
Mrs. Emilie D. Wierda	Key Largo, Florida
Dr. George D. Zuidema	Holland, Michigan

Term Expires 2009

The Reverend David M. Bast	Grand Rapids, Michigan
Mr. Joel G. Bouwens, Chairperson	Holland, Michigan
Mr. Dwayne O. Boyce	Alpharetta, Georgia
Mrs. Barbara J. Hall	Sarasota, Florida
Mrs. Suzanne (Cheri) DeVos Vander Weide	Grand Rapids, Michigan

Serving Ex Officio

Dr. James E. Bultman, President	Holland, Michigan
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Dr. Leonard Maas	Holland, Michigan
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Mrs. Ruth Peale	Pawling, New York
Mr. John C. Schrier	Muskegon, Michigan

THE FACULTY



- JAMES E. BULTMAN** — *President and Professor of Education* (1968-1985) (1999)
A.B., Hope College, 1963;
M.A., Western Michigan University, 1966;
Ed.D., Western Michigan University, 1971;
L.H.D., Keiwa College, 1998;
Litt.D., Hope College, 1999
- JAMES N. BOELKINS** — *Provost and Professor of Biology* (2002)
A.B., Hope College, 1966;
M.S., University of North Dakota, 1968;
Ph.D., University of Missouri, 1971
- ALFREDO M. GONZALÉS** — *Associate Provost and Adjunct Associate Professor of Social Work* (1979/1984)
B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982
- JON J. HUISKEN** — *Dean for Academic Services and Registrar and Adjunct Associate Professor of English* (1969)
A.B., Calvin College, 1965
- MOSES LEE** — *Dean for the Natural Sciences and Professor of Chemistry* (2005)
B.S., University of Guelph, 1983;
Ph.D., University of Guelph, 1986
- NANCY SONNEVELDT MILLER** — *Dean for the Social Sciences and Professor of Education* (1968/1985)
A.B., Hope College, 1962;
M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968
- WILLIAM D. REYNOLDS** — *Dean for the Arts and Humanities and Professor of English* (1971/1994)
A.B., Xavier University, 1966;
M.A., Columbia University, 1967;
Ph.D., University of Illinois-Urbana, 1971

PRESIDENT EMERITUS

- GORDON J. VAN WYLEN** — *President and Professor of Physics* (1972-1987)
A.B., Calvin College, 1942;
B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947;
Sc.D., Massachusetts Institute of Technology, 1951;
Litt.D., Hope College, 1972;
L.H.D., Meiji Gakuin University, 1987

PROVOST EMERITUS

- JACOB E. NYENHUIS** — *Provost Emeritus and Professor Emeritus of Classics* (1975-2001) and *Director of the A. C. Van Raalte Institute* (2001/2002)
A.B., Calvin College, 1956;
A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963;
Litt.D., Hope College, 2001

*The first figure in parentheses indicates the year in which the person began service at Hope College. For administrators, the second date within the same parentheses represents the year of appointment to the current position. A figure within a second set of parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

THE FACULTY

FACULTY EMERITI

- HERSILIA ALVAREZ-RUF — *Professor Emerita of Spanish* (1984-2005)
B.A., University of Concepcion, Chile, 1964;
M.Phil., University of Leeds, England, 1978;
Ph.D., University of Michigan, 1986
- JANE G. BACH — *Professor Emerita of English* (1975-2000)
A.B., Hope College, 1958;
M.A., University of Wisconsin, 1959;
Ph.D., University of Notre Dame, 1978
- LESLIE R. BEACH — *Professor Emeritus of Psychology* (1964-1991)
B.A., Houghton College, 1949;
M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957
- HARVEY D. BLANKESPOOR — *The Frederich Garrett and Helen Floor Dekker Professor Emeritus of Biology and CASE 1991 U. S. Professor of the Year* (1976-2002)
B.A., Westmar College, 1963;
M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970
- SYLVIA BOYD, C.P.A., C.M.A. — *Associate Professor Emerita of Business Administration* (1985-1999)
B.S., Northern Illinois University, 1981;
M.B.A., Grand Valley State University, 1985
- RODNEY F. BOYER — *The Edward and Elizabeth Hofma Professor Emeritus of Chemistry* (1974-2000)
B.A., Westmar College, 1964;
M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969
- ALLEN R. BRADY — *Professor Emeritus of Biology* (1964) (1966-2000)
B.A., University of Houston, 1955;
M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964
- GORDON M. BREWER — *Professor Emeritus of Physical Education* (1956-1988)
A.B., Hope College, 1948;
M.A., University of Michigan, 1952
- IRWIN J. BRINK — *Professor Emeritus of Chemistry* (1957-1996)
A.B., Hope College, 1952;
Ph.D., University of Illinois, 1957
- ELTON J. BRUINS — *Evert J. and Hattie E. Blekkink Professor Emeritus of Religion* (1966-1992) and *Philip Phelps Jr. Research Professor, Van Raalte Institute* (1994)
A.B., Hope College, 1950;
B.D., Western Theological Seminary, 1953;
S.T.M., Union Theological Seminary, 1957;
Ph.D., New York University, 1962
- ROBERT M. CECIL — *Professor Emeritus of Music* (1962-1985)
B.S., Juilliard School of Music, 1949;
B.Mus., Yale University School of Music, 1951;
M.Mus., Yale University School of Music, 1952
- WILLIAM COHEN — *Professor Emeritus of History* (1971-2001)
B.A., Brooklyn College, 1957;
M.A., Columbia University, 1960;
Ph.D., New York University, 1968

THE FACULTY

- JOAN C. CONWAY — *Professor Emerita of Music* (1969-2001)
B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959
- EARL R. CURRY — *Professor Emeritus of History* (1968-2000)
B.S., Iowa State University, 1960;
M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966
- RUSSELL B. DE VETTE — *Professor Emeritus of Physical Education* (1953)
(1955-1988)
A.B., Hope College, 1947;
M.A., University of Michigan, 1948
- LAMONT DIRKSE — *Professor Emeritus of Education* (1964-1992)
A.B., Hope College, 1950;
M.A., Northwestern University, 1951;
Ed.D., Michigan State University, 1972
- ROBERT ELLSWORTH ELDER, JR. — *Professor Emeritus of Political Science*
(1969-2002)
B.A., Colgate University, 1964;
M.A., Duke University, 1969;
Ph.D., Duke University, 1971
- FRANCIS G. FIKE — *Professor Emeritus of English* (1968-1998)
A.B., Duke University, 1954;
M.Div., Union Theological Seminary, 1957;
M.A., Stanford University, 1958;
Ph.D., Stanford University, 1964
- JAY E. FOLKERT — *Professor Emeritus of Mathematics* (1946-1982)
A.B., Hope College, 1939;
M.A., Ph.D., University of Michigan, 1940, 1955
- PAUL G. FRIED — *Professor Emeritus of History* (1953-1984)
A.B., Hope College, 1946;
M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949
- ROBERT GENTENAAR — *Associate Professor Emeritus of Economics* (1977-2000)
B.A., Western Michigan University, 1961;
M.B.A., Michigan State University, 1970;
M.A., Michigan State University, 1974;
Ph.D., Michigan State University, 1977
- LARS I. GRANBERG — *Professor Emeritus of Psychology* (1947) (1960)
(1975-1984)
A.B., Wheaton College, 1941;
A.M., Ph.D., University of Chicago, 1946, 1954;
L.H.D., Northwestern College, 1975
- ELDON D. GREIJ — *The Edward A. and Elizabeth Hofma Professor Emeritus of Biology* (1962) (1969-1988)
B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969
- RENZE L. HOEKSEMA — *Professor Emeritus of Political Science* (1971-1986)
A.B., Hope College, 1948;
M.A., Harvard University, 1952;
Ph.D., Harvard University, 1956
- JANTINA W. HOLLEMAN — *Professor Emerita of Music* (1946-1987)
B.A., Central College, 1943;
M.A., Columbia University, 1946

THE FACULTY

- CHARLES A. HUTTAR — *Professor Emeritus of English* (1966-1996)
B.A., Wheaton College, 1952;
M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956
- ANNE E. IRWIN — *Professor Emerita of Kinesiology* (1976-2003)
B.S., University of Michigan, 1966;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975
- JEANNE M. JACOBSON — *Adjunct Professor Emerita of Education* (1996-1999)
and Senior Research Fellow, Van Raalte Institute (1996)
B.A., Swarthmore College, 1953;
M.S., State University College at Brockport, 1973;
Ph.D., State University of New York at Albany, 1981
- WILLIAM H. JAPINGA — *Associate Professor Emeritus of Business Administration*
(1981-2001)
B.A., Kalamazoo College, 1960;
M.B.A., Northwestern University, 1962
- ELAINE Z. JEKEL — *Adjunct Professor Emerita of Chemistry* (1982-1993)
A.B., Greenville College, 1947;
B.S., Greenville College, 1951;
M.S., Purdue University, 1953;
Ph.D., Purdue University, 1958
- EUGENE C. JEKEL — *Edward A. and Elizabeth Hofma Professor Emeritus of Chemistry*
(1955-1993)
A.B., Hope College, 1952;
M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964
- MARY E. JELLEMA — *Adjunct Associate Professor Emerita of English* (1968-2000)
B.A., Calvin College, 1957;
M.A., The Ohio State University, 1960
- PETER L. JOLIVETTE — *Professor Emeritus of Physics* (1976-2001)
B.S., University of Wisconsin, 1963;
M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971
- ANTHONY KOOIKER — *Professor Emeritus of Music* (1950-1987)
B.Mus., Northwestern University, 1942;
M.Mus., University of Rochester, 1944;
Ph.D., University of Rochester, 1962
- GEORGE KRAFT — *Professor Emeritus of Kinesiology* (1967-2005)
B.A., Wheaton College, 1962;
M.S., Indiana University, 1965;
P.E.D., Indiana University, 1971
- JOSEPH W. MAC DONIELS — *Professor Emeritus of Communication* (1972-2001)
B.A., Culver-Stockton College, 1963;
M.S., George Williams College, 1965;
Ph.D., University of Kansas, 1972
- DELBERT L. MICHEL — *Professor Emeritus of Art* (1964-2003)
B.A., De Pauw University, 1961;
M.F.A., State University of Iowa, 1964
- JAMES P. MOTIFF — *Professor Emeritus of Psychology* (1969-2004)
B.S., St. Norbert College, 1965;
M.S., University of South Dakota, 1967;
Ph.D., University of South Dakota, 1969

THE FACULTY

- ANTHONY B. MUIDERMAN — *Professor Emeritus of Business Administration* (1977-2000)
B.S., Calvin College, 1950;
B.S.E., University of Michigan, 1960;
M.B.A., Grand Valley State Colleges, 1977
- NANCY A. NICODEMUS — *Professor Emerita of English* (1966-1999)
B.A., Western Michigan University, 1957;
M.A., University of Wyoming, 1959
- THEODORE L. NIELSEN — *The Guy VanderJagt Professor Emeritus of Communication* (1975-2000)
B.A., University of Iowa, 1955;
M.A., University of Michigan, 1958;
Ph.D., University of Wisconsin, 1971
- ROBERT J. PALMA — *Professor Emeritus of Religion* (1966-1994)
B.A., Calvin College, 1956;
B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970
- DANIEL PAUL — *Professor Emeritus of Education* (1966-1994)
A.B., Hope College, 1950;
M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964;
Ed.D., Western Michigan University, 1973
- NORMAN W. RIECK — *Professor Emeritus of Biology* (1962-1986)
A.B., Hope College, 1953;
M.S., University of Michigan, 1956;
Ph.D., University of Michigan, 1957
- ROGER J. RIETBERG — *Professor Emeritus of Music* (1954-1990)
A.B., Hope College, 1947;
S.M.M., Union Theological Seminary, New York, 1949
- ROBERT A. RITSEMA — *Professor Emeritus of Music* (1967-1999)
A.B., Hope College, 1957;
M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971
- STUART W. SHARP — *Professor Emeritus of Music* (1975-2005)
B.Mus., Bucknell University, 1962;
M.M., University of Michigan, 1963;
D.M.A., University of Kentucky, 1975
- FRANK C. SHERBURNE, JR. — *Professor Emeritus of Mathematics* (1959-1994)
B.S., University of Toledo, 1952;
M.S., Michigan State University, 1956
- GORDON A. STEGINK — *Associate Professor Emeritus of Computer Science* (1981-2000)
A.B., Hope College, 1961;
A.M., Washington University, 1963
- CHARLES A. STEKETEE — *Professor Emeritus of Mathematics* (1946-1981)
A.B., Hope College, 1936;
M.A., University of Michigan, 1937
- GISELA G. STRAND — *Professor Emerita of German* (1969-2001)
Abitur, St. Ursula Oberschule, Hannover, 1959;
M.A., University of Chicago, 1962;
Ph.D., Vanderbilt University, 1973

THE FACULTY

- ELLIOT A. TANIS — *Professor Emeritus of Mathematics* (1965-2000)
B.A., Central College, 1956;
M.S., University of Iowa, 1960;
Ph.D., University of Iowa, 1963
- HENRY ten HOOR — *Professor Emeritus of English* (1946-1979)
B.A., Calvin College, 1938;
M.A., University of Michigan, 1946;
Ed.D. in English, University of Michigan, 1963
- J. COTTER THARIN — *Professor Emeritus of Geology* (1967-1996)
B.S., St. Joseph College, 1954;
M.S., University of Illinois, 1958;
Ph.D., University of Illinois, 1960
- RICHARD VANDERVELDE — *Professor Emeritus of Mathematics* (1967-2000)
B.A., Simpson College, 1960;
M.S., University of Iowa, 1962;
Ph.D., University of Iowa, 1967
- F. PHILLIP VAN EYL — *Professor Emeritus of Psychology* (1959-1993)
A.B., Hope College, 1955;
M.A., Claremont Graduate School, 1958;
Ph.D., Claremont Graduate School, 1964
- PAUL VAN FAASEN — *Professor Emeritus of Biology* (1963) (1969-1997)
A.B., Hope College, 1956;
M.S., Michigan State University, 1962;
Ph.D., Michigan State University, 1971
- GERARD VAN HEEST — *Chaplain Emeritus* (1979-1994)
A.B., Hope College, 1949;
M.Div., Western Theological Seminary, 1952
- JOHN VAN IWAARDEN — *Professor Emeritus of Mathematics* (1961-2001)
A.B., Hope College, 1957;
M.A., University of Michigan, 1958
- JAMES D. VAN PUTTEN, JR. — *Professor Emeritus of Physics* (1967-2000)
A.B., Hope College, 1955;
M.A., University of Michigan, 1957;
Ph.D. University of Michigan, 1960
- HENRY "CY" VOOGD — *Professor Emeritus of Religion* (1947-1983)
A.B., Hope College, 1941;
B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary, 1947
- GAIL L. WARNAAR — *Adjunct Associate Professor Emerita of Music* (1965-1997)
B.Mus., Central Michigan University, 1970;
M.Mus., Michigan State University, 1972
- HUBERT P. WELLER — *Professor Emeritus of Spanish* (1962-1996)
B.A., University of Michigan, 1956;
M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- LESLIE L. WESSMAN — *The Arnold and Esther Sonneveldt Professor Emerita of Education* (1990-2005)
B.A., University of Wyoming, 1960;
M.A., Northwestern University, 1966;
M.S., California State University, 1975;
Ph.D., Michigan State University, 1988
- DONALD H. WILLIAMS — *Professor Emeritus of Chemistry* (1969-2002)
B.S., Muskingum College, 1960;
Ph.D., The Ohio State University, 1964
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THE FACULTY

- JOHN M. WILSON — *Professor Emeritus of Art History* (1971-1999)
B.A., St. Olaf College, 1955;
M.A., University of Minnesota, 1964;
Ph.D., University of Iowa, 1971
- RONALD M. WOLTHUIS — *Associate Professor Emeritus of Education* (1985-2002)
A.B., Calvin College, 1964;
M.A., Western Michigan University, 1967;
Ed.D., Western Michigan University, 1970
- DAVID A. ZWART — *Associate Professor Emeritus of Education* (1989-2003)
A.B., Hope College, 1964;
M.A., Michigan State University, 1969

THE TEACHING FACULTY

- MIGUEL ABRAHANTES - Assistant Professor of Engineering (2004)
B.S., Universidad Central de las Villas, 1993;
Ph.D., Universidad Nacional del Sur, 2000
- ION T. AGHEANA — *Professor of Romance Languages* (1979)
Licence es Lettres, University of Bucharest, 1961;
M.A., Harvard University, 1967;
Ph.D., Harvard University, 1970
- JAMES B. ALLIS — *Professor of Philosophy* (1986)
B.A., Dartmouth College, 1975;
M.A., Jersey City State College, 1980;
Ed.M., Harvard University, 1980;
M.A., University of Pittsburgh, 1984;
Ph.D., University of Pittsburgh, 1986
- JANET L. ANDERSEN — *Professor of Mathematics* (1991)
B.A., LeTourneau College, 1979;
M.S., University of Minnesota, 1988;
Ph.D., University of Minnesota, 1991
- ISOLDE K. ANDERSON — *Assistant Professor of Communication* (2003)
B.A., Smith College, 1975;
M.Div., North Park Theological Seminary-Chicago, 1981;
Ph.D., Northwestern University, 2002
- MARIA CLAUDIA ANDRÉ — *Associate Professor of Spanish* (1994)
A.B., Universidad del Salvador, Buenos Aires, 1982;
Ph.D., SUNY Albany, 1995
- W. JEFFREY ARMSTRONG — *Associate Professor of Kinesiology* (2004)
B.S., West Virginia University, 1985;
M.S., West Virginia University, 1986;
Ph.D., The University of Toledo, 1998
- CHARLES C. ASCHBRENNER — *Professor of Music* (1963)
B.Mus., University of Illinois, 1959;
M.Mus., Yale University, 1963
- PRISCILLA D. ATKINS — *Librarian with rank of Associate Professor* (1994)
B.A., Smith College, 1979;
M.Ed., University of Hawaii at Manoa, Honolulu, 1985;
M.L.I.S., University of Hawaii at Manoa, Honolulu, 1990
- MARC B. BAER — *Professor of History and Director of the Pew Society* (1983)
B.S., Iowa State University, 1967;
M.A., University of Iowa, 1971;
Ph.D., University of Iowa, 1976

