



Hope COLLEGE

2019-2020 CATALOG



263



2019–2020 HOPE COLLEGE CATALOG

Hope College

Holland, Michigan 49422

616.395.7000

hope.edu

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

VOLUME NUMBER 155

Published August 1, 2019

Hope College is committed to the concept of equal rights, equal opportunities, and equal protection under the law. Hope College admits students of any race, color, national and ethnic origin, sex, creed or handicap to all the rights, privileges, programs and activities generally accorded or made available to students at Hope College. It does not discriminate on the basis of race, color, national and ethnic origin, sex, creed or handicap in administration of its educational policies, admissions policies, and athletic and other school-administered programs. With regard to employment, the college complies with all legal requirements prohibiting discrimination in employment.

NOTICE REGARDING THE CONTENTS OF THIS CATALOG

Hope College makes every effort to insure that the material published in this catalog is accurate at the time of publication. This catalog is not a contract or an offer to contract. The college reserves the right to make changes to its curriculum, programs, fees and policies at any time without notice. Questions relative to the content of this catalog should be directed to the Registrar.

THE MISSION OF HOPE COLLEGE

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

TABLE OF CONTENTS

Financial Aid For Students.....	5
Student Expenses.....	13
General Academic Regulations.....	21
Degree Program.....	43
Academic Sessions.....	67
American Ethnic Studies.....	68
Art and Art History.....	72
Asian Studies.....	84
Biochemistry and Molecular Biology.....	86
Biology.....	88
Chemistry / Biochemistry.....	101
Communication	115
Computer Science	129
Dance	137
Economics and Business.....	153
Education.....	177
Engineering	200
English	226
Environmental Science.....	240
Environmental Studies.....	249
General Education Math & Science.....	253
Geology.....	260
Global Studies.....	271
History	277
Interdisciplinary Studies.....	294
Kinesiology	303
Leadership.....	319
Mathematics	322
Mellon Scholars.....	333
Ministry.....	336
Music	343
Neuroscience.....	374
Nursing	383
Peace and Justice.....	396
Philosophy	399
Physics	412
Political Science.....	423
Psychology.....	435
Religion	447
Sociology & Social Work	463
Theatre	484

Women's and Gender Studies.....	494
World Languages and Cultures.....	498
Faculty Staff Listing.....	531
Special Academic Programs.....	581
Internships.....	591
Pre-Professional Programs.....	593
Academic Calendar	594
Catalog Index.....	599

FINANCIAL AID FOR STUDENTS

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 or on our [website](#).

NEED-BASED FINANCIAL AID

To determine most equitably the distribution of institutional need-based financial aid funds, Hope College requires all students applying for assistance to submit the Free Application for Federal Student Aid (FAFSA) 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 considers such factors as family income and assets, family size, 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:

Total Expense Budget - Family Contribution =

Maximum Financial Aid Eligibility

The Total Expense Budget is set annually by the college and reflects both billable costs (standard tuition, activity and services 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 fund 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

To apply for financial aid from all sources, students are asked to complete the Free Application For Federal Student Aid (FAFSA). The FAFSA is used to assess eligibility for need-based institutional aid and can be completed and submitted [online](#). The Office of Financial Aid does not act on a student's aid request until she/he has been accepted for admission or placed on the wait list. Students should apply for financial aid prior to the filing deadline date listed below.

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 their 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

NEED-BASED GIFT ASSISTANCE – SCHOLARSHIPS AND GRANTS Gift assistance refers to scholarships and grants that 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.

HOPE GRANT – This gift aid is based on demonstrated financial need. There is no required grade point average for the initial 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. Award is renewed to students who continue to demonstrate a consistent level of financial need and who meet Satisfactory Academic Progress Policy requirements.

ACADEMIC ACHIEVEMENT AWARD – This gift aid is based on demonstrated financial need plus a minimum 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. Award is renewed to students who continue to demonstrate a consistent level financial need and who meet Satisfactory Academic Progress Policy requirements.

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

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT – This federal gift aid is awarded to those students who have demonstrated exceptional financial need. The federal government requires that priority in the awarding of these funds is given to Federal Pell Grant recipients.

FEDERAL TEACH GRANT – The federal government provides this award to qualifying students accepted into Hope’s education program pursuing specific majors or minors. The grant requires four years of full-time teaching service in a federally designated high-need field at a low-income school. Failure to meet the teaching service requirement results in the grant converting to a Federal Direct Unsubsidized Loan with interest charged back to the date of disbursement.

Awards are prorated for less than full-time enrollment. To receive the funds, students must annually complete TEACH Grant counseling and an Agreement to Serve document.

MICHIGAN COMPETITIVE SCHOLARSHIP – This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and applicable SAT 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 and meet Satisfactory Academic Progress Policy requirements. The student must be enrolled at least half-time (at least six 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.

MICHIGAN TUITION GRANT – This state gift aid (limited to Michigan residents) is based on a student's demonstrated financial need and is available only to students attending Michigan private colleges. For renewal in future years, the student must continue to demonstrate financial need and meet Satisfactory Academic Progress Policy requirements. 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.

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 their parents regardless of financial need and offer various repayment options.

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

FEDERAL DIRECT LOAN PROGRAM – 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 a borrower the maximum amount available. The federal government "subsidizes" the need-based subsidized loan by not charging interest while the student is enrolled at least half-time. For an unsubsidized loan, the government does not provide this subsidy;

rather, the government charges interest on the principal amount of this loan from the date of disbursement until the loan is paid in full. The borrower has the option of either paying this accruing interest while in school or deferring the payment of interest (and adding to the loan principal) until they enter repayment on the loan (thereby increasing overall debt). Repayment of principal (and deferred interest) 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 eligibility for a subsidized loan. To determine eligibility for an unsubsidized loan, a student's financial need is not considered. The interest rate on these two loans may or may not be the same, depending upon action by the US Department of Education. All other 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, they will first be considered for the subsidized loan. If a student does not qualify, or if they qualify for only a partial award, they 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

Freshmen:	\$ 5,500/year (maximum \$3,500 subsidized)
Sophomores:	\$ 6,500/year (maximum \$4,500 subsidized)
Juniors/Seniors:	\$ 7,500/year (maximum \$5,500 subsidized)
Aggregate Limit:	\$31,000 (maximum \$23,000 subsidized)

Self-Supporting Students

Freshman Level:	\$ 9,500/year (maximum \$3,500 subsidized)
Sophomore Level:	\$10,500/year (maximum \$4,500 subsidized)
Junior/Senior Levels:	\$12,500/year (maximum \$5,500 subsidized)
Aggregate Limit:	\$57,500 (maximum \$23,000 subsidized)

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

Go to the US Department of Education's web site at studentloans.gov for the interest rates for both subsidized and unsubsidized loans.

Repayment Options: Federal loan borrowers are offered a variety of repayment options including standard, extended, graduated and income-based repayment. Learn more about repayment options and how to manage your loans at studentloans.gov.