THE FACULTY

- JEAN REED BAHLE — *Visiting Assistant Professor of Theatre* (1996)
B.A., University of Michigan, 1972
- BARRY L. BANDSTRA — *The Evert J. and Hattie E. Blekkink Professor of Religion, Chairperson of the Department, and Director of Academic Computing* (1983)
B.A., University of Illinois, 1972;
B.Div., Calvin Theological Seminary, 1975;
M.A., M.Phil., Yale University, 1978;
Ph.D., Yale University, 1982
- CHRISTOPHER C. BARNEY — *The T. Elliott Weier Professor of Biology* (1980)
B.S., Wright State University, 1973;
Ph.D., Indiana University, 1977
- NANCY C. BARNUM — *Assistant Professor of Nursing* (2003)
B.S.N., Michigan State University, 1985;
M.S.N., University of Kentucky, 1996
- AMANDA J. BARTON — *Assistant Professor of Nursing* (2004)
B.S.N., University of Pennsylvania, 1994;
M.S.N., University of Pennsylvania, 1995
- CHARLES K. BEHENSKY — *Assistant Professor of Psychology* (2003)
B.S., University of Illinois, Champaign-Urbana, 1998;
Ph.D., University of Michigan, 2003
- AIRAT BEKMETJEV — *Assistant Professor of Mathematics* (2003)
Diploma with Honors, Moscow State University, 1991;
Ph.D., Arizona State University, 2002
- ALBERT A. BELL, JR. — *Professor of History* (1978)
B.A., Carson Newman College, 1966;
M.A., Duke University, 1968;
M.Div., Southeastern Seminary, 1973;
Ph.D., University of North Carolina, 1977
(Sabbatical leave fall semester 2005)
- AARON A. BEST — *Assistant Professor of Biology* (2004)
B.A., William Jewell College, 1996;
M.S., University of Illinois at Urbana-Champaign, 1999;
Ph.D., University of Illinois at Urbana-Champaign, 2001
- RACHEL A. BISHOP — *Visiting Librarian with the rank of Assistant Professor* (2005)
B.A., Michigan State University, 1988;
M.A., Center for Humanistic Studies, 1996;
M.L.I.S., Wayne State University, 2004
- BRIAN E. BODENBENDER — *Associate Professor of Geology and Environmental Science* (1996)
B.A., The College of Wooster, 1987;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994
- MICHELLE BOMBE — *Associate Professor of Theatre, Director of Theatre, and Resident Costume Designer* (1991)
B.S., University of Evansville, 1985;
M.F.A., University of Texas, 1989
- STEVEN C. BOUMA-PREDIGER — *The John H. and Jeanne M. Jacobson Professor of Religion* (1994)
A.B., Hope College, 1979;
M.Phil.F., Institute for Christian Studies, Ontario, 1984;
M.Div., Fuller Theological Seminary, 1987;
Ph.D., University of Chicago, 1992

THE FACULTY

- NICOLE R. BRINKMANN — *Camille & Henry Dreyfus Fellow in Chemistry* (2004)
B.A., The College of Wooster, 1999;
Ph.D., University of Georgia, 2003
- JEFF R. BROWN — *Assistant Professor of Engineering* (2005)
B.S., University of Central Florida, 1996;
M.S., University of Central Florida, 1998;
Ph.D., University of Florida (exp. 2005)
- KENNETH L. BROWN — *Assistant Professor of Chemistry* (1999)
B.S., Oral Roberts University, 1993;
Ph.D., Oklahoma State University, 1999
- KIRK A. BRUMELS — *Assistant Professor of Kinesiology and Head Athletic Trainer* (2001)
A.B., Hope College, 1988;
M.A.T., Western Michigan University, 1990
- C. BAARS BULTMAN — *Associate Professor of Education* (1987)
A.B., Hope College, 1971;
M.A., Western Michigan University, 1976;
Ph.D., Michigan State University, 1995
(Sabbatical leave fall semester 2005)
- THOMAS L. BULTMAN — *Professor of Biology and Chairperson of the Department* (2001)
A.B., Hope College, 1978;
M.S., University of Cincinnati, 1981;
Ph.D., Arizona State University, 1985
- MARIA A. BURNATOWSKA-HLEDIN — *Professor of Biology and Chemistry* (1992)
B.S., McGill University, 1975;
M.S., McGill University, 1977;
Ph.D., McGill University, 1980
(Sabbatical leave academic year 2005-06)
- MONICA CASTILLO — *Assistant Professor of Spanish* (2001)
Certificate of Graduate Studies, Instituto Caro y Cuervo, Colombia, 1988;
M.A., University of Oregon, 1995;
Ph.D., Arizona State University, 2001
- PAULETTE A. CHAPONNIERE — *Associate Professor of Nursing* (2002)
B.A., Wheaton College, 1969;
B.S., Columbia University, 1971;
M.P.H., Johns Hopkins University, 1977
- ISABELLE CHAPUIS-ALVAREZ — *Assistant Professor of French* (2003)
Diplome Superieur, Sorbonne Nouvelle, Paris III, 1983;
M.A., Sorbonne Nouvelle, Paris III, 1984;
D.E.A., Sorbonne Nouvelle, Paris III, 1985
- LEAH A. CHASE — *Assistant Professor of Biology and Chemistry and Towsley Research Scholar* (2000)
B.S., University of Michigan-Flint, 1993;
Ph.D., University of Minnesota, 1999
- SUSAN M. CHERUP — *Professor of Education* (1976)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1967
- AARON C. CINZORI — *Assistant Professor of Mathematics* (2001)
B.A., Michigan State University, 1990;
B.S., Michigan State University, 1990;
M.S., Michigan State University, 1993;
Ph.D., Michigan State University, 1998
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THE FACULTY

- VICTOR V. CLAAR — *Assistant Professor of Economics* (2000)
B.A., Houghton College, 1987;
M.A., West Virginia University, 1995;
Ph.D., West Virginia University, 2000
- CATHERINE M. CLAREY-SANFORD — *Assistant Professor of Nursing* (2003)
B.S.N., University of Michigan-Flint, 1988;
M.S.N., Grand Valley State University, 2000
- ROBERT W. CLARK — *Visiting Assistant Professor of Chemistry* (2005)
B.S., Central Michigan University, 1999;
M.S., University of Wisconsin-Madison, 2001;
Ph.D., University of Wisconsin-Madison (exp. 2005)
- KEVIN J. COLE — *Associate Professor of Kinesiology* (2005)
A.B., Hope College, 1988;
M.S., Texas Christian University, 1991;
Ph.D., Ball State University, 1994
- COLLEEN M. CONWAY — *Librarian with rank of Associate Professor and Head of Technical Services* (1989)
B.A., Grinnell College, 1978;
M.A., University of Iowa, 1983
- NANCY L. WOOD COOK — *Associate Professor of Education* (1987)
B.A., Michigan State University, 1973;
M.A., Michigan State University, 1978
- CARMEN A. CORNIELES — *Assistant Professor of Education* (2005)
B.S., Western Michigan University, 1982;
M.A., Western Michigan University, 1993;
Ed.D., Western Michigan University, 2003
- JOHN D. COX — *DuMez Professor of English* (1979)
A.B., Hope College, 1967;
M.A., University of Chicago, 1968;
Ph.D., University of Chicago, 1975
- BRIAN R. COYLE — *Associate Professor of Music* (1993)
B.S.Mus., University of South Florida, 1987;
M.Mus., California State University at Northridge, 1990;
D.M.A., Michigan State University, 1997
- MIHAI D. CRAIOVEANU — *Professor of Music* (1992)
B.M., George Dima School of Music, 1975;
D.M.A., Ciprian Porumbescu Conservatory of Music, 1979
- DONALD L. CRONKITE — *Professor of Biology* (1978)
B.A., Indiana University 1966;
Ph.D., Indiana University, 1972
- DAVID S. CUNNINGHAM — *CrossRoads Director and Professor of Religion* (2003)
B.S., Northwestern University, 1983;
B.A., University of Cambridge, 1985;
M.A., University of Cambridge, 1989;
Ph.D., Duke University, 1990
- JANE P. CURRIE — *Humanities Instruction/Reference Librarian with rank of Assistant Professor* (2003)
B.A., Jacksonville University, 1995;
M.A., Montana State University-Bozeman, 1998;
M.S., University of Illinois at Urbana-Champaign, 2003

THE FACULTY

- CHARLES A. CUSACK — *Visiting Assistant Professor of Computer Science* (2005)
B.S., Michigan Technological University, 1992;
M.S., Michigan Technological University, 1994;
M.S., University of Nebraska, 1998;
Ph.D., University of Nebraska, 2000
- ANNIE G. DANDAVATI — *Professor of Political Science* (1992)
B.A., Jesus and Mary College, 1985;
M.A., JawaharLal Nehru University, 1987;
Ph.D., University of Denver, 1992
(Sabbatical leave academic year 2005-06)
- MAXINE DE BRUYN — *The Dorothy Wiley De Long Professor of Dance* (1965)
B.S., Michigan State University, 1959
- SANDER DE HAAN — *Professor of German and Dutch and Chairperson of the Department of Modern and Classical Languages* (1979)
A.B., Calvin College, 1967;
M.A., Northwestern University, 1970;
Ph.D., Northwestern University, 1980
- MATTHEW DE JONGH — *Assistant Professor of Computer Science and Towsley Research Scholar* (2002)
B.S., The Ohio State University, 1985;
M.S., The Ohio State University, 1986;
M.A., Winebrenner Theological Seminary, 1998;
Ph.D., The Ohio State University, 1991
(Sabbatical leave academic year 2005-06)
- ANDREW J. DELL'OLIO — *Associate Professor of Philosophy and Chairperson of the Department* (1993)
B.A., Rutgers University, 1981;
M.A., Columbia University, 1984;
M.Phil., Columbia University, 1991;
Ph.D., Columbia University, 1994
- JEANINE M. DELL'OLIO — *Professor of Education* (1993)
B.A., U.C.L.A. School of Fine Arts, 1976;
M.A., New York University, 1987;
Ed.M., Teachers College, Columbia University, 1990;
Ed.D., Teachers College, Columbia University, 1993
- HERBERT L. DERSHEM — *Professor of Computer Science* (1969)
B.A., University of Dayton, 1965;
M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969
- MARY DE YOUNG — *Associate Professor of Mathematics* (1982)
A.B., Hope College, 1975;
M.A., Western Michigan University, 1987
- PAUL A. DE YOUNG — *The Kenneth G. Herrick Professor of Physics* (1985)
A.B., Hope College, 1977;
Ph.D. Notre Dame University, 1982
- HEATHER L. (SELLERS) DEZWAAN — *Associate Professor of English* (1995)
B.A., Florida State University, 1985;
M.A., Florida State University, 1988;
Ph.D., Florida State University, Tallahassee, 1992
- JANE R. DICKIE — *Professor of Psychology and Director of Women's Studies* (1972)
B.A., Alma College, 1968;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1973
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THE FACULTY

- ELIOT DICKINSON — *Visiting Assistant Professor of Political Science* (2005)
B.A., Washington State University, 1994;
M.A., Bowling Green State University, 1999;
Ph.D., Purdue University, 2004
- TEUNIS DONK — *Associate Professor of Education* (1996)
B.A., Western Michigan University, 1977;
M.S.W., Western Michigan University, 1983;
Ph.D., Michigan State University, 1996
- SEAN M. DOOLEY — *Visiting Assistant Professor of Theatre* (2005)
B.A., University of Wisconsin Eau Claire, 1994;
M.F.A., University of Minnesota, 1998
- LILIANA DORADO — *Assistant Professor of Spanish* (2004)
B.A., Universidad Católica, Uruguay, 1985;
M.A., University of Florida, 1998;
Ph.D., University of Florida, 2001
- L. MAUREEN ODLAND DUNN — *Associate Professor of Kinesiology* (1997)
B.Sc., University of Victoria, B.C., 1991;
M.Sc., McMaster University, Hamilton, Ontario, 1994;
Ph.D., University of Guelph, Ontario, 1997
- SUSAN L. DUNN — *Assistant Professor of Nursing* (1997)
B.S.N., University of Michigan, 1984;
M.S.N., Grand Valley State University, 1996;
Ph.D., Michigan State University, 2005
- LINDA L. DYKSTRA — *Associate Professor of Music* (1997)
B.S.M.E., University of Maryland, 1972;
M.M., University of Maryland, 1988
- NATALIE A. DYKSTRA — *Assistant Professor of English* (2000)
B.A., Calvin College, 1986;
M.A., University of Wyoming, 1992;
Ph.D., University of Kansas, 2000
(Leave of absence academic year 2005-06)
- TIMOTHY M. EVANS — *Associate Professor of Biology* (1997)
B.S., University of Wyoming, 1989;
M.S., University of Wyoming, 1991;
Ph.D., University of Wisconsin, 1995
- JANE E. FINN — *Assistant Professor of Education* (1996)
A.B., Hope College, 1986;
M.A., Western Michigan University, 1989;
Ed.D., Western Michigan University, 2005
- EVA DEAN FOLKERT — *Assistant Professor of Kinesiology and Director of Athletics for Women* (1985) (1997)
A.B., Hope College, 1983;
M.A., Western Michigan University, 2005
- LEE A. FORESTER — *Associate Professor of German* (1992)
B.A., University of California Berkeley, 1984;
M.A., University of California Berkeley, 1986;
Ph.D., University of California Berkeley, 1992
(Sabbatical leave academic year 2005-06)
- GREGORY S. FRALEY — *Assistant Professor of Biology* (2004)
B.S., University of Maryland, 1989;
M.S., University of Maryland, 1992;
Ph.D., Washington State University, 1998

THE FACULTY

- MARGARET K. FRENS — *Assistant Professor of Kinesiology and Athletic Trainer* (1998) (2002)
A.B., Hope College, 1996;
M.S., Indiana University, 1997
- STUART W. FRITZ — *Assistant Professor of Kinesiology* (1993)
B.A., Wartburg College, 1988;
M.A., University of Northern Colorado, 1992
- TAMARA BLOOM GEORGE — *Associate Professor of Nursing* (1992)
B.S.N., The Ohio State University, 1962;
M.S.N., Wayne State University, 1979;
Ph.D., Wayne State University, 1998
- JANIS M. GIBBS — *Associate Professor of History and Chairperson of the Department* (1996)
B.A., The College of William and Mary, 1981;
J.D., University of Chicago Law School, 1984;
M.A., University of Virginia, 1991;
Ph.D., University of Virginia, 1996
- JASON G. GILLMORE — *Assistant Professor of Chemistry* (2004)
B.S., Virginia Polytechnic Institute and State University, 1996;
M.S., Virginia Polytechnic Institute and State University, 1998;
Ph.D., University of Rochester, 2003
- PETER L. GONTHIER — *Professor of Physics* (1983)
B.A., Texas A & M, 1975;
Ph.D., Texas A & M, 1980
- MARY LINDA GRAHAM — *Professor of Dance and Chairperson of the Department* (1983)
B.F.A., University of Illinois, 1979;
M.F.A., University of Illinois, 1982
- CHARLES W. GREEN — *Professor of Psychology and Director of the Philip Phelps Scholars Program* (1983)
B.S., Trevecca College, 1978;
M.A., University of Florida, 1980;
Ph.D., University of Florida, 1983
- CURTIS GRUENLER — *Associate Professor of English* (1997)
B.A., Stanford University, 1985;
Ph.D., University of California, Los Angeles, 1997
- TONIA GRUPPEN — *Assistant Professor of Kinesiology and Athletic Trainer* (2001)
A.B., Hope College, 1998;
M.S., Indiana University, 1999
- BRIGITTE HAMON-PORTER — *Associate Professor of French* (1994)
Licence d'Histoire, Université d'Angers, 1984;
Maitrise d'Histoire, Université de Nantes, 1987;
M.A., Indiana University, 1992;
Ph.D., Indiana University, 1996
- EDWARD C. HANSEN — *Professor of Geology and Environmental Science* (1984)
B.S., University of Cincinnati, 1978;
Ph.D., University of Chicago, 1983

THE FACULTY

- JOHN HANSON — *Assistant Professor of Art History and Director of the De Pree Art Gallery* (2001)
B.A., University of Toronto, 1989;
M.A., Rutgers University, 1992;
Ph.D., Courtauld Institute of Art, University of London, 1996
- JAMES B. HEISLER — *Professor of Economics* (1981)
B.A., Drew University, 1965;
M.A., State University of New York at Albany, 1966;
Ph.D., University of Nebraska, 1975
- STEPHEN I. HEMENWAY — *Professor of English and Director of the Vienna Summer School* (1972)
A.B., College of the Holy Cross, 1964;
M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972
- LYNNE HENDRIX, C.P.A. — *Associate Professor of Accounting* (1984)
B.A., Eastern Michigan University, 1978;
M.B.A., Grand Valley State University, 1985
- JAMES A. HERRICK — *The Guy Vander Jagt Professor of Communication* (1984)
B.A., California State University, 1976;
M.A., University of California, 1978;
Ph.D., University of Wisconsin-Madison, 1986
- JUDY HILLMAN — *The Howard R. and Margaret E. Sluyter Associate Professor of Art and Design* (1989)
B.S., Western Michigan University, 1967
- ROBERT HODSON — *Assistant Professor of Music* (2002)
B.M., Hope College, 1989;
M.M., Michigan State University, 1993;
Ph.D., University of Wisconsin-Madison, 2000
- JACK E. HOLMES — *Professor of Political Science* (1969) (1974)
B.A., Knox College, 1963;
M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972
- STEVEN D. HOOGERWERF — *Associate Professor of Religion* (1992)
A.B., Hope College, 1977;
M.Div., Western Theological Seminary, 1981;
Ph.D., Duke University, 1991
- TERESA L. HOUSEL — *Assistant Professor of Communication* (2005)
B.A., Oberlin College, 1994;
M.A., University of Missouri, 2000;
Ph.D., Indiana University (exp. 2005)
- YOORYEUN HWANG — *Associate Professor of Education* (1996)
B.S., Sacred Heart College for Women, Seoul, South Korea, 1983;
M.A., University of California, Santa Barbara, 1990;
Ph.D., University of Wisconsin-Madison, 1996
- KRISTEN M. HYLENSKI — *Visiting Assistant Professor of German* (2005)
B.A., Gordon College, 1994;
M.A., McMaster University, 1996;
M.A., M.Phil., Yale University, 2001;
Ph.D. Yale University, exp. 2005
- STEVEN IANNAcone — *Associate Professor of Dance* (1990)
B.A., Newark State College, 1972