Repayment of both subsidized and unsubsidized 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 accrues and is capitalized (added to the loan principal), increasing their 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.

FEDERAL DIRECT PLUS (Parent) LOAN PROGRAM (eligibility NOT based on 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 is determined in June for the upcoming award year. Go to www.studentloans.gov for the latest information.

For more information regarding other loan options, visit our website.

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 workload is 8-10 hours per week. **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 THEIR 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 their award letter). Contact the **STUDENT EMPLOYMENT OFFICE** for more information.

PAYMENT OF FINANCIAL AID TO STUDENTS

THE BILLING PROCESS

Electronic student billing statements (e-bills) are generated monthly by Business Services. These billings include the student's charges to date and all finalized financial aid credits. Bills issued during the months of July through November include all charges and applicable aid credits for first semester. Bills generated during the months of December through April reflect all charges and applicable aid credits for the full academic year.

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 FAFSA record (or ISIR) from the federal FAFSA processor.

Hope College offers an Installment Plan that allows a student to apply payments to the balance on their account over a five-month period for each semester. Further questions regarding the Hope College Installment Plan and billing process should be directed to Business Services at (616) 395-7810.

FEDERAL VERIFICATION REQUIREMENTS

When financial aid applications are processed through the federal processing agency, applications are selected (based on 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.

If selected, the Office of Financial Aid will notify the student and they will be required to submit a variety of supporting documentation to the Office of Financial Aid (e.g., the parents' and student's federal tax information, W-2 forms, documentation of untaxed income, household size, etc.). The 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. To be considered, students must submit the required financial aid applications prior to March 1 of each year. Each summer, students who demonstrate financial need based on their financial aid application are 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 on an evaluation of the financial aid application. For those awards with renewal criteria based on the demonstration of a specific cumulative grade point average (GPA), the GPA earned at the close of the spring semester is 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 the prior year
2. A decrease in the number of family members in the household
3. A decrease in the number of family members attending college
4. An increase in the reported asset holdings

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. Hope College does not participate in financial aid inter-institutional Consortium Agreements unless the other institution is willing to assume full responsibility for the administration of the student's financial aid for the period of enrollment in question.

HOPE COLLEGE SATISFACTORY ACADEMIC PROGRESS POLICY

Satisfactory Academic Progress (SAP)

Federal regulations require that students make Satisfactory Academic Progress (SAP) towards the completion of their degree and maintain good academic standing. Students who fall behind in their coursework, or fail to achieve minimum standards for grade point average and completion of classes, risk losing their eligibility for federal and state financial aid, external scholarships/grants/loans, Hope College grants and certain Hope College scholarships.

SAP is assessed both qualitatively (by cumulative grade point average) and quantitatively (by earned credit hours). Progress is measured annually at the end of each spring semester to determine a student's financial aid eligibility for future enrollment periods. Students not meeting these SAP standards are notified by the Office of Financial Aid (both by mail using their self-reported permanent address and through their Hope email account) that they have become ineligible for future financial aid eligibility.

The SAP Policy can be found in its entirety on the Office of Financial Aid's website at www.hope.edu/financialaid.

DON'T HESITATE TO CONTACT US WITH YOUR QUESTIONS:

Jill Nutt, Director of Financial Aid

Stephanie Forest, Associate Director of Financial Aid

Dawn Rentfrow, Assistant Director of Financial Aid

Heather Fowler-Voshel, Assistant Director of Financial Aid

Jan Boockmeier, Manager of Systems and Processes

Connie Vandemark, Financial Aid Specialist

Rose Smiles, Office Manager

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 academic record and also those who demonstrate outstanding ability in the arts. Financial need is not a criterion when awarding merit scholarships and artistic awards.

For academic merit awards, the application for admission also serves as the application for the award. In the instances where additional materials are required, the requests will be sent to those students under consideration. The National Merit Scholarship competition, however, is controlled exclusively by the National Merit Scholarship Corporation and has its own application guidelines. Hope is a sponsoring college of National Merit Scholars. The office of admissions may be contacted for further information regarding the academic merit awards.

Awards for artistic merit are available in art, creative writing, dance, music and theatre. Primarily designated for students intending to major or minor in one or more areas of the arts, the application process for these awards is determined and coordinated by the respective departments. For more detailed information, contact the chairpersons of the appropriate departments (Art, English, Dance, Music, and Theatre) or visit www.hope.edu/admissions/scholarship/daa.html

STUDENT EXPENSES

STUDENT EXPENSES ACADEMIC YEAR 2019-20*

General Fees (1)	Per Semester	Academic Year
Tuition -- 12 to 16 credits	\$17,495.00	\$34,990
Board -- 21 meals per week (2)	\$2,905.00	\$5,810
Room (3)	\$2,440.00	\$4,880.00
Activity and Services Fee (4)	\$170.00	\$340.00
Total	\$23,010.00	\$46,020.00

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 \$500.00 per class and are in addition to the general fees.

Private Music Lesson Fee: (5)

MUS 161-189 (with the exception of MUS 186 & 187) are applied lesson courses taught through private instruction, and students must audition with the Music Department prior to registration. Special fees apply to students who register for an applied lesson course.

One thirty-minute lesson per week for one semester	\$310.00
One sixty-minute lesson per week for one semester	\$480.00

Policy on Applied Music Lesson Fee Waivers

The College will waive Applied Lesson Fees only for two categories of students:

(1) The College will waive Applied Lesson Fees for students who have a Distinguished Artist Award (DAA) in Music Award and are in good standing per the requirements detailed in each

student's signed DAA Contract, on file with the Music Department. The College will waive Applied Lesson Fees for no more than two applied lesson courses per semester for DAA students in their first year. The College will waive Applied Lesson Fees for only one applied lesson course per semester for DAA students in their second, third, or fourth years. The College will not waive Applied Lesson Fees for applied lesson courses other than in the instrument(s) designated in the student's DAA offer letter.

(2) The College will waive 100% of the Applied Lesson Fees for students who are declared Music majors (including all majors and degrees directed by the Music Department) and 50% of the Applied Lesson Fees for students who are declared Music minors (including all minors directed by the Music Department). The College will waive Applied Lesson Fees only for those applied lesson courses necessary for satisfying the requirements of the major or minor. Example A: If the Music major requires eight applied lesson courses, then the College will waive 100% of Applied Lesson Fees for a declared major only for eight applied lesson courses. Example B: If the Music minor requires four applied lesson courses, then the College will waive 50% of Applied Lesson Fees for a declared minor only for four applied lesson courses. The College will not waive Applied Lesson Fees for applied lesson courses other than those required by the student's declared major or minor.

Each semester, after the Add/Drop Period has closed, the Chair of the Music Department and the Dean for the Arts & Humanities will jointly provide Financial Aid, Business Services, and the Registrar's Office with a list of students (DAA recipients, majors, and minors), the specific applied lesson courses for which the College should waive each student's Applied Lesson Fee(s), and the amount(s) to be waived.

Special Fees:

Application - Online (Paid by each student upon application for admission)	\$ 35.00
<hr/>	
FOCUS Program	\$ 400.00
<hr/>	
Enrollment Deposit: \$300 used as a security deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full. Note: Students who register for fall semester and subsequently non-return, will forfeit their deposit.	\$ 300.00
<hr/>	
Readmit Deposit (6)	\$ 300.00
<hr/>	
Enrollment Deposit for Non-Degree Students	\$ 100.00
<hr/>	
Tuition above normal 16-credit load (per credit)*	\$ 550.00
<hr/>	

Tuition: 9-11 credit load (per credit)*	\$ 1 290.00
Tuition: 5-8 credit load (per credit)*	\$ 925.00
Tuition: 1-4 credit load (per credit)*	\$ 550.00
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

*rates for part-time enrollment are listed on a per credit hour basis which would be the rate for all credit hours in a semester.

1. Hope College reserves the right to increase tuition, room, board and fees at any time.
2. Other board options are: 15 meal plan: \$5,440.00 per year, 10 meal plan: \$4530.00 per year, 7+ meal plan: \$3,8100 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. Other housing options are available. Apartment rates, selected dormitories and single occupancy rates vary by location. Rates can be found on the Business Services' website under "Cost of Attendance."
4. Activity fee per semester for students with fewer than 6 credits: \$60.
5. Fees for music lessons are in addition to the normal credit charge.
6. Tuition deposit and readmit deposit are not refundable if the student does not enroll.

A. Hope College offers a payment plan to assist you in managing your payments. This plan allows you to make five monthly payments each semester. The enrollment fee is \$25 per semester.

B. 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 \$300.00 Security Deposit. See the [General Academic Regulations](#) for more information regarding withdrawal and non-returning procedures.

C. 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.

Payment of College Bills: (A)

All bills are due and payable in advance of the beginning of each semester. All student bills will be available online. E-mail notification of when a new bill is available will be sent to the student, and students will have the option to set up access for their parent(s) or other trusted, authorized persons by providing their e-mail address(es). A late payment fee will be added to accounts not paid in full by August 27, 2019 for the fall semester and by January 6, 2020, for the spring semester.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with Business Services 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: (B)

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 Business Services 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 (C)** for students who officially withdraw from college, or are suspended, will be credited from the beginning date of classes as shown in the table below.

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.

FALL SEMESTER 2019 –		SPRING SEMESTER 2020 –	
Aug. 27 – Sept. 4	100%	Jan. 6 – Jan. 15	100%
Sept. 5 – Sept. 11	80%	Jan. 16 – Jan. 22	80%
Sept. 12 – Sept. 18	60%	Jan. 23 – Jan. 29	60%
Sept. 19 – Sept. 25	40%	Jan 30 – Feb. 5	40%
Sept. 26 – Oct. 2	20%	Feb. 6 – Feb. 12	20%
After Oct. 2	NO REFUND	After Feb. 12	NO REFUND

A. Hope College offers a payment plan to assist you in managing your payments. This plan allows you to make five monthly payments each semester. The enrollment fee is \$25 per semester.

B. 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 \$300.00 Security Deposit. See the [General Academic Regulations](#) for more information regarding withdrawal and non-returning procedures.

C. 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.

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 or fails to earn a passing grade in at least one class 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. Students who fail to earn a passing grade in at least one class are considered unofficial withdrawals and will have their federal aid recalculated based on 50% of the term completed.

1. This policy applies to all students who completely withdraw (officially or unofficially), 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, Supplemental Educational Opportunity Grants (SEOG), and TEACH Grants. 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 unofficial withdrawals or 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.

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:

Number of days completed by student = Percent of Term Completed

Total number of days in Term*

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.

- C. Unearned aid shall be returned first by Hope College from the student's account calculated as follows:

- I. Total institutional charges X percent of earned aid = amount returned to the program(s)

- II. Unearned Title IV aid shall be returned to the programs in the following order:

- a. Federal Direct Unsubsidized Loan
- b. Federal PELL Grant
- c. Federal Direct Loan
- d. Federal SEOG
- e. Federal Perkins Loan
- f. Federal Direct PLUS Loan
- g. 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

Michigan Competitive Scholarship or Tuition Grant

If a student withdraws and is eligible for a full tuition refund, any Michigan Competitive Scholarship or Tuition Grant award will 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 award.

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 Business Services

GENERAL ACADEMIC REGULATIONS

Hope College seeks to be a community that affirms the dignity of all persons as bearers of God's image. It is Hope College policy not to discriminate on the basis of age, color, disability, family status, genetic information, height, national origin, pregnancy, race, religion, sex, or weight, except in the event of a bona fide occupational qualification. Hope College is an equal opportunity employer.

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.

GLOSSARY OF TERMS

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

CREDITS – The Hope College policy on the definition of a credit hour requires a minimum of three hours of academic work or study per week for each hour of course credit in a sixteen-week semester. This policy is consistent with the federal definition of a credit hour and with the Higher Learning Commission's implementation of this definition.

Example of expected course work for traditional semester courses would be as follows:

<i>Course Credit</i>	<i>In-Class Work Per Week</i>	<i>Out-of-Class Work Per Week</i>	<i>Total Expected Hours of Work Per Week</i>
Four-credit course, traditional semester	Three hours/week	Nine hours/week	12 hours/week
Four-credit course, traditional semester	Four hours/week	Eight hours/week	12 hours/week
Three-credit course, traditional semester	Three hours/week	Six hours/week	Nine hours/week
Four-credit course, online	Zero hours/week	Twelve hours/week	12 hours/week

For course lengths that are shorter than a semester (e.g., summer terms), the amount of work and study will be the same as that of a regular semester, condensed over a shorter period of time. Overall, Hope College students are expected to spend 192 hours of academic work in a term for each four-credit course. This credit hour definition applies to traditional, blended and online courses.

MAJOR – An area of concentration in one particular subject in which the students earn a fairly large number of required credits.

MINOR – The fulfillment of a specified number of credits in a particular subject not in the students' major.

PREREQUISITE – The course(s) students must have passed before they 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 elective courses.

ZERO-CREDIT – Zero-credit courses are specifically listed as zero-credit courses. Courses not listed as zero-credit courses will not be offered for zero credits. Courses taken for zero credits will not be retroactively changed to credit-bearing courses at any time. All academic policies applicable to credit-bearing courses are also applicable to zero-credit courses. All zero-credit courses will be graded pass-fail. If a zero-credit course is required for a major (or minor), it is an exception to the rule that courses in the major (or minor) may not be taken pass-fail. Zero-credit

course options are only available to full-time, degree-seeking students in Hope College fall and spring semesters. Zero-credit course options may be available in summer terms with approval from the Registrar

SYSTEM OF GRADING

Students receive grades in their courses at the middle and at the close of the semester. The mid-semester grades, designed to give students an indication of their progress, do not appear on students' transcripts.