THE FACULTY

- MARY L. INMAN — *Associate Professor of Psychology* (1999)
B.S., Iowa State University, 1987;
M.A., University of Iowa, 1989;
Ph.D., University of Iowa, 1992
(Sabbatical leave spring semester 2006)
- KELLY JACOBSMA — *Librarian with rank of Associate Professor and Head of Public Services* (1988)
B.A., Northern Michigan University, 1979;
M.L.S., University of Michigan, 1982
(Sabbatical leave spring semester 2006)
- RHODA JANZEN — *Assistant Professor of English* (2000)
B.A., Fresno Pacific University, 1984;
Licences lettres, Université de Strasbourg, France, 1984;
M.F.A., University of Florida, Gainesville, 1987;
M.A., University of California, 1997;
Ph.D., University of California, 2002
- LYNN M. JAPINGA — *Associate Professor of Religion* (1992)
A.B., Hope College, 1981;
M. Div., Princeton Theological Seminary, 1984;
Ph.D., Union Theological Seminary, 1992
- LORNA HERNANDEZ JARVIS — *Associate Professor of Psychology* (1993)
B.A., University of Akron, 1988;
M.A., Kent State University, 1990;
Ph.D., Kent State University, 1993
- KARIMA K. JEFFREY — *Assistant Professor of English* (2001)
B.A., Swarthmore College, 1994;
M.A., Lehman College, 1999
- DAVID P. JENSEN — *Director of Libraries with rank of Professor* (1984)
B.A., Greensboro College, 1965;
MSLS, University of North Carolina, 1968
- MICHAEL J. JIPPING — *Professor of Computer Science and Chairperson of the Department* (1987)
B.S., Calvin College, 1981;
M.S., University of Iowa, 1984;
Ph.D., University of Iowa, 1986
- FRED L. JOHNSON, III — *Assistant Professor of History* (2000)
B.S., Bowie State College, 1981;
M.A., Kent State University, 1993;
Ph.D., Kent State University, 1999
- KRISTEN DEEDE JOHNSON — *Associate Director of CrossRoads and Assistant Professor of Political Science* (2005)
B.A., University of Virginia, 1998;
Ph.D., University of St. Andrews, 2004
- DEIRDRE D. JOHNSTON — *Associate Professor of Communication and Chairperson of the Department* (1994)
B.A., Drake University, 1983;
M.A., University of Texas, 1985;
Ph.D., University of Iowa, 1988
- LINDA JORDAN — *Assistant Professor of Education* (1997)
B.A., Central Michigan University, 1978;
M.A., Western Michigan University, 1993
- NANCY KAMSTRA — *Visiting Instructor of Kinesiology* (2005)
A.B., Hope College, 1982

THE FACULTY

MARGARET A. KENNEDY-DYGAS — *Professor of Music and Chairperson of the Department* (1997)

B.Mus., Cleveland Institute of Music, 1975;
M.Mus., Indiana University School of Music, 1980;
D.Mus., Indiana University School of Music, 1984

JULIE KIPP — *Associate Professor of English* (1998)

B.A., University of Notre Dame, 1984;
M.A., University of Notre Dame, 1992;
Ph.D., University of Notre Dame, 1997

ROBIN K. KLAY — *Professor of Economics and Management* (1979)

B.A., Whitman College, 1968;
Ph.D., Princeton University, 1973

DAVID J. KLOOSTER — *Professor of English and Chairperson of the Department* (2000)

B.A., Calvin College, 1975;
M.A., University of Chicago, 1976;
Ph.D., Boston College, 1985

DOUGLAS L. KOOPMAN — *Director of the Leadership Program and Professor of Political Science* (2005)

A.B., Hope College, 1979;
M.T.S., Wesley Theological Seminary, 1984;
M.A., The Catholic University of America, 1988;
Ph.D., The Catholic University of America, 1992

M. DEAN KREPS — *Associate Professor of Kinesiology* (1986)

B.A., Monmouth College, Illinois, 1984;
M.S., University of Illinois, 1986

BRENT P. KRUEGER — *Assistant Professor of Chemistry and Towsley Research Scholar* (2001)

B.S., Truman State University, 1993;
M.S., University of Chicago, 1994;
Ph.D., University of Chicago, 1999

JOHN KRUPCZAK, JR. — *Associate Professor of Engineering* (1994)

B.A., Williams College, 1980;
M.S., University of Massachusetts, 1986;
Ph.D., University of Massachusetts, 1994

PERRY LANDES — *Associate Professor of Theatre, Resident Sound and Lighting Designer, Manager of Theatre Facilities, and Acting Chairperson of the Department Fall Semester 2005* (1987)

B.A., Whitworth College, 1981;
M.F.A., University of Montana, 1987

JOSEPH F. LA PORTE — *Associate Professor of Philosophy* (1998)

B.A., University of Steubenville, 1991;
M.A., University College, University of London, 1993;
Ph.D., University of Massachusetts at Amherst, 1998
(Leave of absence academic year 2005-06)

ANNE R. LARSEN — *Professor of French* (1984)

A.B., Hope College, 1970;
M.A., Columbia University, 1971;
Ph.D., Columbia University, 1975
(Leave of absence fall semester 2005)

ANDREW LE — *Assistant Professor of Music* (2005)

B.M., University of Michigan, 1999;
M.M., University of Michigan, 2001

THE FACULTY

- MOSES LEE — *Dean for the Natural Sciences and Professor of Chemistry* (2005)
B.S., University of Guelph, 1983;
Ph.D., University of Guelph, 1986
- HUW R. LEWIS — *Professor of Music* (1990)
A.R.C.M., Royal College of Music, London;
F.R.C.O., Emmanuel College, Cambridge University;
M.A., University of Michigan School of Music, 1983;
D.M.A., University of Michigan, 1990
- MARK E. LITTLE — *Assistant Professor of Physics* (2002)
B.S., Ohio University, 1995;
Ph.D., Ohio University, 2001
- THOMAS E. LUDWIG — *Professor of Psychology* (1977)
B.A., Concordia College, 1972;
M.A., Christ Seminary (SEMINEX), 1975;
Ph.D., Washington University, 1977
(Meiji Gakuin exchange professor fall semester 2005)
- DONALD A. LUIDENS — *Professor of Sociology* (1977)
A.B., Hope College, 1969;
M.Div., Princeton Theological Seminary, 1972;
M.A., Rutgers University, 1974;
Ph.D., Rutgers University, 1978
- JOHN E. LUNN — *The Robert W. Haack Professor of Economics and Chairperson of the Department* (1992)
B.A., Samford University, 1970;
M.A., California State University, Hayward, 1975;
Ph.D., University of California, Los Angeles, 1980
(Sabbatical leave spring semester 2006)
- CATHERINE M. MADER — *Associate Professor of Physics and Chairperson of the Department* (1993)
B.Sc., Colorado School of Mines, 1987;
M.Sc., Colorado School of Mines, 1989;
Ph.D., Michigan State University, 1993
- CAROL A. MAHSUN — *Associate Professor of Art History and Chairperson of the Department* (1989)
B.A., University of Wisconsin-Milwaukee, 1961;
M.A., University of Chicago, 1977;
Ph.D., University of Chicago, 1981
- BLAIR L. MARTIN — *Assistant Professor of Music* (2004)
B.S.M.E., Southwest Missouri State University, 1990;
M.M.E., University of Tennessee at Chattanooga, 1995;
D.M.E., Indiana University, exp. 2005
- HERBERT L. MARTIN — *Associate Professor of Management* (1982)
B.S., John Brown University, 1975;
M.S., University of Arkansas, 1977
- WILLIAM R. MAYER — *Professor of Art* (1978)
B.F.A., University of Minnesota, 1976;
M.F.A., Pennsylvania State University, 1978
- BRUCE MCCOMBS — *Professor of Art* (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968
- VIRGINIA M. MC DONOUGH — *Associate Professor of Biology* (1995)
B.S., Cook College, 1983;
Ph.D., Rutgers University, 1992

THE FACULTY

- RYAN L. MC FALL — *Associate Professor of Computer Science* (2000)
B.S., Hope College, 1993;
M.S., Michigan State University, 1995;
Ph.D., Michigan State University, 2000
- BARBARA A. MEZESKE — *Associate Professor of English* (1978)
A.B., Hope College, 1970;
M.A., Michigan State University, 1978
- RICHARD J. MEZESKE — *Professor of Education and Chairperson of the Department* (1992)
A.B., Hope College, 1969;
M.A., Michigan State University, 1978;
Ph.D., Michigan State University, 2000
- NANCY SONNEVELDT MILLER — *Dean for the Social Sciences and Professor of Education* (1968)
A.B., Hope College, 1962;
M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968
- MICHAEL J. MISOVICH — *Associate Professor of Engineering* (2002)
B.A., Michigan State University, 1981;
B.S., Michigan State University, 1981;
M.S., Michigan State University, 1984;
M.S., Michigan State University, 1988;
Ph.D., Michigan State University, 1988
- JESUS A. MONTAÑO — *Assistant Professor of English* (1999)
B.A., University of Texas at Austin, 1991;
M.A., The Ohio State University, 1996;
Ph.D., The Ohio State University, 1999
- SHEILA BLUHM MORLEY — *Visiting Assistant Professor of Sociology* (2004)
B.A., University of Michigan, 1995;
M.A., Western Michigan University, 1996;
Ph.D., Western Michigan University, 2000
- JACK E. MULDER JR. — *Visiting Assistant Professor of Philosophy* (2004)
A.B., Hope College, 2000;
M.A., Purdue University, 2003;
Ph.D., Purdue University, 2004
- MELISSA MULDER — *Visiting Instructor of Spanish* (2005)
A.B., Hope College, 1999;
M.A., Purdue University, 2001
- WILLIAM S. MUNGALL — *The Elmer E. Hartgerink Professor of Chemistry and Health Professions Advisor* (1971)
B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970
- PHILLIP B. MUÑOZ III — *Professor of Religion* (1993)
B.Th., Grace Bible College, 1979;
M.A., Fuller Theological Seminary, 1983;
M.A., University of Michigan, 1989;
Ph.D., University of Michigan, 1993
- K. GREGORY MURRAY — *Professor of Biology* (1986)
B.A., California State University, Northridge, 1977;
M.S., California State University, Northridge, 1980;
Ph.D., University of Florida, Gainesville, 1986

THE FACULTY

- DAVID G. MYERS — *The John Dirk Werkman Professor of Psychology* (1967)
B.A., Whitworth College, 1964;
M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967;
L.H.D., Northwestern College, 1987;
L.H.D., Whitworth College, 1989
- FUMIHITO ANDY NAKAJIMA — *Assistant Professor of Japanese* (1996)
B.A., Hokusei Gakuen University, 1990;
M.Div., Western Theological Seminary, 1995;
Certificate in Teaching Japanese, Columbia University, 1998;
M.A., Columbia University, 2001
- ROGER J. NEMETH — *Professor of Sociology* (1983)
B.A., Western Michigan University, 1978;
M.A., University of North Carolina, 1981;
Ph.D., University of North Carolina, 1986
(Sabbatical leave academic year 2005-06)
- MARK E. NORTHUIS — *Professor of Kinesiology* (1988)
A.B., Hope College, 1982;
M.A., University of Michigan, 1984;
Ph.D., University of Minnesota, 1998
- DAVID J. O'BRIEN — *Librarian with rank of Associate Professor* (1991)
B.S., Pennsylvania State University, 1982;
M. Ed., University of Georgia, 1989;
M.S., University of Illinois at Urbana-Champaign, 1991
- KELLY T. OSBORNE — *Associate Professor of Classics* (1988)
B.A., University of Washington, 1974;
M.Div., Talbot Theological Seminary, 1978;
Th.M., Talbot Theological Seminary, 1979;
M.A., University of Washington, 1984;
Ph.D., University of Washington, 1990
- WILLIAM A. PANNAPACKER — *Assistant Professor of English and Towsley Research Scholar* (2000)
B.A., Saint Joseph's University, 1990;
M.A., University of Miami, 1993;
M.A., Harvard University, 1997;
Ph.D., Harvard University, 1999
- LAURA S. PARDO — *Associate Professor of Education* (2005)
B.S., Central Michigan University, 1982;
M.A., Michigan State University, 1990;
Ph.D., Michigan State University (exp. 2005)
- JOHN PATNOTT — *Professor of Kinesiology* (1978)
B.A., California State University, 1969;
M.A., California State University, 1972;
Ph.D., University of Utah, 1989
- MARK A. PEARSON — *Assistant Professor of Mathematics* (2003)
B.A., St. Olaf College, 1994;
M.A., University of Chicago Divinity School, 1997;
Ph.D., Northwestern University, 2003
- GRAHAM F. PEASLEE — *Associate Professor of Chemistry and Geology/Environmental Science* (1994)
A.B., Princeton University, 1981;
Ph.D., State University of New York, 1987

THE FACULTY

- TIMOTHY J. PENNINGS — *Professor of Mathematics* (1988)
B.S., University of North Dakota, 1979;
M.S., University of North Dakota, 1981;
Ph.D., Iowa State University, 1987
- G. LARRY PENROSE — *Professor of History* (1970)
B.A., Portland State University, 1966;
M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975
- ANTHONY NOVAK PEROVICH, JR. — *Professor of Philosophy* (1980)
A.B., University of California-Davis, 1973;
M.A., University of Chicago, 1974;
Ph.D., University of Chicago, 1978
- JONATHAN W. PETERSON — *Associate Professor of Environmental Science and Chairperson of the Department* (1994)
A.B., Hope College, 1984;
Ph.D., University of Chicago, 1989
- JEANNE PETIT — *Assistant Professor of History* (2000)
B.A., Knox College, 1992;
M.A., University of Notre Dame, 1993;
Ph.D., University of Notre Dame, 2000
- JAMES C. PIERS — *Professor of Sociology and Social Work and Director of the Social Work Program* (1975)
A.B., Hope College, 1969;
M.S.W., University of Michigan, 1972;
Ph.D., Case Western Reserve University, 1997
- RICHARD G. PIIPPO — *Associate Professor of Music* (1999)
B.Mus., University of Wisconsin, 1970;
M.A., University of Wisconsin, 1975
- MICHAEL J. PIKAART — *Assistant Professor of Chemistry* (1999)
B.S., Calvin College, 1986;
Ph.D., University of Michigan, 1992
- JEFFREY J. POLET — *Associate Professor of Political Science* (2004)
B.A., Calvin College, 1985;
M.A., Catholic University of America, 1989;
Ph.D., Catholic University of America, 1992
- WILLIAM F. POLIK — *Edward and Elizabeth Hofma Professor of Chemistry* (1988)
B.A., Dartmouth College, 1982;
Ph.D., University of California, Berkeley, 1988
- BRIAN E. PORTER, C.P.A., C.M.A. — *Associate Professor of Management* (1999)
B.A., Alma College, 1984;
M.B.A., University of Michigan, 1990;
Ph.D., Indiana University, Graduate School of Business, 1994
- JANET EVERTS POWERS — *Associate Professor of Religion* (1985)
B.A., Wellesley College, 1972;
M.A., Claremont Graduate School, 1973;
M.Div., Fuller Theological Seminary, 1977;
Ph.D., Duke University, 1985
(Sabbatical leave spring semester 2006)
- JOHN T. QUINN — *Associate Professor of Classics* (1995)
B.A., University of Notre Dame, 1984;
M.A., University of Texas at Austin, 1986;
Ph.D., University of Texas at Austin, 1994

THE FACULTY

- JULIA PHILLIPS RANDEL — *Assistant Professor of Music* (2005)
B.A., Yale University, 1993;
M.M., University of Kentucky, 1996;
M.A., University of Georgia, 1997;
Ph.D., Harvard University, 2004
- R. RICHARD RAY, JR. — *Professor of Kinesiology, Athletic Trainer and Chairperson of the Department* (1982)
B.S., University of Michigan, 1979;
M.A., Western Michigan University, 1980;
Ed.D., Western Michigan University, 1990
- GEOFFREY D. REYNOLDS — *Director of the Joint Archives of Holland with rank of Associate Professor* (S'1997)
B.S., Central Michigan University, 1989;
M.L.I.S., Wayne State University, 1995
- MAURA M. REYNOLDS — *Associate Professor of Latin and Director of Advising* (1975)
B.A., University of Illinois, 1968;
M.A., University of Illinois, 1970
- WILLIAM D. REYNOLDS — *Dean for the Arts and Humanities and Professor of English* (1971)
A.B., Xavier University, 1966;
M.A., Columbia University, 1967;
Ph.D., University of Illinois-Urbana, 1971
- BRAD W. RICHMOND — *Associate Professor of Music and Director of Choral Activities* (1998)
B.A., St. Olaf College, 1985;
M.M., University of Illinois at Urbana-Champaign, 1986;
D.M.A., Michigan State University, 1992
(Sabbatical leave spring semester 2006)
- JACK R. RIDL — *Professor of English* (1971)
B.A., Westminster College, 1967;
M.Ed., Westminster College, 1970
- JULIO E. RIVERA — *Visiting Associate Professor of Dance* (S'1991)
B.A., Princeton University, 1976
- DAINA ROBINS — *Associate Professor of Theatre and Chairperson of the Department* (1991)
B.A., Moorhead State University, 1975;
M.A., Tufts University, 1981;
Ph.D., Tufts University, 1988
(Sabbatical leave fall semester 2005)
- PATRICIA V. ROEHLING — *Professor of Psychology and Chairperson of the Department* (1987)
B.A., University of Michigan, 1980;
M.A., Wayne State University, 1984;
Ph.D., Wayne State University, 1986
- DAVID K. RYDEN — *Associate Professor of Political Science and Chairperson of the Department* (1994)
B.A., Concordia College, 1981;
J.D., University of Minnesota Law School, 1985;
Ph.D., The Catholic University of America, 1994
- ELIZABETH M. SANFORD — *Associate Professor of Chemistry* (1994)
B.A., Smith College, 1987;
Ph.D., University of California, Los Angeles, 1992

THE FACULTY

PETER J. SCHAKEL — *The Peter C. and Emajean Cook Professor of English* (1969)

B.A., Central College, Iowa, 1963;
M.A., Southern Illinois University, 1964;
Ph.D., University of Wisconsin, 1969
(Sabbatical leave spring semester 2006)

REBECCA SCHMIDT — *Assistant Professor of Kinesiology* (2004)

A.B., Hope College, 1999;
M.S., Miami University of Ohio, 2003

DAVID B. SCHOCK — *Associate Professor of Communication* (2000)

B.A., Albion College, 1971;
M.A., Central Michigan University, 1973;
Ph.D., International College, Los Angeles, 1984

LEIGH A. SEARS — *Assistant Professor of Kinesiology* (2000)

B.A., Ohio Wesleyan University, 1991;
M.S., Ithaca College, 1999

MICHAEL D. SEYMOUR — *Professor of Chemistry and Chairperson of the Department* (1978)

B.A., Saint John University, 1972;
Ph.D., University of Arizona, 1977

JOHN J. SHAUGHNESSY — *Professor of Psychology* (1975)

B.S., Loyola University, 1969;
M.S., Northwestern University, 1971;
Ph.D., Northwestern University, 1972

DEBRA L. SIETSEMA — *Assistant Professor of Nursing and Chairperson of the Department* (1993)

B.S.N., University of Michigan, 1984;
M.S.N., Grand Valley State University, 1992

MICHAEL E. SILVER — *The Frederick Garrett and Helen Floor Dekker Professor of Biomedicine and Chemistry* (1983)

B.S., Fairleigh Dickinson University, 1975;
M.S., Cornell University, 1979;
Ph.D., Cornell University, 1982
(Sabbatical leave academic year 2005-06)

CAROLINE J. SIMON — *Professor of Philosophy and Director of General Education and Interdisciplinary Studies* (1988)

B.S., University of Oregon, 1976;
M.A., University of Washington, 1980;
Ph.D., University of Washington, 1986

BRIAN C. SIMS — *Visiting Instructor of Psychology* (2005)

B.A., Florida A&M University, 2001
M.S., University of Michigan, 2003
Ph.D., University of Michigan (exp. 2005)

GLORIA M. SLAUGHTER — *Librarian with rank of Associate Professor* (1988)

B.A., Central Michigan University, 1971;
M.A., Western Michigan University, 1978

RAYMOND E. SMITH — *Professor of Kinesiology and Director of Athletics for Men* (1970)

B.S., University of California, Los Angeles, 1961;
M.A., Pasadena College, 1963;
M.P.E., Western Michigan, 1975

THE FACULTY

- RICHARD L. SMITH — *Professor of Theatre and Resident Scene Designer* (1972)
B.F.A., University of Minnesota, 1969;
M.F.A., University of Minnesota, 1972
- STEVEN D. SMITH — *Professor of Kinesiology* (1990)
B.A., Grand Rapids Baptist College, 1982;
M.A., Michigan State University, 1984;
Ph.D., Michigan State University, 1989
(Sabbatical leave spring semester 2006)
- THOMAS M. SMITH — *Associate Professor of Management* (1993)
B.B.A., University of Michigan, 1980;
M.B.A., University of Iowa, 1983;
Ph.D., University of Michigan, 1994
- TRACI SMITH — *Visiting Instructor of Chemistry* (2005)
B.S., Northern Arizona University, 1995;
M.S., University of Texas, 1998
- CHRISTIAN SPIELVOGEL — *Assistant Professor of Communication* (2000)
B.A., Pennsylvania State University, 1992;
M.A., Pennsylvania State University, 1997;
Ph.D., Pennsylvania State University, 2002
- TODD P. STEEN — *Professor of Economics* (1988)
B.S., Pennsylvania State University, 1981;
B.A., Indiana University of Pennsylvania, 1984;
M.A., Harvard University, 1987;
Ph.D., Harvard University, 1992
- DARIN R. STEPHENSON — *Associate Professor of Mathematics and Chairperson of the Department* (1997)
B.S., University of Kentucky, 1988;
M.S., University of Michigan, 1990;
Ph.D., University of Michigan, 1994
- JOANNE L. STEWART — *Professor of Chemistry* (1988)
B.A., Kalamazoo College, 1982;
Ph.D., University of California, Berkeley, 1988
- JOHN R. STOUGHTON — *Associate Professor of Mathematics* (1983)
B.S., East Tennessee State University, 1969;
M.S., North Carolina State University, 1971;
Ph.D., University of Tennessee, 1978
- DEBORAH STURTEVANT — *Professor of Sociology and Social Work and Chairperson of the Department* (1988)
A.B., Hope College, 1975;
M.S.W., Western Michigan University, 1984;
Ph.D., Michigan State University, 1997
- KATHERINE SULLIVAN — *Assistant Professor of Art* (2003)
B.F.A., University of Michigan, 1997;
M.F.A., Boston University, 2001
- TERRENCE J. SULLIVAN — *Postdoctoral Associate in Biology* (2004)
B.A., Carleton College, 1991;
Ph.D., Arizona State University, 2003
- DEBRA H. SWANSON — *Associate Professor of Sociology* (1989) (1994)
A.B., Hope College, 1983;
M.A., Catholic University of America, 1988;
Ph.D., Catholic University, 1995

THE FACULTY

- TODD M. SWANSON — *Assistant Professor of Mathematics* (1989) (1995)
B.S., Michigan State University, 1982;
B.S., Grand Valley State University, 1985;
M.A., Michigan State University, 1989
- DEBBIE J. SWARTHOUT — *Assistant Professor of Biology* (2001)
B.Sc., University of Cape Town, 1989;
B.Sc. (Hon.), University of Cape Town, 1990;
M.Sc., University of Cape Town, 1993;
Ph.D., University of Kansas, 1999
- TAKAO TAKAHARA — *Meiji Gakuin Visiting Professor, Political Science and Japanese Studies* (2005)
B.A., University of Tokyo, 1978;
L.L.B., University of Tokyo, 1979
- RAY TADIO — *Assistant Professor of Dance* (F'1999)
B.F.A., San Jose State University, 1980;
Advanced Training at Alvin Ailey American Dance Center, NYC
- JOHN K. V. TAMMI — *Professor and Acting Director of Theatre Fall 2004* (1968)
B.A., Gustavus Adolphus College, 1963;
M.A., University of Minnesota, 1966
(Sabbatical leave spring semester 2006)
- STEPHEN K. TAYLOR — *Professor of Chemistry* (1985)
B.A., Pasadena College, 1969;
Ph.D., University of Nevada, Reno, 1974
- VICKI TEN HAKEN — *Associate Professor of Management* (2000)
A.B., Hope College, 1973;
M.B.A., Grand Valley State University, 1981
- NATHAN TINTLE — *Assistant Professor of Mathematics* (2005)
B.S., University at Albany, 2000;
M.S., Stony Brook University, 2003;
Ph.D., Stony Brook University, 2004
- JOEL J. TOPPEN — *Assistant Professor of Political Science* (1997)
A.B., Hope College, 1991;
M.A., Purdue University, 1993;
Ph.D., Purdue University, 1998
- ELIZABETH A. TREMBLEY — *Associate Professor of English and Director of the FOCUS and SOAR Programs* (1988)
A.B., Hope College, 1985;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1991
- SONJA TRENT-BROWN — *Assistant Professor of Psychology* (2005)
B.A., Harvard/Radcliffe University, 1989;
M.A., University of South Florida, 1997
Ph.D., University of South Florida, 2004
- GLORIA S. TSENG — *Assistant Professor of History* (2003)
B.A., Pitzer College, 1992;
M.A., University of California Berkeley, 1995;
Ph.D., University of California Berkeley, 2002
- J. JEFFERY TYLER — *Associate Professor of Religion* (1995)
A.B., Hope College, 1982;
M.Div., Western Theological Seminary, 1986;
Ph.D., University of Arizona, 1995

THE FACULTY

- SCOTT W. VANDER STOEP — *Associate Professor of Psychology* (1992-94) (1999)
A.B., Hope College, 1987;
M.A., University of Illinois at Urbana-Champaign, 1989;
Ph.D., University of Michigan, 1992
- STEVEN K. VANDERVEEN — *Professor of Management* (2004)
B.A., Calvin College, 1982;
M.B.A., Western Michigan University, 1985;
Ph.D., University of Illinois at Chicago, 1995
- KENT A. VAN TIL — *Visiting Assistant Professor of Religion* (2004)
B.A., Calvin College, 1980;
M.A., Northwestern University, 1982;
M.Div., Calvin Theological Seminary, 1989;
Ph.D., Marquette University, 2003
- GLENN VAN WIEREN — *Professor of Kinesiology* (1966) (1973)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973
- ROGER L. VELDMAN — *Associate Professor of Engineering* (1998)
B.S., Hope College, 1989;
M.S.E., Western Michigan University, 1995;
Ph.D., Western Michigan University, 2001
(Sabbatical leave fall semester 2005)
- KATHLEEN VERDUIN — *Professor of English* (1978)
A.B., Hope College, 1965;
M.A., George Washington University, 1969;
Ph.D., Indiana University, 1980
- MELISSA VILLARREAL — *Assistant Professor of Social Work* (2001)
A.B., Hope College, 1990;
M.S.W., Western Michigan University, 1992
- STEVEN D. WARD — *Associate Professor of Music* (1999)
B.M., Abilene Christian University, 1992;
M.S., Stephen F. Austin State University, 1994;
D.M.A., Michigan State University, 2002
- BOYD H. WILSON — *Professor of Religion* (1982)
B.A., Trinity College, 1971;
M.A., Wheaton College, 1976;
Ph.D., University of Iowa, 1982
- KATHY WINNETT-MURRAY — *Professor of Biology* (1986)
B.S., University of California, Irvine, 1976;
M.S., California State University, Northridge, 1979;
Ph.D., University of Florida, Gainesville, 1986
- CHARLOTTE vanOYEN WITVLIET — *Associate Professor of Psychology* (1997)
B.A., Calvin College, 1991;
M.S., Purdue University, 1993;
Ph.D., Purdue University, 1997
- KARLA H. WOLTERS — *Professor of Kinesiology* (1987)
A.B., Hope College, 1973;
M.A., Michigan State University, 1978
- DANIEL S. WOOLSEY — *Assistant Professor of Spanish* (2005)
B.A., Wheaton College, 1996;
M.A., Wheaton College, 1998;
Ph.D., Indiana University (exp. 2005)

THE FACULTY

- ANDREW (ZHONGHU) YAN — *Assistant Professor of Religion* (2005)
B.A., Hangzhou (Zhejiang) University, 1988;
M.A., Brown University, 1999;
Ph.D., University of Toronto, 2004
- JOHN A. YELDING — *Associate Professor of Education* (1994)
B.A., Michigan State University, 1969;
M.A., Western Michigan University, 1981
- BRIAN K. YOST — *Systems Librarian with rank of Associate Professor* (S'1997)
B.A., Calvin College, 1989;
M.S., University of Illinois at Urbana-Champaign, 1993
(Sabbatical leave fall semester 2005)
- JENNIFER R. YOUNG — *Assistant Professor of English* (2002)
B.A., Rutgers University, 1997;
M.A., City College of CUNY, 1998;
Ph.D., Howard University, 2004
- JAMES M. ZOETWEY — *Professor of Political Science* (1966)
B.A., Calvin College, 1960;
Ph.D., University of Colorado, 1971
- ADJUNCT FACULTY**
- JACQUELINE BARTLEY — *Adjunct Assistant Professor of English* (1989)
B.S., Clarion University, 1973, 1974;
M.F.A., Western Michigan University, 1988
- TIMOTHY L. BROWN — *Adjunct Professor of Religion* (1996)
A.B., Hope College, 1973;
M.Div., Western Theological Seminary, 1976;
D.Min., Western Theological Seminary, 1992
- DEBORAH CRAIOVEANU — *Adjunct Assistant Professor of Music* (1992)
B.M., The Ohio State University, 1982;
M.Mus., Bradley University, 1987
- TOM DAVELAAR — *Adjunct Assistant Professor of Kinesiology* (1984)
A.B., Hope College, 1972
- DAWN DEWITT-BRINKS — *Adjunct Assistant Professor of Communication* (1989)
A.B., Hope College, 1984;
M.A., Western Michigan University, 1989
- KIM MEILICKE DOUGLAS — *Adjunct Assistant Professor of English* (1995)
B.A., University of Arizona, 1987;
M.F.A., University of Arizona, 1990
- JAMES M. GENTILE — *The Kenneth G. Herrick Adjunct Professor of Biology* (1976)
B.A., St. Mary's College, 1968;
M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974
- ALFREDO M. GONZALÉS — *Associate Provost and Adjunct Associate Professor of Social Work* (1979/1984)
B.S., Grand Valley State Colleges, 1979;
M.S.W., University of Michigan, 1982
- JACQUELINE D. HEISLER — *Adjunct Assistant Professor of Psychology* (1982)
B.A., Drew University, 1966;
M.A., University of Nebraska, 1971
- JON J. HUISKEN — *Dean for Academic Services and Registrar, Adjunct Associate Professor of English* (1969)
A.B., Calvin College, 1965
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THE FACULTY

- DAVID R. JAMES — *Adjunct Associate Professor of English and Director of the Writing Center* (1987)
A.B., Hope College, 1976;
M.A., University of Iowa, 1980
- CHERYLE E. JOLIVETTE — *Adjunct Assistant Professor of Physics* (1980)
B.A., University of Wisconsin, 1968;
M.A., University of Wisconsin, 1970
- SYLVIA KALLEMEYN — *Adjunct Assistant Professor of Spanish* (1990/1995)
B.R.E., Reformed Bible College, 1974;
M.A.T., Calvin College, 1982
- ROBERTA KRAFT — *Adjunct Associate Professor of Music* (1975)
B.M.E., Wheaton College, 1962;
M.M., Indiana University, 1971
- DIANE K. LUCAR-ELLENS — *Adjunct Assistant Professor of Spanish* (1990/1995)
B.A., Calvin College, 1973;
M.Ed., Grand Valley State University, 1984
- MARLA HOFFMAN LUNDERBERG — *Adjunct Assistant Professor of English* (1994)
A.B., Hope College, 1982;
M.A., University of Chicago, 1986;
Ph.D., University of Chicago, 1997
- LARRY MALFROID — *Adjunct Associate Professor of Music* (1974)
- WILLIAM H. MOREAU — *Adjunct Associate Professor of English* (1983)
A.B., Hope College, 1976;
M.Ed., Grand Valley State Colleges, 1982
- MATT NEIL — *Adjunct Assistant Professor of Kinesiology* (1986)
A.B., Hope College, 1982;
M.A., Grand Valley State University, 1991
- STEVEN NELSON — *Adjunct Associate Professor of Art and Gallery Preparator* (1989)
B.F.A., Western Michigan University, 1982;
M.F.A., Syracuse University, 1985
- JONATHAN W. OSBORN — *Adjunct Associate Professor of Sociology and Social Work* (1974)
A.B., Hope College, 1970;
M.S.W., Western Michigan University, 1972
- JANET MIELKE PINKHAM — *Adjunct Assistant Professor of Communication* (1989)
A.B., Hope College, 1984;
M.A., University of Kansas, 1987
- ROB POCOCK — *Adjunct Assistant Professor of Communication* (1989)
A.B., Hope College, 1977;
M.A., Michigan State University, 1981
- DIANNE R. PORTFLEET — *Adjunct Associate Professor of English* (1988)
B.H., Pennsylvania State University, 1969;
Ph.D., Columbia Pacific University, 1984
- DARELL J. SCHREGARDUS — *Adjunct Associate Professor of Psychology* (1988)
A.B., Hope College, 1963;
M.A., Roosevelt University, 1966;
Ph.D., University of California, Davis, 1976
- DOUGLAS J. SMITH — *Adjunct Assistant Professor of Kinesiology* (1978)
A.B., Hope College, 1973;
M.A., Michigan State University, 1981

THE FACULTY

- RICHARD K. SMITH — *Adjunct Associate Professor of English* (1984)
A.B., Hope College, 1973;
M.A., University of Michigan, 1978
- LINDA KAY STROUF — *Adjunct Assistant Professor of Music and Divisional Recruitment Coordinator in the Fine Arts* (1988)
B.M., Hope College, 1984;
M.M., University of Wyoming, 1986
- ROBERT P. SWIERENGA — *A. C. Van Raalte Research Professor and Adjunct Professor of History* (1996)
B.A., Calvin College, 1957;
M.A., Northwestern University, 1958;
Ph.D., University of Iowa, 1965
- JAMES VANDER MEER — *Adjunct Assistant Professor of Kinesiology* (1985)
A.B., Hope College, 1976;
M.A., Western Michigan University, 1982
- JILL VANDER STOEP — *Adjunct Assistant Professor of Mathematics* (1993)
B.S., Hope College, 1987;
M.S., University of Illinois at Urbana-Champaign, 1989;
M.S., University of Michigan, 1991
- ALLEN D. VERHEY — *The Evert J. and Hattie E. Blekkink Adjunct Professor of Religion* (1975) (1994)
B.A., Calvin College, 1966;
B.D., Calvin Theological Seminary, 1969;
Ph.D., Yale University, 1975
- CARLA VISSERS — *Adjunct Assistant Professor of English* (1998)
A.B., Hope College, 1988;
M.F.A., Western Michigan University, 1998
- DENNIS N. VOSKUIL — *The Evert J. and Hattie E. Blekkink Adjunct Professor of Religion* (1977)
B.S., University of Wisconsin, 1966;
B.D., Western Theological Seminary, 1969;
Ph.D., Harvard University, 1974
- JENNIFER WOLFE — *Adjunct Assistant Professor of Music* (1998)
B.Mus., University of Toronto, 1985;
M.M.A., University of Illinois at Urbana-Champaign, 1986;
M.M.A., Michigan State University, 1991
(Leave of absence spring semester 2006)
- STEPHEN J. ZYLSTRA — *Adjunct Assistant Professor of Computer Science* (1992)
B.Mus., Hope College, 1975

PART-TIME LECTURERS

- JANICE ASLANIAN — *English* (2001)
B.A., Western Michigan University;
M.S., University of Southern California
- AMY BADE — *Psychology* (1998)
B.S., Niagara University;
M.S., University of Wisconsin-Madison;
Ed.D., Western Michigan University
- ROSANNE BARTON-DEVRIES — *Dance* (2000)
B.A., Grand Valley State University
- LINDA BOOKER — *Dance* (1987)
- LYNE BURKEY — *Education* (1999)
B.A., Indiana University;
M.A., Western Michigan University

THE FACULTY

NANCY CHAMNESS — *Modern and Classical Languages* (1994)

B.A., Earlham College;
M.A., Indiana University;
Ph.D., Indiana University

NANCY CLARK — *Education* (2000)

B.S., Western Michigan University;
M.A., Western Michigan University

JAMES DE BOER — *Music* (1986)

B.A., Calvin College;
M.M., Western Michigan University

BOB EBELS — *Kinesiology* (1991)

MARY ELZINGA — *Education* (1996)

A.B., Hope College

JOHN ERSKINE — *Music* (1996)

MARGARET C. FINCHER — *English* (1997)

B.A., Michigan State University

STEVE GORNO — *Kinesiology* (1993)

B.S., Illinois State University

GESENA GROENENDYK — *Education* (2000)

B.A., Calvin College;

M.A., Western Michigan University

CLAUDIA HAYES-HAGAR — *Art* (1997)

A.B., Hope College

PATRICK HULST — *Kinesiology* (1997)

B.S., Calvin College;
M.D., Wayne State University

RYAN JANUS — *Music* (2000)

A.B., Hope College;
M.M., University of South Florida

SANDI KARAFI — *Kinesiology* (1995)

B.S., Castleton State College;
M.S., Indiana State University

FRANK KRAAI — *Education* (1990)

A.B., Hope College;
M.A., Michigan State University

BONNIE KRUEGER — *Education* (1992)

B.S., Michigan State University;
M.A., Western Michigan University

GAYLE KUIPERS — *Kinesiology* (1995)

A.B., Hope College

MARK LEWISON — *Communication* (2001)

B.A., Grand Valley State University;
M.A., University of Michigan

JAY R. LINDELL — *Religion* (1997)

A.B., Hope College;
M.Div., Western Theological Seminary

ROBERT LUNN — *Music* (2000)

A.B., Hope College;
M.M., Pennsylvania State University

PAM MAAT — *Education* (1992)