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
NR	No Report

Quality points, the numerical equivalent of the letter grade, are used to determine the students' academic honors, and academic warning, probation, or suspension. By way of example, a student receiving an A, B, C, D, or F in a four-credit semester course earns 16, 12, 8, 4, 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 is 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 plus.hope.edu.

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). No Report (NR) grades are given when the professor has not submitted a grade. Like incomplete grades, no report grades become a failure (F) after six weeks. Degrees are not awarded to those students who have incomplete (I) or NR grades. Degree candidates whose record shows an incomplete (I) grade(s) or no report (NR) grades at the time of their requested degree date must apply for the next degree date.

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.

1. 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 their academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
5. Knowingly represent the work of others as their 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.

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 their 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.

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.

Hope College Classroom Recording Policy

The classroom recording policy applies to audio, still photo, and video recording of classroom lecture, discussion, laboratory, studio, and other activities by analog, digital, or future recording technology. This policy strives to recognize current norms and practice, promote student learning, differentiate between public and private space, create a safe classroom environment, respect individual privacy, provide for informed consent, consider potential consequences from distribution of such materials, and be consistent with the institutional values of Hope College. In brief, (i) students must ask for and obtain permission to record from the instructor, (ii) students may not distribute such recordings, and (iii) instructors will inform the class if recording has been permitted. Violations of this policy will be subject to appropriate grade and/or non-grade sanctions. The full policy is contained in the **STUDENT HANDBOOK**.

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. All courses must be graded. No report (NR) and Incomplete (I) grades prevent inclusion in the Dean's List.

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 cumulative 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 email. A printed copy of this email is sent to the student's parents or guardian and the advisor is notified.

Any student whose semester GPA falls below 1.3 will be placed on academic probation and will be required to meet with a staff person in the Academic Advising Office to discuss their 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 the advisor is notified of the probation status.

A student may appeal the decision regarding 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 at the top of this page 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 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 their grade point average to an acceptable level.

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

Hope College will not prevent individuals who have submitted a certificate of eligibility of entitlement to education assistance under chapter 31 or 33, from class participation beginning on the day they submit the certification of eligibility to the Office of Financial Aid and ending on the date payment from VA is received or 90 days after the date the institution certified tuition and fees, whichever is earlier.

Hope College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities or require individuals to borrow additional funds because of the individual's inability to meet their financial obligations to the college due to the delayed disbursement of funding from VA under chapter 31 or 33.

WITHDRAWAL FROM COLLEGE

Because of difficult situations, a student may find it necessary to withdraw from the college. They must obtain a withdrawal form from the Registrar's Office and have it signed by the Dean of Students, Financial Aid, Business Services, and the Registrar. People in these offices will help the student navigate the withdraw process and plan for the future. No refund will be granted a student until the Withdraw Form is processed. Refund percentages, by date are outlined online under [Student Expenses](#).

Full withdraws from college must be initiated before the end of the 10th week of the term, though there is no refund after 5 weeks of classes. If it is determined by college officials that a withdraw is necessary because of extenuating circumstances (i.e. health issues, family death), a withdraw may be initiated through 85% of the term.

NON-RETURNING STUDENTS

Students who withdraw from the college after completing the semester in which they are currently enrolled must submit a [Non-Returning Student Form](#) to the Registrar's Office. The form must be submitted by the end of the second week of the succeeding semester. All financial refunds will be withheld until the student submits the form. They may be obtained in person or online from the Registrar's Office.

REPEATING A COURSE

No grade may be removed from the students' permanent record but if students wish to raise their mark in a course, they may repeat any course at Hope except the First Year Seminar. 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. Grades in classes taken at other colleges do not transfer or affect students' grade point average. For this reason, students may not take a class at another college to improve their grade point average.

Repeated Courses Policy for Financial Aid Eligibility – Federal regulations may limit the number of times a student may repeat a course and receive federal financial aid for that course. Click here for more information on [financial aid](#).

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 – Students may withdraw from a course after consultation with their 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 their record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

PASS/FAIL OPTION

Sophomores, juniors and seniors, as a part of their regular quota of courses, are permitted to elect and designate in each semester one course for which they will be granted the usual academic credit but will have the grade of this course recorded on their 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, students should have declared their 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. Students should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor. Having done this, they will receive a "P" for pass; if not, an "F" for fail.
4. Students 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 pass-fail form from the Registrar's Office. Students will indicate the course which they wish to elect on a pass-fail plan and have it approved by their 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. Students 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 students will receive grades for their work in the course, but at the end, will receive on their record a "P" or an "F." Failures will be computed into the students' cumulative grade point average.
6. 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

Students 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 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 OF CREDIT

The standard for the acceptance of credit toward a Hope College degree from institutions of higher learning will be the accreditation of that college by its regional accrediting association. A maximum of 65 credits may be transferred from community or junior colleges. The credits for pre-approved courses with grades of "C" or better will automatically transfer. 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. Only the credit is transferred; grades do not transfer. Students may not earn

transfer credit for a course completed at Hope College. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Currently enrolled Hope students who wish to transfer credit from another accredited institution must confirm the course's transferability prior to taking the course. Students should consult the online Transfer Equivalency System (TES) to review courses that have been pre-approved to transfer. Courses that are not already included in TES must be submitted for review using the online Credit Transfer Request. These courses are then forwarded by the Registrar's Office to the appropriate department for review. 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.

Students intending to take a course at a school located outside of the United States (not including courses taken as part of an organized study abroad program) need to submit the international transcript to a foreign credential evaluation service. There are various organizations that provide this service. Contact the Registrar's Office for further information.

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

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. 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 earned

SOPHOMORE -- Student must have 24-57 credits earned

JUNIOR -- Student must have 58-89 credits earned

SENIOR -- Student must have 90 credits earned

CLASS ATTENDANCE

Since class attendance is regarded as an essential part of the educational process at Hope College, students are expected to benefit by classroom discussions as well as by their daily text assignments. It is the students' responsibility to present an excuse to their 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, faculty members will cooperate with the students in their attempt to make up their loss when such 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 instructors' best judgment. In case of excessive absences, instructors may refuse all credit for the course.

APPEALS AND REQUEST FOR ACADEMIC WAIVERS

Students may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of their faculty advisor to waive an academic regulation. If the students' request is denied, they 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 students dispute a final course grade given by an instructor, the following procedure should be followed:

- 1) If the instructor is not a department chairperson, students 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 their department shall act as the mediator.

The instructor whose grade has been questioned has the final decision in the matter. The grade appeal process must be initiated within 30 days of posting of the grade.

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.

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 through an examination for credit. The following tests are available to Hope students:

ADVANCED PLACEMENT PROGRAM (AP) – A program sponsored by The College Board. Generally credit is granted to students who received grades of 4 or 5.

INTERNATIONAL BACCALAUREATE PROGRAM (IB) – A high school degree program sponsored by the International Baccalaureate Office in Geneva, Switzerland. Generally college credit is granted for higher-level examinations where students score from 5 to 7. Credit is not awarded for subsidiary-level examinations.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) – Hope will generally grant credit for subject area examinations based on the guidelines as established by The College Board.