B.A., Calvin College;
M.A., Grand Valley State University

THE FACULTY

- MYRON MAST — *Political Science* (1983)
A.B., Calvin College;
M.A., University of Colorado;
Ph.D., University of Colorado
- JAMES MITCHELL — *Kinesiology* (1990)
A.B., Hope College
- BETH MONHOLLON — *Education* (1996)
B.A., Central Michigan University
- KAREN PAGE — *Kinesiology* (1994)
B.A., Iowa State University
- GREGORY RAPPLEYE — *English* (2000)
B.A., Albion College;
J.D., University of Michigan;
M.A., Warren Wilson College
- LEE SCHOPP — *Kinesiology* (1994)
A.B., Hope College
- GREG SECOR — *Music* (1996)
B.M., Western Michigan University;
M.M., University of Cincinnati, College Conservatory of Music
- MICHAEL SEGER — *Kinesiology* (1999)
B.S., Alma College
- AMANDA SMITH-HEYDEN — *Dance* (2002)
- JULIE SOOY — *Music* (1999)
B.Mus., Bowling Green State University;
M.M., Bowling Green State University
- CHARLES STRIKWERDA — *Political Science* (1982)
B.A., Calvin College;
M.A., University of Wisconsin-Madison;
Ph.D., University of Kentucky
- STEVE TALAGA — *Music* (1999)
B.A.A., Central Michigan University;
B.Mus., Western Michigan University;
M.M., Western Michigan University
- JANE VANDERVELDE — *Political Science* (2000)
A.B., Hope College
M.A., Central Michigan University
J.D., Thomas M. Cooley Law School
- GERALD VAN WYNGARDEN — *Education* (1999)
B.A., Calvin College;
M.A., University of Michigan;
M.A., University of Minnesota
- KRISTIN WARD — *Music* (1999)
B.M., Abilene Christian College;
M.M., Michigan State University;
Ph.D., Michigan State University
- LEIGH WENDTLAND O'CONNOR — *Psychology* (1997)
B.S., Baldwin-Wallace College;
M.S., University of Connecticut;
Ph.D., University of Connecticut
- WESLEY WOOLEY — *Kinesiology* (1990)
A.B., Hope College

ADMINISTRATIVE STAFF



PRESIDENT OF THE COLLEGE

JAMES E. BULTMAN* — *President and Professor of Education* (1968) (1999)

Staff

Mary Wilson, Secretary (1996)

ACADEMIC ADMINISTRATION

JAMES N. BOELKINS* — *Provost and Professor of Biology* (2002)

MOSES LEE* — *Dean for the Natural Sciences and Professor of Chemistry* (2005)

ALFREDO M. GONZALÉS* — *Associate Provost* (1979/1984)

JON J. HUISKEN* — *Dean for Academic Services and Registrar* (1969)

NANCY SONNEVELDT MILLER* — *Dean for the Social Sciences and Professor of Education* (1968/1985)

WILLIAM D. REYNOLDS* — *Dean for the Arts and Humanities and Professor of English* (1971/1994)

VANESSA GREENE — *Director of Multicultural Life* (2003)

B.S., Grand Valley State University;

M.Ed., Grand Valley State University

LANNETTE ZYLMAN — *Administrative Assistant to the Provost* (2001)

A.B., Hope College

TRACEY ARNDT — *Administrative Assistant to the Dean for the Natural Sciences and Director of Federal Grant Program* (1995)

B.S., Purdue University

VICTORIA KRAGT — *Administrative Assistant to the Dean for the Arts and Humanities* (2001)

B.A., Grand Valley State University

CHERYL MCGILL SCHAIRER — *Administrative Assistant to the Dean for the Social Sciences and Director of Teacher Certification* (1977)

Staff

M. Cristina Williams; Secretary, Office of the Provost (2002)

Bev Harper; Budget Coordinator, Dean for the Natural Sciences (1997)

ACADEMIC DEPARTMENTAL OFFICE STAFF

ArtKristin VanHaitsma (2002)

BiologyJoan Van Houten (2000)

ChemistryPat Ramon (2001)

CommunicationLinda Koetje (1994)

Economics, Management & AccountingJoy Forgue (1983)

Rowene Beals (1996)

EducationBarbara Scholten (1990)

Brenda Crisp (1993) (1995)

EnglishMyra Kohsel (1973) (1983)

Geological & Environmental SciencesLois Roelofs (1985)

HistoryKathleen O'Connor (1993)

KinesiologyJoyce Otto (1986)

Jamie DeWitt (1992)

Stephanie Brumels (2002)

Modern & Classical LanguagesKaren Barber-Gibson (1986)

MusicKathy Waterstone (1989)

*See Faculty Listing for degrees.

ADMINISTRATIVE STAFF

Nursing	Melissa Westerhof (1999)
Philosophy & Political Science	Sally Smith (1991)
Physics & Engineering/Computer Science/Mathematics	Jil Ponstein (1997)
	Marlene Field (1999)
	Cathy Stoel (2004)
Psychology	Kathleen Adamski (1981)
Religion	Pamela Valkema (1989)
Sociology/Social Work	Lisa Lampen (1999)
Theatre	Judyth Thomas (1987)

ACADEMIC RECORDS/REGISTRAR

JON J. HUISKEN* — *Dean for Academic Services and Registrar* (1969)

MAURA REYNOLDS* — *Director of Academic Advising* (1988)

GLORIA SHAY — *Associate Registrar* (1986)

B.A., Mundelein College

CAROL DE JONG — *Associate Registrar* (1988)

B.A., Dordt College

ELIZABETH TREMBLEY* — *Director of FOCUS and SOAR Programs* (2002)

SHARON HOOGENDOORN — *Academic Systems Manager/Banner Coordinator*
(1987)

A.B., Hope College

Staff

Merrie Bannink, Assistant to the Registrar (1987) (1990)

Douglas Dygas, Records Clerk (2001)

Sheryl Lunn, Academic Credit Evaluator (1995)

ACADEMIC SUPPORT CENTER

JACQUELINE D. HEISLER* — *Director of Academic Support Center* (1982)

DAVID R. JAMES* — *Director of Writing Center* (1982) (1987)

JANET MIELKE PINKHAM* — *Tutoring Coordinator* (1989)

Staff

Lisa Lampen, Secretary (1999)

CROSSROADS

DAVID S. CUNNINGHAM* — *Director of CrossRoads and Professor of Religion*
(2003)

KRISTEN DEEDE JOHNSON* — *Associate Director of CrossRoads and Assistant
Professor of Political Science* (2005)

Staff

Shelly Arnold, Administrative Assistant (2003)

ATHLETIC FACILITIES AND PROGRAMS

BRIAN D. MOREHOUSE — *Director of Dow Center* (1991)

A.B., Hope College

KAREN PAGE — *Director of DeWitt Tennis Center* (1998)

B.A., Iowa State University

MICHAEL RICKETTS — *Football Recruiter and Defensive Coordinator* (1995)
(2003)

B.A., Augustana College;

M.S., Eastern Illinois University

ADMINISTRATIVE STAFF

JORGE CAPESTANY — *Manager of DeWitt Tennis Center* (2003)

B.A., Grand Valley State University

GORDON VANDER YACHT — *Physical Education and Athletic Equipment Manager* (1988)

B.S., Grand Valley State University

Staff

Joyce Otto, Office Manager (1986)

Jamie DeWitt, Secretary (1992)

Patricia Gosselar, DeWitt Tennis Center Assistant (1994)

Stephanie Brumels, Secretary (2002)

Kristen Post, Director of Intramurals (2003)

Nathan Price, Tennis Professional (2004)

EDUCATION

BARBARA ALBERS — *Director, Project TEACH* (1996)

A.B., Calvin College;

M.A., St. Louis University

LISA FRISSORA — *Director, Program for Academically Talented at Hope* (PATH) (2004)

B.A., Ohio Dominican College

CHERYL MCGILL SCHAIRER — *Director of Teacher Certification* (1977)

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH

EILEEN ROBERTSON-REHBERG — *Director* (2002)

B.A., Binghamton University;

M.A., Binghamton University;

M.S., Cornell University;

Ph.D., Cornell University

LAURIE VAN ARK — *Assistant Director* (2000)

A.B., Hope College;

M.Ed., University of Cincinnati

LINDA WARNER — *Research Associate* (2005)

A.B., Hope College

INTERNATIONAL EDUCATION

AMY OTIS — *Assistant Director of International Education* (1996)

A.B., Hope College

HABEEB AWAD — *International Student Advisor* (2000)

B.A., Northwestern College;

M.Div., Western Theological Seminary

MEG FINCHER — *English as a Second Language Coordinator* (1997)

B.A., Michigan State University

Staff

Kendra L. Williams, Office Assistant (1985)

THE JOINT ARCHIVES OF HOLLAND

GEOFFREY D. REYNOLDS* — *Director of the Joint Archives of Holland with rank of Associate Professor* (1997)

Staff

Lori Trethewey, Secretary (1993)

ADMINISTRATIVE STAFF

LABORATORIES AND EQUIPMENT CENTERS

- JOANNE BROWER — *Director of Nursing Laboratories* (2003)
B.S.N., M.S.N., Grand Valley State University
- KEVIN GARDNER — *Director of Physics Laboratories* (1978)
B.S., M.S., Ball State University
- TOD GUGINO — *Director of Chemistry Laboratories* (1986)
B.S., Hope College
- LORI HERTEL — *Director of Biology Laboratories* (1984)
B.A., M.S., Western Michigan University
- DAVID C. DAUGHERTY — *Physics Laboratories* (2003)

LIBRARY

- DAVID P. JENSEN* — *Director of Libraries with rank of Professor* (1984)
- COLLEEN CONWAY* — *Librarian with rank of Associate Professor and Head of Technical Services* (1989)
- KELLY JACOBSMA* — *Librarian with rank of Associate Professor and Head of Public Services* (1988)
- PRISCILLA D. ATKINS* — *Librarian with rank of Associate Professor* (1994)
- RACHEL A. BISHOP — *Visiting Librarian with rank of Assistant Professor* (2005)
- JANE P. CURRIE* — *Librarian with rank of Assistant Professor* (2003)
- DAVID O'BRIEN* — *Librarian with rank of Associate Professor* (1991)
- GLORIA SLAUGHTER* — *Librarian with rank of Associate Professor* (1988)
- BRIAN YOST* — *Systems Librarian with rank of Associate Professor* (1997)
- SARAH BEAUBIEN — *Inter-Library Loan Associate* (2004)
B.S., Northern Michigan University
- JOHN HOYER — *Music Library Associate* (1999)
B.Mus.Ed., Webster University
- CARLA KAMINSKI — *Library Associate* (2000)
A.B., Hope College
- CHRISTINE NELSON — *Library Associate* (1979)
A.B., Hope College
- PATRICIA O'BRIEN — *Library Associate* (1992)
B.A., Grand Valley State University
- DAWN VAN ARK — *Library Associate* (1971)
A.B., Hope College
- JAN ZESSIN — *Media Services Coordinator* (1989)
A.B., Hope College

Staff

- Patti Carlson, Administrative Assistant (1990)
- Daphne Fairbanks, Tech Lab Coordinator (2004)
- Patricia Murphy, Technical Services Assistant (1999)
- Barbara VandenBerg, Circulation Assistant (2003)

THEATRE PRODUCTION

- PERRY LANDES* — *Manager of Theatre Facilities* (1987)
- PAUL ANDERSON — *Assistant Technical Director*
A.B., Hope College
- DAVID COLACCI — *Artistic Director, Hope Summer Repertory Theatre* (1989)
B.A., Augsburg College;
B.F.A., Southern Methodist University

ADMINISTRATIVE STAFF

MARY SCHAKEL — *Producing Director, Hope Summer Repertory Theatre* (1981)
A.B., Hope College

JUDYTH THOMAS — *Production Associate, Hope Summer Repertory Theatre*
(1987)

A.B., Hope College;
M.R.E., Western Theological Seminary

A. C. VAN RAALTE INSTITUTE

JACOB E. NYENHUIS* — *Director of the A. C. Van Raalte Institute* (2001) and
Provost Emeritus and Professor Emeritus of Classics (1975-2001)

DONALD J. BRUGGINK — *Senior Research Fellow* (2003)

B.A., Central College;
B.D., Western Theological Seminary;
Ph.D., University of Edinburgh

ELTON J. BRUINS* — *Philip Phelps Jr. Research Professor* (1994) and *Evert J. and Hattie E. Blekkink Professor Emeritus of Religion* (1966-1992)

JEANNE M. JACOBSON* — *Senior Research Fellow* (1996) and *Adjunct Professor Emerita of Education* (1996-1999)

LYNN M. JAPINGA* — *Scholar in Residence* (2006) and *Associate Professor of Religion* (1992)

EARL WM. KENNEDY — *Senior Research Fellow* (2003)

A.B., Occidental College;
B.D., Fuller Theological Seminary;
Th.M., Princeton Theological Seminary;
Th.D., Princeton Theological Seminary

ROBERT P. SWIERENGA* — *A. C. Van Raalte Research Professor and Adjunct Professor of History* (1996)

Staff

Karen Schakel, Editorial Assistant/Office Manager (1997)

ADMISSIONS

JAMES R. BEKKERING — *Vice President for Admissions* (1980)

A.B., Hope College;
M.A., Ph.D., Michigan State University

Laurie Brock — *Administrative Assistant to the Vice President for Admissions*
(1976)

A.B., Hope College

GARY CAMP — *Director of Admissions* (1978)

A.B., Hope College;
M.A., Michigan State University

CAROL FRITZ — *Associate Director of Admissions* (1993)

B.S., Wartburg College

GARRETT M. KNOTH — *Associate Director of Admissions* (1991)

B.A., Cornell College;
M.A., University of Iowa

STEPHANIE BAUMAN — *Assistant Director of Admissions* (2004)

A.B., Hope College

COURTNEY CHILDS — *Assistant Director of Admissions* (2002)

A.B., Hope College

ADAM HOPKINS — *Assistant Director of Admissions* (2002)

A.B., Hope College

ADMINISTRATIVE STAFF

GREG KERN — *Assistant Director of Admissions* (2001)

A.B., Hope College

BARB MILLER — *Assistant Director of Admissions* (1989)

A.B., Hope College

DEREK ROOT — *Admissions Representative* (2003)

A.B., Hope College

STACEY SALAS — *Admissions Representative* (2003)

B.A., Evangel University

JACOB TABER — *Admissions Representative* (2004)

A.B., Hope College

Staff

Karen Barr (1981)

Georgia de Haan (1988)

Laura Ebels (1998)

Lydia Frens (2004)

Mollie Galioto (1998)

Janet Gibson (1992)

Elisha Little (2004)

Ingrid Nyenhuis (2001)

Lindsay Schrottenboer (2001)

Barb Werley (2003)

BUSINESS SERVICES

THOMAS W. BYLSMA — *Vice President for Finance and Chief Fiscal Officer* (2005)

A.B., Hope College

DIANA BENZENBERG — *Financial Analyst and Assistant to the Vice President* (1990)

A.B., Hope College

BARRY L. WERKMAN — *Vice President for Finance* (1967)

A.B., Hope College;

M.S., University of Wyoming

KEVIN KRAAY — *Business Manager* (1985)

A.B., Hope College

DOUGLAS VAN DYKEN — *Controller* (1987)

A.B., Hope College;

M.B.A., Grand Valley State University

HOLLI OVERBEEK — *Manager of Accounts Receivable* (1996)

A.B., Hope College

Staff

Krista Deur, Cashier (2004)

Shirley Harmsen, Accounts Payable (2000)

Jacqueline Kacmar, Accountant (2000)

Lauri Kolean, Accounts Receivable (2001)

Lydia Magallan, Cashier (2004)

Kris Solomon, Accounts Payable/Purchasing (1998)

ADMINISTRATIVE STAFF

ARTS MANAGEMENT AND SUPPORT

ERIK ALBERG — *Knickerbocker Theatre Manager and Technical Director for the Performing Arts* (1996)

A.B., Hope College;
M.F.A. (PTTP), University of Delaware

PAUL K. ANDERSON — *Arts Technician* (1991)

A.B., Hope College

DEREK EMERSON — *Arts Coordinator* (1989)

A.B., Hope College;
M.A., Western Michigan University

COMPUTING AND INFORMATION TECHNOLOGY

GREG MAYBURY — *Director of Operations and Technology* (1990)

A.B., Dartmouth College;
M.S., University of Illinois

CARL E. HEIDEMAN — *Director of Computing and Information Technology* (1988)

B.S., Hope College

STEVEN L. BAREMAN — *Computer Systems Generalist* (1987)

B.S., Hope College

JON BROCKMEIER — *Computer Systems Generalist* (1998)

B.S., Hope College

KATE MAYBURY — *Training Specialist* (1990)

B.S., M.S., University of Illinois

STEVEN DE JONG — *Computer Applications Specialist* (1985)

A.A., Champlain College

CHERYL A. SHEA — *Programmer Analyst* (1979)

B.A., Temple University

CHRIS MCDOWELL — *Programmer Analyst* (1985)

B.S., Grand Valley State University

REBECCA ROBRAHN — *Project Manager* (1996)

A.B., Hope College

KRIS WITKOWSKI — *Project Manager* (1987)

A.B., Hope College

JEFF PESTUN — *Project Manager* (1998)

B.S., Hope College

MARIA TAPIA — *Production Support Supervisor* (1967)

PAULINE ROZEBOOM — *Service Manager* (1982)

Staff

Abraham Anaya, Lab Manager (1987)

Brad Bouwkamp, Manager of Technical Services (1987)

David Elsbury, Technician (1995)

Kevin Mendels, Senior Technician (1996)

Jeremy Meyer, Technician (1996)

Margie Wiersma, Secretary (1996)

HOSPITALITY SERVICES

CHARLES MELCHIORI — *Executive Director of Hospitality* (1986)

B.A.S., Grand Valley State College

SANDY HARMON — *Haworth Center General Manager* (1990)

B.B.A., Grand Valley State University

LUCILLE JONGEKRIJG — *Haworth Center Guest Service Manager* (1981)

ADMINISTRATIVE STAFF

HEATHER MAAS-RODEN — *Director of Conference Services* (1999)
A.B., Hope College

TODD VAN WIEREN — *Haworth Center Executive Chef* (1996)

Staff

Kristi Dunn, Facilities Coordinator (1996)

Beth McBride, Sales Coordinator (2002)

Stephanie Zych, Event Coordinator (2004)

FINANCIAL AID

PHYLLIS KLEDER HOOYMAN — *Director of Financial Aid* (1974)
A.B., Hope College

CARLA BENDER — *Associate Director of Financial Aid* (2002)
B.A., Oakland University

MARTY REYES — *Assistant Director of Financial Aid* (1978)

CINDY GROTERS — *Financial Aid Counselor* (1989)

JANICE BOOCKMEIER — *Manager of Systems and Processes* (2001)

Staff

Karen Kender, Office Manager (2004)

Renee Gibbons, Office Assistant (2004)

HOPE-GENEVA BOOKSTORE

MARK COOK — *Director of Hope-Geneva Bookstore* (1973)
A.B., Hope College

Staff

Sarah Anderson, Supplies Buyer (1978)

Julie Barney, Office Manager (1985)

Mary Deenik, Textbook Manager (1995)

Sally Hoekstra, Trade Book Buyer (1989)

Andrew Huisman, Mailroom Supervisor (1995)

Jeanne Kinkema, Cashier (1973)

Deborah Sanderson, Insignia Buyer (1993)

Jane Smith, Catalog Sales (2004)

Melinda Smith, Receiving (2002)

HUMAN RESOURCES

LORI MULDER — *Director of Human Resources* (1996)
A.A.S., Ferris State University;
A.B., Hope College

Staff

Carla Davis, Office Assistant and Student Employment Coordinator (2000)

Krista Deur, Office Assistant (2004)

Dianna Machiela, Payroll (2000)

PHYSICAL PLANT

GERALD RADEMAKER — *Director of Physical Plant* (1994)
B.S., Western Michigan University

KATHLEEN ARNOLD — *Physical Plant Operations Manager* (1989)

JAMES BROWN — *Physical Plant Project Manager* (1997)

B.S., M.A., Central Michigan University;

C.T.S., Bethel Theological Seminary

ADMINISTRATIVE STAFF

MICHAEL MC CLUSKEY — *Supervisor of Maintenance Services* (1994)
A.A.S., Ferris State University

Staff

Ann Alderink, Building Services Manager (1983)
Robert Hunt, Grounds Manager (1988)
Bill Large, Building Services Manager (2004)
Bruce Rietman, Building Services Manager (1997)
Tony Van Houten, Physical Plant Event Manager (1993)
Sue Volkers, Building Services Manager (1995)
Doug Wehrmeyer, Building Services Manager (1978)
Lela Wilson, Building Services Manager (1993)
Edna Zeeff, Secretary (1982)

CAMPUS SAFETY

JERRY GUNNINK — *Director of Occupational Health and Fire Safety* (1981)
B.S., Grand Valley State College

ERIN BENZENBERG-BRIGGS — *Office Manager* (2000)
B.S., Davenport University

Officers

Henry Chen (2000)
Mike Everse (2000)
Jason Geurink (2003)
Mike Lafata (1989)
Glendene Lahr (1994)
Steven Scholl (1999)
Sgt. Chad Wolters (1996)

Staff

Milagro Brunink, Office Assistant (2000)
Todd Lynema, Locksmith (1994)
Nickolas Nanry, Information Center (2004)
MaryAnn Permesang, Information Center (1985)
Elaine VanWieren, Information Center (1986)

TRANSPORTATION

WILLIAM MARCUS — *Transportation Supervisor* (1993)

Staff

Chris Mulder (2003)
Shelly Van Loo, Transportation Scheduler (1997)
Jack Van Slooten (2003)

COPY CENTER

SANDY TASMA — *Supervisor* (1973)

Staff

Betty Dolley (1977)

CAMPUS MINISTRIES

TRYGVE JOHNSON — *The Hinga-Boersma Dean of the Chapel* (2005)
B.A., Northwestern College;
M.Div., Western Theological Seminary;
Ph.D., University of St. Andrews (exp.)