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
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 280, 281

Biology, General	50	4	None - Non-majors general biology credit awarded
Business Law, Introductory	50	3	Mgmt. 341
Calculus I	50	4	Math 131
Chemistry, General	50	6	None - Non-majors general chemistry credit awarded
College Composition	60	4	English 113
*College French - First Year	50	8	French 101, 102
*College French - Second Year	62	8	French 201,250
*College German-First Year	50	8	German 101, 102
*College German - Second Year	63	8	German 201, 202
*College Spanish - First Year	50	8	Spanish 121, 122
*College Spanish - Second Year	66	8	Spanish 221, 222
English Literature	50	8	English 270, 271
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
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 CLEP language exams have one exam for the first and second year. Credit is granted according to the score a person earns on the exam.

HOPE DEPARTMENTAL EXAMINATIONS – Where CLEP or other nationally normed tests are not available, departmentally prepared and administered examinations may be arranged. These are not to be confused with placement exams that some departments offer. Contact the Registrar to make such arrangements.

Credit by examination in 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. Exam credit must be earned while a student is enrolled at Hope.
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 the testing programs, contact the Registrar.

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 (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate in the fall prior to their graduation. Students completing degree requirements in the May Term, June Term, or July Term will be considered to be July 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. Degree candidates whose record shows an incomplete (I) or no record (NR) grade(s) at the time of their 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. Grades for classes taken at other colleges do not affect students' grade point average at Hope College. For all ensuing official purposes, the record of the students shall be that which they obtain at Hope College.

STUDENT RECORDS: STATEMENT OF POLICY

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) was passed by Congress in 1974 to protect the confidentiality of students' records and information.

Hope College's policy on student records incorporates the rights guaranteed by FERPA. Students are notified of their FERPA rights annually through publication of the rights in the college catalog and the student handbook. Questions about the policy should be directed to the Office of the Registrar, 141 East 12th Street, Holland, MI 49423, registrar@hope.edu, or 616.395.7760.

What rights do students have through FERPA?

- The right to inspect and review their education records.
- The right to request to amend their education records.
- The right to limit disclosure of personally identifiable information (information that would directly identify the student or make the student's identity easily traceable) known as directory information.
- The right to file a complaint with the Department of Education concerning an alleged failure by the institution to comply with FERPA.

When do FERPA rights begin?

Students' FERPA rights begin at Hope College when admittance is accepted by payment of enrollment deposit.

What are "education records"?

Education records include any information directly related to the student whether stored on paper or in an electronic file, on a computer or other media (microfilm, CD, etc.).

What is "Directory Information"?

Public, or Directory Information, is information contained in students' educational records which would not be considered harmful or an invasion of privacy if the information were disclosed. Public or directory information includes:

- Name
- Addresses: local, permanent, e-mail
- Name of parent or guardian
- Previous school(s) attended
- Dates of attendance
- Awards and honors received
- Degree(s) awarded and dates of degree(s)
- Majors and minors
- (for athletes) Statistics (weight, height, etc.) included on team activity sheets
- Photograph (official Hope College ID photo)
- Class standing (freshman, sophomore, junior, senior)
- Enrollment status (full-time or part-time)

Unless students request in writing that this public (directory) information be withheld, directory information is available to others. Hope College exercises restraint in the release of this

information and keeps students' welfare in the forefront as it determines whether to release directory information.

Can students withhold the release of Directory Information?

Yes. To withhold the release of directory information students must submit a request in writing; forms are available in the Registrar's Office.

Hope College is required by law (the Solomon Amendment) to provide the name, address and other demographic information of all students to any legitimate military recruiter who makes such a request in writing to the Registrar's Office. According to the Solomon Amendment, this release must be honored even if a student has submitted a request to withhold directory information.

What information is considered confidential?

Except for directory information, other information collected and stored about students is considered confidential. The confidentiality of this information is guaranteed to students.

Under what circumstances can confidential information be released to others?

- Confidential information can be disclosed to Hope College faculty and staff who have a legitimate educational interest.
- Confidential information can be disclosed pursuant to a court order or subpoena.
- Confidential information is disclosed to the National Student Clearinghouse (for financial aid purposes only).
- Confidential information can be disclosed to protect the safety of the student or the safety of others.

In other circumstances, confidential information can be released to others only with the written consent of the student.

Students have the right to file complaints concerning alleged failures by the College to comply with the requirements of the Act. Such complaints should be addressed to:

Family Policy Compliance Office

Department of Education

400 Maryland Ave. SW

Washington, D.C. 20202-5901

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 paper transcripts or unofficial transcripts. Official electronic transcripts incur an online convenience fee from the vendor who delivers the transcript.

In order to insure the confidentiality of our students' records, transcripts will be released only upon the written request of the student. The transcript will normally be sent within two business days of the written request.

Official transcripts will be withheld if the 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 a cumulative grade point average of 3.90 or higher.

Bachelor's degrees, Magna Cum Laude, will be conferred upon those who have met all the requirements for the degree and attained a cumulative grade point average between 3.70 and 3.89.

Bachelor's degrees, Cum Laude, will be conferred upon those who have met all the requirements for the degree and have attained a cumulative grade point average between 3.50 and 3.69.

ACCREDITATION

Hope College is accredited by The Higher Learning Commission, 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 American Society for Biochemistry and Molecular Biology, the Commission on Accreditation of Athletic Training Education, 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 and the National Association of Schools of Theatre.

Hope College's teacher education programs are approved by the Michigan Department of Education. The Teacher Education Accreditation Council (TEAC) recognizes the Education Department at Hope College as a nationally accredited program. [TEAC: One DuPont Circle](#),

[Suite 320, Washington, D.C. 20036](#). This accreditation covers all preparation programs. The college maintains membership in the Michigan Association of Colleges of Teacher Education.

DEGREE PROGRAM

DEGREES OFFERED

Hope College offers curricular programs that lead to the Bachelor of Arts, Bachelor of Music, Bachelor of Science or 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.

ACADEMIC EXCELLENCE

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 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 2017 Hope had graduated 80.0 percent of those students admitted as first-year students in the fall of 2011. This figure does not include

those students admitted as transfers to Hope. Hope compares favorably with other high selective institutions in the degree-completion rates of its first-year students.

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 students who graduate from Hope College:

1. **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; and to recognize and make appropriate distinctions among aesthetic experiences and responses. The achievement of this objective requires that the students 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.

2. **A Broadened Awareness and Heightened Sensitivity**

Through direct experience with a variety of aesthetic, historical, theoretical, technological, cultural and religious perspectives, the students' awareness and sensitivity should become increasingly broader and deeper as well as coherent. Experiences with various forms of artistic exploration and expression should heighten their aesthetic awareness and appreciation for symbolic modes of communication. An understanding of the achievements and failures of the past should deepen their critical appreciation of contemporary society. Exposure to scientific modes of inquiry should enhance their understanding of the natural world and the role of human beings in that world. Knowledge of various disciplinary methodologies should sharpen their understanding of the relationship between means of inquiry and the nature of the results obtained. An understanding of modern technologies should provide them 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 their understanding of both the human individual and human culture. Cross-cultural experiences and acquaintance with current affairs should lead to their 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 them with an understanding of historical Christianity and with the roles of religion in the world.

3. **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 students' power of understanding, but also to a broadening of their intellectual concerns. Through intensive study, the students are 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 students become familiar with current practices and challenges in the field. In these ways, the students should experience what it means to be active and creative members of their discipline.

4. **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 students' educational growth. At the same time, as the students become increasingly aware of the interdependent aspects of human experience and knowledge, they are encouraged to develop and to articulate a personal philosophy of life which will provide meaning and coherence in their learning, experiencing and decision-making. In particular, the students 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 their own discipline and personal philosophy of life, the students should remain open to the totality of human experience, seeking always an integration that leads to a responsible, purposeful and fulfilling life.

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: All programs may be completed within four years.

NOTE: Some programs require higher cumulative and major/minor 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 --e.g., a B.A. 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 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 earn a minimum of 126 credits of college work. The cumulative grade point average of all course work must be at least 2.0. Some programs require a grade point average higher than 2.0. Check departmental listings for these requirements.

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 approved by Hope College. 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.

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, 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 educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith. Because of this mission, the general education curriculum:

1. 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?
2. 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
3. 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

4. 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
- Global learning, including cultural diversity as well as 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 early 21st 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

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.

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

1. Explore an intellectually important topic with an instructor and with peers.
2. Read primary texts critically and discuss them in a seminar format.
3. Investigate specific topics and communicate their understanding through an appropriate form of writing or other medium (e.g. oral presentation, digital media).
4. Present their ideas for discussion and critical reflection.
5. Learn about the purposes of a liberal arts education, including personal and intellectual development as well as vocational discernment and career preparation.

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

1. Develop an appreciation for cultural similarities and differences and how they affect our interactions with others in our global society.
2. Where appropriate, engage in problem-solving in a small group context.
3. Attend out-of-class events and discuss them in class as part of being introduced to the college as an intellectual community.

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 Global Learning, in which case the student's Global Learning 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 primary purpose of this component of the general education program is to equip Hope College students with essential writing skills and practices for education and life. This course serves as a foundation for additional writing instruction that occurs in Cultural Heritage I and II, Natural Science II, and the 200-level religion requirement. Expository Writing I addresses the "Knowing How" criteria of critical thinking; reading and listening with understanding, sensitivity, and critical acumen; the use of library research facilities; and written communication.

Course Objectives: In Expository Writing I, students will

- practice critical reasoning skills
- demonstrate clarity and concision in prose style
- write with coherent organization at the sentence, paragraph, and document levels
- demonstrate knowledge of essential conventions of standard written English
- demonstrate savvy, discriminating research skills
- practice writing as a creative, collaborative, and recursive process
- produce persuasive, evidence-based academic writing, distinctly voiced, and tailored to its audience

Course: English 113 - Expository Writing I

A four-credit course normally completed during the first year of a student's academic program. Emphasis in the course will be on the student's ability to express thoughts clearly in writing. The course also stresses the development of critical thinking skills and use of the library. Generally the course is taught topically, leaving the area of exploration to the discretion to the individual instructor. All sections of the course focus on the writing process, and all instructors shape their courses with writing objectives constantly in mind.

Some sections of this course may emphasize global learning; these sections may also satisfy the global learning 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 health 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; and 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" 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 GEMS mathematics courses, students will

- develop mathematical and other creative forms of problem-solving skills, understanding that these skills are useful in personal and professional contexts
- understand both the benefits and limitations of mathematical and/or statistical 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
- In addition to objectives specific to mathematics, GEMS mathematics courses emphasize the practical benefits of effective group work

Objectives: In GEMS science courses, students will

- Understand that science is a way of knowing based on observation, classification and hypothesis testing and that it has basic presuppositions and limitations

- Use critical thinking skills to understand scientific arguments
- Understand that science is an on-going 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/or in the observation of natural phenomena
- GEMS science courses will provide students with an opportunity to explore the human dimensions of science and technology; for example, the ways in which science and technology impact natural and social environments and the ways in which science and technology are impacted by social, ethical or political change
- In addition to objectives specific to scientific study, students in GEMS science courses will practice oral and written communication skills in order to convey ideas and to work effectively in groups

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.

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.

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 global learning.

SECOND (FOREIGN) LANGUAGE - 4 credits

Rationale: The purpose of the language component is to achieve a basic conversational ability and a deeper understanding of the culture(s) of countries where the language studied is spoken. Such global learning prepares for study abroad, academic excellence and experiential learning that are all assets in a society with a global economy. 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 global society.

Objectives: In modern languages, students will

- Develop competence in listening and reading comprehension, as well as oral and written expression in a second language
- Develop a deeper appreciation for worldviews different from their own through knowledge of the history, politics, religion, literature and the arts that shape cultures and societies
- Prepare themselves to participate meaningfully in an overseas study group
- Gain empathy by learning to respect and understand personal and cultural differences, in particular of minorities as well as peoples and communities of developing nations

Objectives: In ancient languages, students will

- Develop competence in reading comprehension in a second language
- Gain access to another culture that 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

Requirements and objectives for the general student include first-year college level competency, which is the minimum 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 strongly encouraged to continue with their study of the language. The further study will allow them to turn their knowledge of a second language into an asset that will serve them in the global economy. Students placed into third or fourth semester may, however, choose to fulfill the requirements by taking an introductory course in another language.

All courses for majors, minors, the general student and those students in the education program 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 the language requirement for the general student.

Placement Policy: Students will be given a recommended placement on the basis of their performance in second language courses in high school. Those who may be ready for the fifth semester or beyond may be invited to take a placement test to confirm that level of competence. Testing into that level can qualify the student for a waiver of the requirement. However, the

student is encouraged to consult with a faculty to ensure that the language waiver is in the best interest of the student. Any student who questions their placement will be offered the placement test. Waivers are granted to native speakers of a language other than English.

As incentive for students to enroll at their placement levels, credit, up to a maximum of 16 hours, will be given for the second language courses which precede the course completed (for example: completion of Spanish 221 will also grant credit for Spanish 121 and 122; or completion of French 201 will also grant credit for French 101 and 102, etc.). This special awarding of credit is intended to encourage students to take full advantage of their prior learning of a second language. Students are encouraged to develop fluency and cultural awareness in a second language by taking advantage of this placement policy.

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 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 totaling 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): The Social Science requirement is met with two courses (a minimum of six credits), from two different social science departments (communication, economics, political science, psychology, sociology). One must be a four-credit class (Social Science I, SS1). The second course can be either a SS1 or a SS2 course. Students seeking teacher certification complete the Social Science I requirement by completing Education 220/221 and Education 500.