ADMINISTRATIVE STAFF

- PAUL H. BOERSMA — *The Leonard and Marjorie Maas Endowed Senior Chaplain* (1994)
A.B., Hope College;
M.Div., Western Theological Seminary
- LORI BOUWMAN — *Administrative Assistant* (1997)
- KATY SUNDARARAJAN — *Chaplain* (2002)
A.B., Hope College;
M.Div., Western Theological Seminary
- PAM VAN PUTTEN — *Associate Chaplain* (2002)
A.B., Hope College
- DWIGHT BEAL — *Director of Music and Worship* (1994)
A.B., Hope College
- BARBARA OSBURN — *Director of Outreach* (1991)
A.B., Hope College
- JONATHAN ORNEE — *Ethos Director* (2003)
A.B., Hope College

ADVANCEMENT

- SCOTT WOLTERINK, C.F.R.E. — *Vice President for Advancement* (1995)
A.B., Hope College;
M.Ed., University of Vermont

DEVELOPMENT

- MARK L. DEWITT — *Director of Corporate and Foundation Relations* (2005)
A.B., Hope College;
M.M., Aquinas College
- DIANNE DE YOUNG — *Associate Director of the Hope Fund* (1998)
B.S., Michigan State University
- BRIAN W. DYKSTRA — *Director of the Hope Fund* (2005)
A.B., Hope College
- ERIC FOSTER — *Regional Advancement Director* (2004)
A.B., Hope College
- KATE FRILLMANN — *Regional Advancement Director* (2002)
B.A., University of Michigan
- STEPHANIE GREENWOOD — *Director of Parent Relations* (2003)
A.B., Hope College;
M.Ed., Grand Valley State University
- HARVEY KOEDYKER — *Regional Advancement Director* (2001)
A.B., Hope College
- JOHN NORDEN — *Regional Advancement Director and Director of Planned Giving* (1987)
A.B., Hope College;
M.A., Michigan State University
- MARY REMENSCHNEIDER — *Director of Alumni Relations* (2003)
A.B., Hope College;
M.S.W., Western Michigan University
- KIMBERLY SALISBURY — *Director of Advancement Services* (1994)
A.B., Hope College

ADMINISTRATIVE STAFF

PAMELA SPENCER — *Director of Prospect Management and Research* (2001)
B.A., Florida State University;
M.S., Eastern University

JAMES VAN HEEST — *Regional Advancement Director* (1987)
A.B., Hope College

Staff

Patricia Blankestyn, Advancement Services (2002)
Deborah Nykamp, Advancement Services (1994)
Marnie Parris-Bingle, Phonathon Calling Supervisor (2002)
Kim Swartout, Advancement Services (2000)
Sandy Tasma, Office Manager (1973)
Cheryl TerHaar, Phonathon Information Services Supervisor (2005)

PUBLIC AND COMMUNITY RELATIONS

THOMAS L. RENNER — *Associate Vice President for Public and Community Relations* (1967)

GREGORY S. OLGERS — *Director of News Media Services* (1988)
A.B., Hope College

LYNNE M. POWE — *Associate Director of Public and Community Relations* (1992)
A.B., Hope College;
M.A., Western Michigan University

KAREN BOS — *Office Manager* (1987)

KATHRYN H. MILLER — *Public Relations Services Administrator* (1993)
B.A., University of Michigan

STUDENT DEVELOPMENT DIVISION

RICHARD FROST — *Vice President for Student Development and Dean of Students* (1989)

B.A., Luther College;
M.A., Ph.D., Michigan State University

TERRI SCHAMPER — *Administrative Assistant to the Dean of Students* (2001)
A.B., Hope College

DIANA BRECLAW — *Assistant Dean of Students for Residential Life and Student Activities* (1999)

B.A., Texas Christian University;
M.A., Bowling Green State University

JOHN JOBSON — *Director of Residential Life* (2005)
A.B., Hope College;
M.S., Indiana University;
Ph.D., Michigan State University

ELLEN AWAD — *Coordinator of Greek Life and Student Activities* (2000)
A.B., Hope College;
M.Ed., University of Georgia

ANDY CORN — *Residential Life Coordinator/Kollen Hall* (2003)
B.S., M.S., Indiana State University

BETSY GIBBS — *Residential Life Coordinator/Dykstra Hall* (2003)
A.B., Hope College;
M.S.W., University of Michigan

SHANE OSTERMEIER — *Residential Life Coordinator* (2003)
B.U.S., Idaho State University;
M.A., University of Nebraska

ADMINISTRATIVE STAFF

LOUISE SHUMAKER — *Director of Disability Services* (1987)

A.B., Hope College;
M.A., Western Michigan University

Staff

Wilma Hart, Assistant to Multicultural Life and Student Activities (1999)
Cynthia Vogelzang, Secretary (1997)

CAREER SERVICES

DALE F. AUSTIN — *Director of Career Services* (1981)

B.S., Central Michigan University;
M.A., Michigan State University

SARA DEVRIES — *Assistant Director of Career Services* (2003)

B.A., Truman State University;
M.A., University of St. Thomas

TRUDI VANDER PLOEG — *Career Counselor* (2004)

B.A., Northwestern College;
M.A., Geneva College

Staff

Elizabeth Bocks, Secretary (1986)

HEALTH SERVICES

CINDY SABO — *Clinic Coordinator* (1999)

R.N., B.S.N., Grand Valley State University

LINDA DALMAN — *Nurse Practitioner* (2003)

R.N.-C., Butterworth Hospital;
B.S., Ferris State University;
M.S.N., FNP, Michigan State University

Staff

Linda Bos (1996)

R.N.-C., B.S.N., Calvin College

Toni Bulthuis (2002)

R.N., B.S.N., Trinity College - Chicago, Ill.

Cheryl Smith (1994)

R.N.-C., B.S.N., University of Michigan

Barb Helmus, Receptionist/Secretary (1979)

Tricia Kosten, Insurance Specialist (2001)

COUNSELING CENTER

KRISTEN GRAY — *Assistant Dean, Health and Counseling; Director, Counseling Center* (1987) (1993)

B.A., Gustavus Adolphus;

Psy.D., Adler School of Professional Psychology

RICHARD DERNBERGER — *Counselor* (2003)

A.B., Hope College;

M.S.W., Western Michigan University

ZIYAH DOCK, LLP — *Counselor* (2001)

A.A.S., Grand Rapids Community College;

B.S., Grand Valley State University;

M.A., Central Michigan University

JEANNE LINDELL — *Counselor* (1992)

A.B., Hope College;

M.S.W., Western Michigan University

ADMINISTRATIVE STAFF

LEIGH W. O'CONNOR — *Counselor* (2004)

B.S., Baldwin-Wallace College;
M.S., University of Connecticut;
Ph.D., University of Connecticut

Staff

Jody Sheldon, Secretary (1998)

CREATIVE DINING SERVICES

BOB VAN HEUKELOM — *Director of Dining Services* (1994)

B.S., Ferris State University

BOB WILLEY — *Food Service Production Manager* (1995)

TIM BLACKBURN — *Catering Manager* (1998)

MARYBARBARA VANDERVLIT — *Kletz Manager* (2000)

RHONDA DIRETTE — *Dining Services Manager* (1997)

TOM HOOVER — *Chef/Manager, Phelps Dining Hall* (1980)

Staff

Michelle Van Denend, Event Coordinator (2001)

Linda Hallett, Secretary (1998)

Susan Schierbeek, Secretary (1997)

Cris Burton, Secretary (2001)

SPECIAL PROGRAMS

CHILDREN'S AFTER SCHOOL ACHIEVEMENT (CASA) PROGRAM

FONDA GREEN — *Executive Director of CASA Program* (1983)

B.S., Trevecca Nazarene College;
M.Ed., Ed.S., University of Florida

ROBERT BOERSMA — *Program Director of CASA Program* (1995)

B.S., Ferris State University

Staff

Jill Trujillo, Secretary (2001)

PHILIP PHELPS SCHOLARS PROGRAM

CHARLES W. GREEN* — *Professor of Psychology, Director of General Education and Director of the Philip Phelps Scholars Program* (1983)

Staff

Magdalena Rivera, Program Coordinator (2004)

THE PHILADELPHIA CENTER — FACULTY AND STAFF

STEVENS BROOKS — *Executive Director* (1968) (1973)

ILENE BAKER — *Information Manager* (1994)

MARK ANDREW CLARK — *Faculty and Adjunct Faculty* (1990)

KRISTY GINGRAS — *Placement Director and Registrar* (2001)

MARGARITA RIVERA GLISPY — *Program Administrator and Housing Coordinator* (1999)

WARREN HUFF — *Adjunct Faculty* (1982)

HOWARD KEEN — *Adjunct Faculty* (1990)

DEBORAH LEIBEL — *Faculty* (1990)

ROSINA MILLER — *Faculty* (1991)

LORI NELSEN — *Adjunct Faculty* (2002)

ADMINISTRATIVE STAFF

SHAWN NOLAN — *Adjunct Faculty* (1995)
ALBERT S. TEDESCO — *Adjunct Faculty* (1977)
DIANA WATERS — *Adjunct Faculty* (1987) (2002)
CHAR VANDERMEER — *Recruiting and Marketing Director* (2001)
CHRISTINE WRIGHT — *Registrar* (1986)

UPWARD BOUND PROGRAM

ELIZABETH COLBURN — *Director of Upward Bound Program* (1985)
B.A., Miami University;
M.A., Western Michigan University
YOLANDA VEGA — *Assistant Director of Upward Bound Program* (1990)
A.B., Hope College
ANDREA MIRELES — *Academic Coordinator* (1984)
A.B., Hope College
Staff
Debbie Huerta, Secretary (1993)

VIENNA SUMMER SCHOOL — FACULTY AND STAFF

PAUL G. FRIED — *Founder of Vienna Summer School* (1956)
Ph.D., University of Erlangen
STEPHEN I. HEMENWAY — *Director of Vienna Summer School* (1976)
Ph.D., University of Illinois
ELISABETH CASSELS-BROWN — *Communication*
M.A., Webster University
HERBERTH CZERMAK — *Modern Austrian History and Literature* (1987)
Ph.D., University of New Hampshire
FELIX MOLZER — *Music* (1961)
M.S., University of Pennsylvania
BEATRICE OTTERSBOECK — *Art History* (1996)
Ph.D., University of Pittsburgh
KAREN KALSER — *German* (1996)
Ph.D., Wesleyan University
JANIS M. GIBBS* — *History* (1999)
JAMES HEISLER* — *Economics/Management* (2001)

ALUMNI ASSOCIATION AND PARENT RELATIONS



ALUMNI ASSOCIATION

Mary Boelkins '96 Remenschneider, Director of Alumni Relations

Email: alumni@hope.edu

Web site: www.hope.edu/alumni

Organized in 1967, the Alumni Association numbers almost 25,000 members who are located in all fifty states and in more than seventy countries. The role of the Alumni Association is to enhance the mission of Hope through the dedication and resources of its alumni by fostering lifelong relationships with each other and the college.

The association offers opportunities to be connected to Hope College and other alumni through on- and off-campus events and volunteer opportunities. Events include Homecoming in October, Alumni Day on commencement weekend, Winter Happening in January, the Hope vs. Calvin men's basketball game satellite parties, class reunions, an alumni golf outing, regional events, and an international alumni tour. The association also encourages alumni to participate in the support of the Hope Fund and other campaigns.

Alumni are encouraged to submit their contact information to the Office of Alumni Relations so other alumni and the college can keep in touch. The office also encourages correspondence with news of promotions, new positions, marriages, births, and deaths to be shared with alumni through the news from Hope College (the bimonthly publication distributed to all Hope alumni, parents and friends).

The Alumni Association recognizes the achievements and contributions of Hope alumni through awards and recognition. The Distinguished Alumni Award and Meritorious Service Award are awarded by the association, and the Hope for Humanity Award is given by the H-Club, an alumni club for athletic letter winners. Nominations for these awards are encouraged. Information can be obtained from the alumni Web site.

The Alumni Association is governed by a Board of Directors who model, inspire and facilitate the engagement and financial support of the association in the life and future of the college.

PARENT RELATIONS

Stephanie Haag '95 Greenwood, Director of Parent Relations

Email: parents@hope.edu

Web site: www.hope.edu/parents

The mission of the Hope College Parent Relations program is to: facilitate communication between parents and the college; develop and nurture meaningful, lasting relationships between parents and the college; sponsor programs and services that will engage parents in the life of the college and endear them to the college's mission; promote the development of the college and its students by encouraging parental support of the Hope Fund and other financial projects.

Hope College acknowledges that the parents of our students make a significant commitment to the college from the moment their students enroll. In recognition of this commitment, the college ensures that parents receive regular communication regarding the Hope community through news from Hope College, Presidential Updates, the Parents' Place Web Page, and the Parents' Place E-Newsletter.

The college also offers programs and events to provide parents and families with a sense of belonging within the Hope community, including Parent Orientation, Parents' Weekend, Siblings Weekend, and special regional activities.

HONORS AND AWARDS



Each year the faculty honors those students whose academic careers are marked by high achievement. The following honors and awards are among those presented.

THE ACADEMY OF AMERICAN POETS AWARD — This is a national poetry award for college students sponsored in part by the Academy of American Poets and in part by the college.

SUSAN ALLIE PHYSICAL EDUCATION AWARD — A cash award to be presented to a female departmental major whose overall performance is adjudged by the staff to be the most outstanding and to best represent the high standards set by the late Susan Allie. In addition, the recipient's name is properly inscribed on an institutional plaque in the Dow Health and Physical Education Center. This award was established by family and friends in memory of Susan Allie, Hope Class of 1981.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN AWARD — An award given by the Holland, Michigan, branch consisting of a year's membership in any local branch of the American Association of University Women, awarded to the senior woman student who has demonstrated the type of scholarship, community service, and women's leadership for which the AAUW stands.

AMERICAN INSTITUTE OF CHEMISTS AWARD — Awarded to the senior student who, in the estimation of the chemistry faculty, has exhibited diligence in study and research projects, helpfulness in the instructional laboratories, and interest in chemistry for her/his four years at Hope College.

ANCIENT MYSTIC ORDER OF THE TRILOBITE — An award given to the introductory geology student who, in the judgment of the geology faculty, shows the most potential of becoming a successful professional geologist.

DEPARTMENT OF ART PURCHASE AWARD — The Department of Art, in an effort to recognize superior student work and to increase campus awareness of our own aesthetic environment, has initiated an Department of Art Purchase Award which is given to deserving students. The works, selected by the faculty and agreed to by the student artist, will become part of the Hope College Permanent Collection and will be displayed in a public space on campus.

ATHLETIC SENIOR BLANKET AWARDS — Award blankets are presented to those senior athletes who have earned at least three varsity letter awards at Hope College. One of the three must have been received during the athlete's senior year. The letters need not necessarily have been won in a single sport.

AWARD FOR OUTSTANDING JUNIOR ECONOMICS STUDENT — A book award to the outstanding junior economics student, as selected by the faculty of the Department of Economics, Management and Accounting.

GEORGE F. BAKER SCHOLARS PROGRAM — The Baker Scholars Program develops the business leadership potential of a select group of liberal arts students at Hope College, emphasizing academic excellence, quality of character, responsibility, and motivation.

BECKMAN SCHOLAR — The Beckman scholarship is provided by the Arnold and Mabel Beckman foundation to stimulate, encourage, and support research activities by exceptionally talented undergraduate students majoring in biology, biochemistry or chemistry.

HONORS AND AWARDS

BIBLICAL STUDIES AWARD — A cash award to a senior student who has been chosen the outstanding student in the field of biblical studies.

BIOLOGY BOOK AWARD — A book award presented to students, selected by the biology faculty, on the basis of outstanding performance in introductory biology.

BIOLOGY SERVICE AWARD — The Biology Service Award is a cash award to a graduating senior who has provided outstanding service to the Department of Biology while at Hope College, determined by the biology faculty.

GEORGE BIRKHOFF ENGLISH PRIZE — A cash prize founded by the Honorable George R. Birkhoff, Jr., to promote study of the English literature and language.

PETER BOL AWARD — A cash award given to the upperclass student who, in the estimation of the Personnel Deans and Counseling Staff, has made outstanding contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

BOUNDY COMPUTER SCIENCE AWARD — Annual cash award funded by David Boundy and given to the person in the graduating class who is deemed by the computer science faculty to have the greatest potential for making future contributions to the field of computer science.

LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN — A cash award to the senior German major whose interest and achievement in the German language and literature have been most significant.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Awarded each year to the Junior or senior music student who, in the opinion of the music faculty, has proved himself/herself worthy of such a scholarship under the following conditions:

- a) She/he has been in residence at Hope College for one year.
- b) She/he maintains a good general academic record during the year the scholarship is granted and does superior work in his/her applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

ERIKA BRUBAKER '92 AWARD FOR PROFICIENCY IN LITERATURE — Cash awards, in memory of Erika Brubaker, presented to two senior English majors who have shown exceptional proficiency in the study of literature.

CANCER FEDERATION AWARD — This award is in recognition of superior achievements and dedicated commitment to standards of excellence in the advancement of cancer research. The award consists of a Certificate of Achievement, the Cancer Federation Medal of Distinction, and a check for \$500.

FLORENCE CAVANAUGH DANCE AWARD — An award presented by the Department of Dance to a deserving student.

ROBERT W. CAVANAUGH SCHOLARSHIP IN VOICE — Given each year to the sophomore music student who, in the opinion of the music faculty, has proved most worthy in terms of his/her academic record and superior work in the study of voice. The scholarship provides private voice lessons during the student's junior year.

HONORS AND AWARDS

ROBERT W. CAVANAUGH SENIOR MUSIC AWARD — A book and cash award to that music major in the senior class who, in the judgment of the music faculty, has demonstrated unusual interest and achievement, and has contributed significantly to the music program. Established in recognition of Robert W. Cavanaugh's contribution to the Department of Music of Hope College and his Christian commitment, by his family, former students, and friends.

CHRISTIAN SERVICE NURSING AWARD — The award is presented to the senior who displays a commitment to Christian service. The award is a one-year subscription to the *Journal of Christian Nursing*.

J. ACKERMAN COLES AWARD FOR SCHOLARSHIP IN COMMUNICATION STUDIES — Awarded to the students who have demonstrated continuing interest and excellence in communication studies.

COMPUTER SCIENCE SENIOR PRIZE — A book prize donated by the computer science faculty and awarded to the graduating senior chosen by the faculty as the outstanding student in computer science.

DEAN FOR ARTS AND HUMANITIES AWARD — A cash prize for the best paper read at the student sessions of the Arts and Humanities Colloquium Series.

CLARENCE DE GRAAF ENGLISH AWARD — A cash award to be presented to the senior whose interest and achievement in the field of English, as indicated by academic record, most merits recognition in the judgment of the Department of English faculty. The award has been established in honor of Professor Clarence De Graaf, a member of the Department of English for 44 years until his retirement in 1972. Dr. De Graaf served as department chairman for 25 of those years.

DEKRUIF WRITING AWARD — The Paul deKruif Writing Prizes in biology are meant to increase awareness of writing among biology students and encourage biology students who write well through annual recognition. The prizes were made possible by gifts from Dr. and Mrs. Louis Pepoy and other admirers of Paul deKruif.

DELOITTE & TOUCHE JUNIOR ACCOUNTING BOOK AWARD — A book award to an outstanding junior accounting student who is planning a career in public accounting, as selected by the faculty of the Department of Economics, Management and Accounting.

DELTA OMICRON SCHOLARSHIP AWARD — An award for outstanding musicianship and outstanding scholarship presented by the alumni of Zeta Alpha Chapter.

DELTA PHI ALPHA BOOK PRIZE — Delta Phi Alpha, the honorary German fraternity, presents an annual book prize to the student in German who has been chosen for this honor by the members of the German Department.

RAY DE YOUNG HISTORY PRIZE — A cash award to the senior student whose interest, achievement, and promise in history, as indicated by his/her academic record and a significant piece of historical research, most merit the award.

WILLIAM B. EERDMANS POETRY PRIZE — A cash prize awarded for the poem judged the best among those accepted for the *Opus* this year.

WILLIAM B. EERDMANS PROSE PRIZE — A cash prize awarded for the prose work judged the best among those accepted for the *Opus* this year.

HONORS AND AWARDS

ETA SIGMA PHI BOOK PRIZE — An award presented to a graduating senior who is a member of this national honorary Classical society and who has achieved distinction in advanced study in either of the Classical languages.

FIRST-YEAR CHEMISTRY BOOK AWARD — Presented to the freshman student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in general chemistry. The award is the *Handbook of Physics and Chemistry* donated by the Chemical Rubber Publishing Company.

FRESHMAN MUSIC AWARDS — Given each year to entering freshmen in the applied music fields of piano, voice, instrument, and organ. Awards are given on the basis of a live audition or by a tape recording. Information on auditions may be secured by writing to the chairperson of the Department of Music.

FRESHMAN PHYSICS AND ENGINEERING AWARDS — Presented to a first-year physics or engineering student who, in the estimation of the faculty, has demonstrated outstanding performance.

PAUL G. FRIED PRIZE IN INTERNATIONAL EDUCATION — “The problem with provincialism is that it is worldwide.” A prize awarded annually to an outstanding Hope College senior to recognize his/her academic and campus commitment to enhancing global awareness in his/her life and that of others at Hope College.

THE DR. HARRY AND JEANNETTE FRISSEL RESEARCH SCHOLARSHIP — A scholarship in honor of a former Department of Physics chairman and his wife. In recognition of the importance of faculty-directed research for students, the scholarship is to fund such research by a student during the summer or the academic year. The student is to be a promising physics major who has completed at least his/her sophomore year.

BARBARA E. GEETING MEMORIAL AWARD IN GERMAN — The Barbara E. Geeting Memorial Award in German was established in 1978 to honor the memory of Barbara E. Geeting, a 1978 graduate in German, who was killed in a tragic accident with her grandparents shortly after graduation. This award is granted to a graduating senior who has achieved distinction in German.

C. KENDRICK GIBSON ECONOMICS, MANAGEMENT AND ACCOUNTING FACULTY RECOGNITION AWARD — This award, in memory of Professor C. Kendrick Gibson, recognizes a student graduating with a major in this department who has demonstrated excellence as a student and who is expected to make a significant contribution to his/her chosen profession.

ALMON T. GODFREY PRIZE IN CHEMISTRY — A cash award to the senior student chosen the outstanding student in chemistry.

LAWRENCE “DOC” GREEN AWARD IN ATHLETIC TRAINING — This award, established in 1996, honors the most outstanding senior athletic training student. The award consists of a plaque and is given to the senior student who, in the judgment of the athletic training faculty and with the consent of the full departmental faculty, best exemplifies the qualities of scholarship and selflessness exemplified by the late Lawrence “Doc” Green.

JEANETTE GUSTAVSON MEMORIAL GIFT — An award to the most deserving graduating student of the Social Work Major, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at

HONORS AND AWARDS

aiding the community and/or the college, and promise for significant contribution to the helping professions.

STANLEY HARRINGTON ART PRIZE — Awarded to a promising major in the Department of Art, and is intended for the purpose of research materials. The Stanley Harrington Art Prize is established by friends, students, and family in memory of Mr. Harrington, a professor in the Department of Art of Hope College from 1964 to 1968.

RENZE LYLE HOEKSEMA PRIZE IN POLITICAL SCIENCE — An award for a junior majoring in political science who best demonstrates, in the judgment of the Department of Political Science, excellence in the classroom, interest in political science, and promise for a useful career in public service.

HOLLAND AREA ARTS COUNCIL AWARD — A cash award given to a promising major in the Department of Art. The Holland Area Arts Council sponsors and encourages cultural and educational activities in the Holland and surrounding areas.

HOPE CHEMISTRY SENIOR AWARD FOR RESEARCH — A cash award to the senior student who has done the most outstanding research in chemistry.

HUMAN KINETICS JUNIOR BOOK AWARD IN ATHLETIC TRAINING — This award is presented annually to a junior student who, in the judgment of the athletic training faculty, exhibits the greatest promise for a career in sports medicine as a certified athletic trainer. The award consists of a gift certificate redeemable for up to \$100 of books, videos, or software from Human Kinetics Publishers.

JUNIOR CHEMISTRY JOURNAL AWARD — An award to the student who, in the estimation of the Department of Chemistry, exhibited outstanding performance as a junior chemistry student. The award is an eight-month subscription to the *Journal of Analytical Chemistry* presented by the American Chemical Society.

JUNIOR NURSING AWARD — The award is presented to the junior student who, in the estimation of the nursing faculty, demonstrates outstanding performance in the classroom and in clinical practice. The award is a book donated by the Hope College Department of Nursing.

JUNIOR PRIZE IN PHILOSOPHY — A book prize awarded to that member of the junior class judged by the department to have written the best philosophy paper during the current academic year.

JUNIOR-SENIOR INSTRUMENTAL SCHOLARSHIP — A prize of one instrumental lesson per week for one year awarded by the Department of Music to the junior or senior who is a music major and has spent at least one year of resident study in the Department of Music. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

JUNIOR-SENIOR SCHOLARSHIP IN PIANO — A prize of one piano lesson per week for one year awarded by the Department of Music to the junior or senior who is a music major and has spent at least two years of resident study in the Department of Music. The award is given to the junior or senior who, in the judgment of the department, best qualifies on the basis of talent and potentialities.

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JURRIES FAMILY VIENNA SUMMER SCHOOL AWARD — An award presented annually to up to three Hope College students entering either their junior or senior year to enable their participation in the six-week Vienna Summer School. This award was established in 1993 by Jim and Ginger Jurries to cover the cost of tuition, fees, housing, and program-related travel.

KENT MEDICAL FOUNDATION AWARD — The Kent Medical Foundation was established in 1961 by the Kent County Medical Society as a charitable non-profit scientific trust, and is dedicated to improving the standards of health care in Kent County and surrounding areas. Its primary purpose is to give financial assistance to deserving students who are pursuing careers in medicine and allied health fields. To qualify, the graduating senior must be a resident of Kent or a bordering county and pursuing a health sciences career.

MARGUERITE E. KINKEMA SPECIAL EDUCATION AWARD — A plaque awarded to the senior special education major who, in the judgment of a faculty committee, gives promise of making the most significant contribution to the teaching of special needs children.

ALLAN C. KINNEY MEMORIAL FUND — Provides an annual cash award to the outstanding graduating senior majoring in economics, management or accounting. The recipient will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

JOHN H. KLEINHEKSEL MATHEMATICS AWARD — This book award is presented to the freshman or sophomore student who demonstrates outstanding ability in sophomore level mathematics courses and shows promise for future work in mathematics.

RUSSELL J. KRAAY AWARD IN COMPUTER SCIENCE — Annual cash awards funded by Dr. Russell J. Kraay and given to two sophomore or junior students who, in the judgment of the computer science faculty, have demonstrated excellence in the field of computer science.

LAMBDA PI ETA BOOK AWARD TO THE TOP COMMUNICATION GRADUATE — A book award to the senior communication major who has the highest grade point average in the discipline.

CHARLES E. LAKE JUNIOR PRIZE IN PHILOSOPHY — A cash award to that member of the junior class judged by the department to have written the best philosophy paper during the current academic year.

CHARLES E. LAKE MEMORIAL PRIZES FOR PHILOSOPHICAL PROMISE — Cash awards to members of the first-year and sophomore classes judged by the department to have done the best work showing philosophical promise. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY — A cash award to that philosophy major in the senior class judged by the department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character, and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

HONORS AND AWARDS

ALBERT E. LAMPEN MATHEMATICS PRIZE — A cash award to the senior student chosen as the outstanding student in mathematics.

ROBERT L. MELKA MEMORIAL AWARD — A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the Department of History.

M. HAROLD MIKLE PRIZE FOR COMMUNICATION — Awarded annually to the graduating senior whose record reflects academic excellence, superior skill as a presentational speaker and extensive all-college leadership accomplishments. This award is intended for but not limited to students who have majored in communication or who have participated in campus or intercollegiate communication activities. Nominations will be sought from all full-time members of the faculty, the winner being selected by the faculty of the Department of Communication.

MILES AWARD IN LAW — An annual cash award established by Judge Wendell A. Miles in honor of his father, Judge Fred Thomas Miles, presented to a senior student whose promise in the study of law is judged superior by the faculty of the Department of History.

HERMAN MILLER ART AWARD — A cash award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

CATHERINE MORRISON '89 JUNIOR SCIENCE AND MATH EDUCATION BOOK AWARDS — Awards presented to juniors who have demonstrated academic excellence and who intend to pursue careers in science or math education at the elementary or secondary level. Awards take the form of gift certificates to the Hope-Geneva Bookstore. Given by Jobe and Julia Morrison in honor of their daughter Catherine Morrison Lane.

CATHERINE MORRISON '89 SENIOR SCIENCE AND MATH EDUCATION AWARDS — Cash awards presented to deserving seniors who have demonstrated academic excellence and who are committed to teaching science or mathematics at the elementary or secondary level. Given by Jobe and Julia Morrison in honor of their daughter Catherine Morrison Lane.

JOYCE M. MORRISON VOICE SCHOLARSHIP — The Joyce M. Morrison scholarship is presented annually to the most promising freshman vocalist who has expressed an intention to pursue a career in classical voice as determined by the chairperson of the voice division of the Department of Music.

THEODORE L. NIELSEN AWARD — The Theodore L. Nielsen award, a new award in honor of retired communication professor Ted Nielsen, is given to the student who represents the best television news practice and judgement.

MABEL NIENHUIS AWARD IN APPLIED MUSIC — An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

ORGANIC CHEMISTRY BOOK AWARD TO THE OUTSTANDING STUDENT IN ORGANIC CHEMISTRY — Presented to the student who, in the estimation of the chemistry faculty, has demonstrated outstanding performance in organic chemistry.

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The prize is the *Merck Index* donated by Merck and Company, Inc.

OUTSTANDING ACCOUNTING STUDENT AWARD — An award, which is a gift from Mr. and Mrs. Alfred S. Andrews, to an outstanding accounting student.

OUTSTANDING STUDENT IN MANAGEMENT ACCOUNTING AWARD — An award from the Grand Rapids chapter of the Institute of Management Accountants to an outstanding student in management accounting.

ELEANOR J. PALMA MEMORIAL AWARD — A fund to provide piano scholarships in the Department of Music to students who are deserving on the basis of achievement and financial need. Funded by friends and family in loving memory of Eleanor J. Palma, Adjunct Assistant Professor of Music.

JEAN ANDERSON PALMER MEMORIAL AWARD IN PIANO — A fund to provide piano awards in the Department of Music to students who are deserving on the basis of talent, achievement, and financial need. Funded by friends in loving memory of Jean A. Palmer, a friend of the Department of Music.

LINDA D. PALMER MEMORIAL AWARD IN FRENCH — An award in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French-speaking country, demonstrates the greatest promise of excellence in the professional use of French.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — A cash award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

PHI ALPHA THETA FRESHMAN BOOK AWARD — A book prize awarded to the freshman student who, in the opinion of the faculty, shows the greatest promise in history.

PHI ALPHA THETA SOPHOMORE BOOK AWARD — A book prize awarded to the sophomore student who, in the opinion of the faculty, shows the greatest promise in history.

PIETENPOL PRIZE — A cash award to the senior student who gives promise of greatest success in the Christian ministry.

HOWARD O. PLAGGEMARS VIENNA SUMMER SCHOOL AWARD — A first prize cash award to be given annually to the participant in the Vienna Summer School who, in the opinion of designated judges, submits the best piece of creative writing reflecting on his or her experiences in Europe. No specific format is prescribed. Honorable mention prizes may also be awarded.

POLITICAL SCIENCE DEPARTMENT BOOK AWARDS — The Department of Political Science presents up to ten annual book awards to students who have demonstrated unusual promise in political science in its classes and activities. At least half of these are awarded to freshmen and sophomores.

POST JEWELRY MUSIC AWARDS — Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

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PRE-NURSING AWARD — This award is granted to the freshman or sophomore nursing student who, in the judgment of the faculty, has demonstrated outstanding performance in the prerequisite nursing courses.

MARGUERITE PRINS FRENCH AWARD — A cash award to the senior whose interest and achievement in the study of the French language and literature has been the most significant.

MARTIN N. RALPH AWARD IN SPANISH — A cash award to the junior or senior whose interest and achievement in the Spanish language and literature has been most significant.

A. A. RAVEN PRIZE IN COMMUNICATION — Awarded to the student who best demonstrates excellence in communication through leadership and/or the effective presentation of issues of public significance.

REINKING MEMORIAL AWARD — Awarded each year to a junior geology major who, in the judgment of the geology faculty, best exhibits the high standards of academic excellence exemplified by the late Professor Robert L. Reinking.

ROGER RIETBERG CHAPEL CHOIR AWARD — This award was created by members, alumni, and friends of the Hope College Choir to honor Roger Rietberg. The recipient must be of the senior class and have been a member of the choir for at least two years. The recipient must exemplify commitment and dedication, a love for the musical mission of the choir, and a spirit that has proved to be an example for the other members. He or she should carry an attitude of concern for all the members of the choir and should be looked at with respect as a leader and a friend.

METTA J. ROSS HISTORY PRIZE — A cash award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty,

most merits recognition.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN — A fund contributed in memory of Miss Claryce Rozeboom, a member of the Class of 1953, to provide a scholarship of one organ lesson per week for one year. This scholarship is awarded to a member of the junior or senior class who, in the opinion of the music faculty, best qualifies on the basis of talent and financial need.

JOHN SCHOUTEN AWARD — An award given by his daughter, Bess Schouten, in memory of “Jack” Schouten who was a long-time physical educator and Hope’s first athletic director. The award is presented annually to a woman athlete in the senior class who, in the estimation of the athletic staff and the Department of Kinesiology faculty, has been one of the top athletes in the women’s athletic program and has been an able and conscientious student during her years at Hope College. The recipient of this award must not only be an outstanding athlete, but must also possess other strong character traits. Ideally, she must demonstrate competent leadership within the teams on which she has participated. The award is an octagon pewter plate with the bronze Hope College crest implanted in the center.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE — A cash award to be presented to the senior who has shown outstanding proficiency in English literature and who expresses the intention of entering the profession of teaching English literature.

HONORS AND AWARDS

SENIOR NURSING AWARD — This award is presented to a senior who, in the judgment of the nursing faculty, shows promise for outstanding achievement and intent to continue in graduate education as a professional nurse. The award is a book.

SENIOR SOCIAL WORK AWARD — An award to be presented to the senior who has exhibited superior academic ability, extensive volunteer involvement, and promise of significant contribution to the social work profession.

SENIOR SOCIOLOGY AWARD — A cash award given to a superior senior student majoring in the sociology curriculum who, in the opinion of the department faculty, has achieved the most outstanding record of his/her class.

THE RUSSELL AND DOROTHY SIEDENTOP AWARD — A cash award to an outstanding graduating senior member of the Men's Basketball Team and an outstanding graduating senior member of the Women's Basketball Team. Preference will be given to students considering graduate school and careers in teaching and coaching. The recipients are chosen by the Athletic Committee. Given by Daryl Siedentop '60 in memory of his parents.