Social Science I classes emphasize ways of knowing in the social sciences and contain a laboratory component. Principles of quantitative thinking are taught, especially in the laboratory. Some sections of Social Science I and II classes focus on issues of global learning and also meet part of the general education requirement in global learning.

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. 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: Liberally educated people should be able to explore deeply what is involved in living a fully human life and being responsible persons and engage vigorously and honestly with themselves, with their world and with what is other than themselves – culturally, temporally, religiously and ontologically. The Cultural Heritage portion of Hope’s humanities General Education requirements pursues these overarching objectives of liberal arts education by having students reflect on the riches and challenges of their literary, philosophical and historical legacies. These courses will emphasize the “Knowing How” criteria of critical thinking and written communication and the “Knowing About” criterion of enabling students to explore and understand central questions of human identity.

Objectives: After completing Cultural Heritage courses, students will

- Use the fundamental tools common to the humanities (reading, writing, asking good questions, constructing arguments) both to enrich their lives and to achieve more practical goals.
- Read primary historical, literary and philosophical texts critically, imaginatively and reflectively, in order to better understand themselves, others and the world.
- Understand the Western cultural inheritance, its chronological development, its strengths and weaknesses and (in some cases) its relations to non-Western cultures and their development and strengths and weaknesses.

Cultural heritage courses will also build upon the writing skills developed in English 113 through instruction and practice.

Courses: Cultural Heritage courses are divided into two categories by time period: Cultural Heritage I (CH1) courses deal with the pre-modern (ancient and/or medieval) period and Cultural Heritage II (CH2) courses deal with the modern period. Coursework for this requirement must include at least one CH1 course and at least one CH2 course for the sake of chronological

breadth. Cultural Heritage coursework must also include the three disciplines of history, literature and philosophy for the sake of understanding different ways of knowing in the humanities.

Covering three humanities disciplines in two courses is made possible by interdisciplinary courses that include all three disciplines or various combinations of two of them. The interdisciplinary Cultural Heritage courses (IDS 171 through 178) take various chronological and cultural focuses, with titles announced in the course schedule and descriptions available on the General Education website.

Interdisciplinary Cultural Heritage Courses (4 credits)

CH1	CH2	Disciplines covered
IDS 171	IDS 172	history, literature and philosophy
IDS 173	IDS 174	history and literature
IDS 175	IDS 176	literature and philosophy
IDS 177	IDS 178	history and philosophy

Single-discipline Cultural Heritage Courses

CH1	CH2	Title
ENGL 231	ENGL 232	Literature of the Western World I and II
ENGL 233		Ancient Global Literature
	ENGL 234	Modern Global Literature
HIST 130		Introduction to Ancient Civilization
	HIST 131	Introduction to Modern European History
HIST 207	HIST 208	World Civilization I and II
PHIL 230		Ancient Philosophy

PHIL 232

Modern Philosophy

PHIL 237

World Philosophies I

In order to fulfill the requirement with two courses, a student may either take two IDS courses that combine to cover all three disciplines or combine a single-discipline course with an IDS course that includes the other two disciplines. Here are the possibilities according to which course a student takes for Cultural Heritage I or Cultural Heritage II:

CH1 course	Possible CH2 courses to fulfill the requirement
IDS 171	Any CH2 course
IDS 173	IDS 172 or IDS 176 or IDS 178 or PHIL 232
IDS 175	IDS 172 or IDS 174 or IDS 178 or HIST 131 or HIST 208
IDS 177	IDS 172 or IDS 174 or IDS 176 or ENGL 232
ENGL 231,233	IDS 172 or IDS 178
HIST 130 or 207	IDS 172 or IDS 176
PHIL 230	IDS 172 or IDS 174
CH2	Possible CH1 courses to fulfill the requirement
IDS 172	Any CH1 course
IDS 174	IDS 171 or IDS 175 or IDS 177 or PHIL 230
IDS 176	IDS 171 or IDS 173 or IDS 177 or HIST 130 or HIST 207
IDS 178	IDS 171 or IDS 173 or IDS 175 or ENGL 231

ENGL 232,234	IDS 171 or IDS 177
HIST 131 or 208	IDS 171 or IDS 175
PHIL 232	IDS 171 or IDS 173

Alternatively, a student may fulfill the Cultural Heritage requirement with a combination of three single-discipline courses, one from each discipline, totaling at least 10 credits. One course must be a four-credit CH1 course and one must be a four-credit CH2 course and the third may be a two- or four-credit course in the third discipline. Writing courses in the Department of English will not apply to this requirement.

SENIOR SEMINAR - 4 credits

Senior Seminar is a unique and essential part of a Hope College education. As the milestone of graduation approaches, senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals. Students consider carefully the ideas they hold and the perspectives they trust. They may reflect on the course of their lives and envision their future plans, dreams and sense of calling. In the Senior Seminar, students ponder questions such as: What is a good life and how do I achieve it? What does it mean to be a lifelong learner? What are my abiding beliefs and convictions and how can I live them out? What is my worldview? How can I make a difference in the world? Professors from across campus design and offer a range of fascinating and diverse seminars. Faculty guide students as they bring together the life of the mind, the resources of faith, the lessons of experience and the critical practices of reading and reflection, discussion and writing.

As the historic Christian faith is central to the mission of Hope College, so Senior Seminar explores how Christianity provides vital beliefs, vibrant virtues and a life-giving worldview. Throughout history and around the globe, believers and admirers, scholars and students have turned to the Christian faith for direction and insight. At the same time, Hope College affirms that faculty and students of the Liberal Arts can find valuable understanding and moral reckoning in all places and among all peoples in this world so loved by God. For this reason, the Senior Seminar often draws on many academic fields, varied forms of artistic expression and insights from daily life. Indeed, every student, regardless of religious background, is an indispensable member of Hope College and the Senior Seminar. Every student brings to the course intellectual expertise and hard won life lessons. In fact, the Senior Seminar only succeeds when each student identifies deep yearnings, asks hard questions and renews personal integrity; when everyone both shares and gains wisdom. The examination and discussion of diverse viewpoints helps students to refine their own convictions even as they learn to comprehend, consider and evaluate perspectives different from their own.

The following objectives animate the Senior Seminar course and experience.

1) Students will articulate and explore...

...Christian ways of knowing and acting, living and learning;

...Their commitments and convictions in conversation with the Christian Faith; and

...Their understanding of the diverse and life-giving purposes and perspectives by which people live.

2) Students will deepen their ability to discuss their differences openly and sensitively, reasonably and honestly.

3) Students will consider, discuss, and develop their own philosophy of life and write about it in a compelling, coherent and disciplined manner.

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 Senior Seminar Program.

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.