SIGMA THETA TAU — The Sigma Theta Tau honor and membership is conferred on nursing students in baccalaureate and graduate programs who have demonstrated superior scholastic achievement, academic integrity, and scholarship or professional leadership potential. The student must be in the top thirty-five percent of his/her nursing class and have a minimum cumulative 3.0 grade point average.

SIGMA XI AWARDS — The Sigma Xi awards are given in recognition of the independent initiative shown by the student, the accomplishment of a noteworthy contribution to research in the sciences while at Hope College, and for showing promise of continuing research contributions in the future.

SLOAN-STEGEMAN AWARD — A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

SOCIAL WORK SENIOR AWARD — An award to be presented to the senior who has exhibited superior academic ability, extensive volunteer involvement, and promise of significant contribution to the social work profession.

SOPHOMORE NURSING AWARD — This award is granted to the sophomore nursing student who has demonstrated outstanding performance in foundational nursing courses, the prerequisite courses, and the co-requisite courses.

SOUTHLAND AWARD FOR WOMEN — A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

MINER STEGENGA AWARD — An award in memory of the Reverend Miner Stegenga presented annually to a student-athlete in the junior or senior class who, in the estimation of the athletic staff and Faculty Committee on Athletics, has shown leadership in campus Christian activity. The student is one who demonstrated athletic ability in a college-sponsored sport and exemplified Miner Stegenga's deep love of sports and his deeper love and Christian concern for those who played on both sides.

STEPHENSON FIRST-YEAR WRITING PRIZE — This prize, awarded each semester to the author of the paper selected as the best submitted in the first-year writing course, is given to encourage young writers.

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C. JAMES STRINGER, JR. MEMORIAL AWARD — A cash award to a student entering his or her junior or senior year and majoring in psychology, as selected by the psychology faculty as showing promise of becoming an outstanding psychology student.

TECHNOS INTERNATIONAL PRIZE — This prize is awarded annually to two Hope College seniors to recognize their accomplishments in international studies and their commitment to developing global awareness on the college campus. This prize was established in 1992 by Technos International of Tokyo, Japan. It consists of a certificate, a book, and a framed Japanese print.

THE ARTHUR JOHN TERKEURST PSYCHOLOGY SCHOLARSHIP — This scholarship is awarded at the conclusion of the junior year to a student majoring in psychology who has a distinguished academic record and financial need and, in the opinion of the faculty in the Department of Psychology, shows promise of a distinguished career in psychology.

DEPARTMENT OF THEATRE AWARDS — The Department of Theatre Awards are cash awards presented to the students in the freshman, sophomore and junior classes who, in the judgment of the theatre faculty, have shown the greatest promise artistically, academically, and in the terms of participation in the department's co-curricular program.

DEPARTMENT OF THEATRE SENIOR PRIZE — The Department of Theatre Senior Prize is awarded to seniors who, in the judgment of the theatre faculty, have demonstrated the highest achievement academically, artistically, and in theatre craftsmanship during their undergraduate career.

PAUL NORMAN TIMMER MEMORIAL AWARD — An award in memory of Paul Norman Timmer, a career foreign service officer in the U.S. Department of State and member of the Hope Class of 1976, to an outstanding sophomore or junior planning to enter the field of foreign service or international studies.

RUTH W. TODD CLASSICS PRIZE — The Ruth W. Todd Classics prize was established in 2001 by Jacob and Leona ('93) Nyenhuis in memory of Dr. Ruth W. Todd (1918-2000), Professor Emerita of Classics, to recognize and promote the study of Greek and Latin languages and literature. The cash prize is awarded annually to a student who has completed at least two years of study of either Greek or Latin and at least one Classics course, and who has excelled in this study. Preference is given to students who are members of the Eta Sigma Phi honorary Classics fraternity and who have either a major or a strong minor in Classics or Latin or Greek.

TULIP CITY GEM AND MINERAL CLUB AWARD — Awarded annually to one or two outstanding geology majors whose undergraduate careers show promise of continued excellence in the geo-sciences.

UNDERGRADUATE AWARD FOR ACHIEVEMENT IN BIOCHEMISTRY — An award to the student who, in the judgment of the chemistry faculty, has demonstrated outstanding performance in biochemistry. The cash award is \$100. Donors of the award wish to remain anonymous.

WILLIAM AND MABEL VANDERBILT, SR. FAMILY AWARD — An award established by Mrs. Mabel Vanderbilt Felton in memory of William Vanderbilt, Sr. It is awarded annually to students majoring in physical education and recreation who, in

HONORS AND AWARDS

the judgment of the faculty in this department, contributed outstanding service to others.

ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD — A non-cash award established by former Hope College athletes to be given to a student athlete who demonstrates the qualities and ideals exemplified by former Professor and Coach Alvin Vanderbush's life and career — integrity, diligence, commitment, and caring. The recipient is chosen by the Department of Kinesiology.

ELIZABETH VANDERBUSH AWARD IN EDUCATION — A cash award to a junior student in education who demonstrates distinct ability and evidence of commitment to a career in teaching. The recipient is chosen by the Department of Education.

OTTO VAN DER VELDE ALL CAMPUS AWARD — A gold medal to the senior man chosen for his outstanding contribution to the college in athletics, scholarship, and participation in student activities.

JOHN RICHARD VANDER WILT AWARD — A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of dedicated service as a minister or missionary.

VAN ESS SCHOLARSHIP AWARDS — The Van Ess endowment fund has been established by Mr. and Mrs. Clarence Van Ess to provide annual awards to superior students preparing for Christian ministry.

MIRIAM JOYCE VAN EYL AWARD — A golden pendant or tie pin presented annually to the graduating Hope College nursing student who, in the opinion of the nursing faculty and nursing seniors, has best demonstrated the integration of knowledge and professional competency with timely and genuinely caring responses to the psychological, spiritual, and social needs of patients and their families.

JAMES DYKE VAN PUTTEN POLITICAL SCIENCE PRIZE — A cash award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service. The award is named after the first chairman of the Department of Political Science, who was a fine scholar and a United States Diplomat.

GENE VAN TAMELEN PRIZE FOR CREATIVITY IN THE SCIENCES — To recognize extraordinary creativity in any area of the generally accepted pure or applied physical sciences, including but not necessarily restricted to astronomy, biology, chemistry, computer sciences, geology, physics, and mathematics. Such creativity would be demonstrated by original scholarly contributions, including the design and execution of the work, as well as a description of results and conclusions, all of which are disclosed in a publication or comprehensive report or treatise worthy of publication in a reputable scientific journal.

MARY VAN TAMELEN PRIZE FOR CREATIVITY IN THE ARTS — To recognize extraordinary creativity in any area of general arts, including literature, music, theatre, dance, fine arts, film, or television. Such creativity would be demonstrated by original work worthy of critical acclaim in the larger world, appearing in print, or in any other medium.

MICHAEL VISSCHER MEMORIAL BOOK AWARD — A book award presented to a sophomore geology student selected by faculty and students on the basis of

HONORS AND AWARDS

outstanding performance during his or her first two years at Hope College.

VISSER SUMMER RESEARCH FELLOWSHIP — A fellowship established by Dr. Donald W. Visser, Class of 1937, and his wife, Marie. Awards from this fund are used to support student research in chemistry and biochemistry.

WALL STREET JOURNAL AWARD — *The Wall Street Journal* Student Achievement Award of a one-year subscription to the *Journal* and an individual medallion is presented to the student selected by the faculty of the Department of Economics, Management and Accounting.

DONALD WEENER MEMORIAL AWARD — A fund to provide piano scholarships in the Department of Music for deserving students. Funded by friends and family in loving memory of Donald Weener.

KATHLEEN ANN WHITE '76 MEMORIAL AWARD — A cash award in memory of Kathleen White presented to a promising junior or senior kinesiology major, preferably a young woman.

BRAD WILLIAMS MEMORIAL AWARD FUND — A fund which will provide a cash award to one or more students, completing their junior or senior year, who are selected by the theatre faculty for demonstrating outstanding creativity and promise in the theatre arts. The award honors Brad Williams, Hope Class of 1973, who was involved for over 20 years at Hope as an actor, designer and puppeteer.

JOHN MONTGOMERY WILSON AWARD IN ART HISTORY — A fund created by Holly Cheff, Hope Class of 1999, for an outstanding student in art history who exhibited superior academic ability and promise in the area of art history. This fund was established in recognition of the retirement of Dr. Wilson from the faculty of the Department of Art in June of 1999.

EGBERT WINTER EDUCATION AWARDS — Cash prizes to the young man and young woman in the senior class who give promise of making the most significant contributions in the field of teaching.

WOLTERINK PRIZE IN BIOLOGY — This award is in honor of Dr. and Mrs. Lester Wolterink in appreciation for their continued support of the Department of Biology. The award consists of a summer research fellowship and a bookstore credit. The Wolterink prize is awarded to an upperclass biology major who has shown the potential for excellence in research.

EDWARD J. WOLTERS CLASSICS AWARD — The Edward J. Wolters Classics Award has been established in honor of Professor Edward J. Wolters, late Professor Emeritus of Latin and Chairman of Classical Languages for nearly 40 years, until his retirement in 1966. This award is given to a student with an outstanding record of performance in advanced Latin classes or in Classical studies.

DOUWE B. YNTEMA PRIZE — A cash award to the senior student who has been chosen the outstanding student in physics or engineering.

HONORS AND AWARDS

ASSISTANTSHIPS

CHEMISTRY ASSISTANTSHIPS — A limited number of teaching assistantships and research assistantships are available to highly qualified students. See department chairperson for information.

FRENCH SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

GERMAN SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

PHYSICS ASSISTANTSHIPS — Full-time summer research assistantships are available to students on the basis of ability.

SPANISH SCHOLARSHIP ASSISTANTSHIP — Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, fees for cultural affairs events, and room and board fees in return for work as a native assistant in the Department of Modern and Classical Languages.

GRADUATE FELLOWSHIPS

GENERAL ELECTRIC FOUNDATION GRADUATE FELLOWSHIP — The General Electric Foundation Graduate Fellowship is offered by the General Electric Foundation to an outstanding Hope senior who intends to pursue an academic career in engineering, computer science, or physical science. The fellowship pays tuition and fees plus a generous stipend for the first year of graduate study at an institution of the student's choice. Nominations are made by Hope academic departments and the final selection of the fellowship recipient is made by a faculty committee chaired by the Dean for Natural Sciences.

FELLOWSHIP NOMINATIONS

MICHIGAN COLLEGE SCHOLARSHIP — Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

IMPORTANT DATES FOR PROSPECTIVE STUDENTS



FINANCIAL AID DEADLINES FOR PRIORITY CONSIDERATION

Students should apply for admission and submit the Free Application for Federal Student Aid (FAFSA) and the Hope College Supplemental Application for Financial Aid (SAF) by the following dates:

Fall Semester

1. Freshmen by March 1
2. Transfers/Upperclassmen by March 1

Spring Semester

1. Freshmen: Nov. 1
2. Transfers: Nov. 1

MERIT-BASED SCHOLARSHIP DEADLINES

- | | |
|-----------------------------------|---------------------------------|
| February 15, 2006 | All Academic Merit Scholarships |
| February 18 and February 25, 2006 | Music Audition Days |
| On-going Dance Audition Days | |

For dates of other Fine Arts Auditions Days, please contact the departments directly.

CAMPUS VISITATION DAYS FOR HIGH SCHOOL STUDENTS & PARENTS

- | | |
|----------------------------|---------------------------|
| Friday, September 30, 2005 | Monday, January 16, 2006 |
| Friday, October 14, 2005 | Friday, February 3, 2006 |
| Friday, October 28, 2005 | Monday, February 20, 2006 |
| Friday, November 4, 2005 | Friday, March 3, 2006 |
| Friday, November 18, 2005 | |

JUNIOR DAYS:

- Friday, March 31, 2006
- Friday, April 7, 2006
- Friday, April 21, 2006

NATIONAL TESTING DEADLINES

ACT — For information see your high school guidance counselor.

Hope College Code Number is 2012

- | | |
|--------------------|-------------------|
| September 24, 2005 | February 11, 2006 |
| October 22, 2005 | April 8, 2006 |
| December 10, 2005 | June 10, 2006 |

SAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

- | | |
|------------------|----------------------------|
| October 8, 2005 | January 28, 2006 |
| November 5, 2005 | April 1, 2006 (SAT I only) |
| December 3, 2005 | May 6, 2006 |
| | June 3, 2006 |

PSAT — For information see your high school guidance counselor.

Hope College Code Number is 1301

- Wednesday, October 12, 2005
- Saturday, October 15, 2005

DEPOSIT DEADLINES

Freshmen: \$300 by May 1

Transfers: \$300 by May 1

These deposits are not refundable after May 1.

HOPE COLLEGE CALENDAR 2005-06



Fall Semester (2005)

August 25-26, Thurs.-Fri.	Faculty Conference
August 26, Friday	Residence Halls Open for New Students, 10 a.m.
August 26-29, Fri.-Mon.	New Student Orientation
August 28, Sunday	Residence Halls Open for Returning Students, 12 noon
August 28, Sunday	Convocation for New Students & Parents, 2 p.m.
August 30, Tuesday	Classes Begin, 8 a.m.
September 5, Monday	Labor Day - Classes in Session
September 7, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses
September 27, Tuesday	Formal Convocation to Open Critical Issues Symposium, 7 p.m. Evening Classes do meet .
September 27-28, Tues.-Wed.	Critical Issues Symposium - Day Classes Wed., Sept. 28, not in session, Evening Classes do meet on Sept. 27 and 28
October 7, Friday	Fall Recess Begins, 6 p.m.
*October 12, Wednesday	Fall Recess Ends, 8 a.m. Monday schedule in effect
October 15, Saturday	Homecoming
October 19, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
November 4, Friday	Last Day to Withdraw from Courses with a "W" Grade or Pass/Fail a Full-Semester Course
November 4-6, Fri.-Sun.	Parents' Weekend
November 7-9, Mon.-Wed.	On-Line Registration for Spring Semester 2006 (students with 20 or more credits)
November 10-11, Thurs.-Fri.	In-Person Registration for Spring Semester 2006 (FTCs and students with fewer than 20 credits)
November 24, Thursday	Thanksgiving Recess Begins, 8 a.m.
November 28, Monday	Thanksgiving Recess Ends, 8 a.m.
December 9, Friday	Last Day of Classes
December 12-16, Mon.-Fri.	Semester Examinations
December 16, Friday	Residence Halls Close, 5 p.m.
December 21, Wednesday	Final Grades Due in Registrar's Office, 4 p.m.
January 27, Friday	Incompletes from the Fall Semester not made up become an "F"

*Monday Schedule in effect

Spring Semester (2006)

January 8, Sunday	Residence Halls Open, 12 Noon
January 10, Tuesday	Classes Begin, 8 a.m.
January 18, Wednesday	Last Day to Enroll for Credit; Last Day to Drop Courses
January 27, Friday	Incompletes from the Fall Semester (2005) turn to "F" grade
February 10, Friday	Winter Recess Begins, 6 p.m.
*February 15, Wednesday	Winter Recess Ends, 8 a.m. Monday schedule in effect
March 1, Wednesday	Mid-Term Grades Due in Registrar's Office, 4 p.m.
March 16, Thursday	Last Day to Withdraw from Courses with a "W" Grade or Pass/Fail a Full-Semester Course
March 17, Friday	Spring Recess Begins, 8 a.m.
March 27, Monday	Spring Recess Ends, 8 a.m.
April 3-5, Mon.-Wed.	On-Line Registration for Fall Semester 2006 (students with 24 or more credits)
April 6-7, Thurs.-Fri.	In-Person Registration for Fall Semester 2006 (students with fewer than 24 credits)
April 14, Friday	Good Friday - Classes Not in Session but Not an Official Holiday
April 27, Thursday	Honors Convocation, Dimnent Chapel, 7 p.m.
April 28, Friday	Spring Festival; Classes Dismissed at 3 p.m. Last Day of Classes
May 1-5, Mon.-Fri.	Semester Examinations
May 5, Friday	Residence Halls Close for those not participating in Commencement, 5 p.m.
May 6, Saturday	Alumni Day
May 7, Sunday	Baccalaureate and Commencement
May 7, Sunday	Residence Halls Close for graduating seniors, 7 p.m.
May 10, Wednesday	Final Grades Due in Registrar's Office, 5 p.m.
June 23, Friday	Incompletes from the Spring Semester not made up become an "F"

*Monday Schedule in effect

May Term (2006)

May 8, Monday	Classes Begin at 9 a.m.
May 29, Monday	Memorial Day, No Classes
June 2, Friday	May Term Ends

June Term (2006)

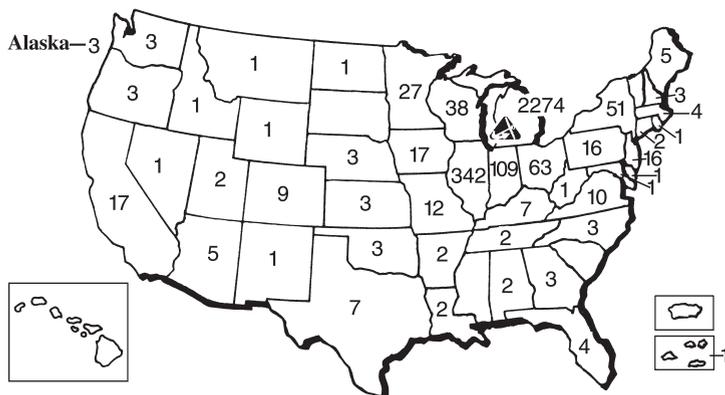
June 5, Monday	Classes Begin at 9 a.m.
June 30, Friday	June Term Ends

July Term (2006)

July 3, Monday	Classes Begin at 9 a.m.
July 4, Tuesday	Independence Day, No Classes
July 28, Friday	July Term Ends

Summer Seminars (2006)

July 31-August 4, Mon.-Fri.	Summer Seminars
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Hope's student body is comprised of 3,112 men and women, representing 47 states and territories and 33 foreign countries. Approximately 92 percent are from Midwestern states, 4 percent from the East, and 4 percent from the West, South, and foreign nations.

	Men	Women	Total
Freshmen	336	470	806
Sophomores	291	512	803
Juniors	237	406	643
Seniors	294	490	784
Specials	37	39	76
TOTAL	1,195	1,917	3,112

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

Foreign Countries Represented:

Albania	France	Netherlands
Bahrain	Germany	Pakistan
Belgium	India	Romania
Bosnia	Japan	Russia
Bulgaria	Kazakhstan	Sudan
Cameroon	Kenya	Sweden
Canada	Korea	Tajikistan
China	Kosovo	Trinidad
Denmark	Liberia	United Kingdom
El Salvador	Mexico	Uruguay
Ethiopia	Nepal	Vietnam



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Information regarding admission to college.

Office of Admissions, 99 East 10th Street

FINANCIAL AID

Admissions and financial aid requirements, campus jobs, application forms, catalogs, etc.

Financial Aid Office, 100 E. 8th St.

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Student Development, DeWitt Center

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Matters other than those previously specified.

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