GLOBAL LEARNING REQUIREMENT- 4 credits

Rationale: A global society is one in which the lives of all people, near and far, interconnect with each other and with the earth. The choices we make as individuals, groups and institutions affect the quality of life of all peoples and the planet we live on, both now and for future generations. Through webs of connection, we will continually encounter people from a broad spectrum of

places, identities and world views. In order to develop these connections into partnerships with global representation and reach, students will need the knowledge and skills to interact with and learn from people different from themselves.

To become effective leaders who serve in a global society, Hope College students are called to value and develop knowledge and skill in their chosen fields as well as self-awareness, curiosity, responsibility and empathy. Throughout their college years, students must expand their habits of inquiry and hone their communication skills. They should build an understanding of the dynamic relationship between knowledge and culture. These qualities and habits of mind will enable students to form productive intercultural partnerships to address the world's challenges.

Through our endeavor to educate students for lives in a global society, we must examine, with humility and courage, our own beliefs, assumptions and cultures that have shaped us. We are called to remember the imperative that we strive to love all of our neighbors, a commandment delivered with special force by the historic Christian faith. As global citizens, we will work together to create a campus community and curriculum that nurture self-awareness and compassion. We must acknowledge the responsibility each of us has for the welfare of all human beings and for our environment and utilize our influence, resources and privileges to make a difference in this ever-changing world

General Objectives: In courses with a focus on global learning, students will

- Develop **curiosity** by pursuing new knowledge and ideas and openness to new perspectives
- Gain **knowledge** that broadens and deepens their understanding of the natural and applied sciences, arts, humanities and social sciences, engaging them in the global concerns that touch each of these fields
- Develop **self-awareness** of how each person is shaped by culture and how one's values and beliefs inform one's decision and assumptions about others
- Develop **empathy**, sensitivity and compassion towards others
- Cultivate their sense of **responsibility** for the welfare of others and for their own actions, so that they grow as ethical individuals and engaged citizens

In courses with a domestic diversity focus (U.S. diversity), in addition to the above objectives, students will:

- Examine diverse cultural perspectives of historically marginalized groups in North America, including racial and ethnic minorities and women
- Examine issues of difference, intolerance, inequality, justice and power and understand the interplay of these complex concepts
- Use written, oral, visual or artistic sources produced within the cultures being studied

In courses with an international diversity focus (non-U.S. diversity), in addition to the general objectives, students will:

- Use comparative analysis of cultural perspectives.
- Analyze the concepts used to study and compare cultures.
- Address the culture's self-definition and self-expression.
- Focus on theoretical perspectives of gender, race, class, ethnicity and other socially constructed categories.

Course: Students are required to complete two global learning (GL)-flagged courses. One of these courses must focus on domestic (U.S.) diversity (GLD), whereas the second course must focus on international (non-U.S.) diversity (GLI). Courses and/or sections of courses satisfying this requirement are offered throughout the curriculum, both in the general education program and within major programs and are flagged as such in the class schedule.

THE MAJOR PROGRAMS

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in the following fields of major concentration: accounting, art, biology, chemistry, classics, communication, computer science, dance, economics, engineering, English, French, geology, German, history, international studies, Japanese studies, kinesiology (athletic training, exercise science, teaching and coaching), language arts, Latin, management, mathematics, music, philosophy, physics, political science, psychology, religion, science, social studies, social work, sociology, Spanish, special education, theatre and/or women and gender studies.

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

The Bachelor of Science degree may be earned in biology, biochemistry and molecular 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 earn the Bachelor of Science in Nursing (B.S.N.) degree.

Students may formally declare a major any time after the first semester of college work as long as they are in good academic standing. Normally, the choice of a major program is made by the end of the sophomore year. Students must declare and be assigned an academic advisor in the major area before 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 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 should become familiar with all the departmental requirements as presented in the degree evaluation in order to graduate from the college. The degree evaluation will certify to the Registrar that all the criteria for the major have been met, including the GPA required in the major area coursework.

1. **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.

Guidelines for the Composite Major – Students interested in pursuing a composite major should consult with the Registrar about the application procedure. 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 written 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 coursework aimed at providing depth in the defined field of inquiry. A list of courses should be included with the rationale.
3. Of these credits, at least half should be in courses that are not elementary, but upper level courses (normally courses numbered over 300).

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, Historical Social Dance; Dance 305, Composition I

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

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 coursework in an area outside the student's major 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 some teacher certification programs and students who intend to be certified to teach at the elementary or secondary level should consult with the Department of Education.

For all courses required for a minor program, a cumulative grade point average of 2.0 is required.

ACADEMIC SESSIONS

The majority of the curricular offerings are given in the two-semester regular session, beginning late in August and ending in May.

REGULAR SESSION

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 in the catalog. Class schedules are available online through the Registrar's website.

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 up to 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 Registrar's Office.

AMERICAN ETHNIC STUDIES

A minor in American Ethnic Studies is designed to introduce students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to race and ethnicity in the United States.

ABOUT THE PROGRAM

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 American Ethnic Studies, both faculty and students, are encouraged to gain and develop skills to research, analyze and reflect on the heritage of racialized 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. Course requirements and options available to minor candidates are as follows:

MINORS

American Ethnic Studies

A minor in American Ethnic Studies (AES) consists of 24 credits of coursework:

Minor candidates must complete 12 credits of foundational courses, 8 credits focusing on a specific American ethnic group (African American, Asian American, Latina/o American or Native American) and a 4-credit capstone course (3 credits for an internship or research project and one credit for a capstone seminar). The capstone seminar course will include both meetings while enrolled for an internship or research project and utilization of assessment documentation from earlier courses intended to assure ongoing communication with each student declaring the minor and facilitation and implementation of the program's assessment process.

I. FOUNDATIONAL COURSES (12 credits)

A. Introduction (4 credits required of all minors)

AES 210 – Introduction to American Ethnic Studies (4 credits)

B. Social Science (4 credits required from this area)

This requirement introduces students to the study of race and ethnicity in America from the Social Science perspective. Students may select from the following courses.

- COMM 371 – Communicating Across Difference: Intercultural and Gender Communication
- SOC 269 – Race and Ethnic Relations (4 credits)

- PSY 110 – Race in America (2 credits) and additional approved 2 credit course

C. Humanities (4 credits required from this area)

This requirement introduces students to the study of race and ethnicity in America from the Humanities perspective. Students may select from any of the following courses.

- HIST 351 – Slavery & Race in America 1619-Present: The Struggle Within
- HIST 357 – United States Cultural History: Ideas of Race, Gender and Class
- HIST 251 – Revolutionary America: Visionaries, Rebels, and Ruffians
- HIST 252 – Civil War America: Disruption and Destiny

II. AMERICAN ETHNIC GROUPS: IDENTITY AND SOCIAL REALITY (8 credits)

Students will gain an in-depth understanding of the reality of a particular ethnic group in the United States. Students must select one of the ethnic groups represented in A-D below on which they will focus their studies and must select two courses from within the ethnic category.

A. African American Studies

- ENGL 375 – Religion, Race and Gender in the Literature of Antebellum America
- ENGL 375 – African American Literature
- HIST 351 – Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

B. Asian American Studies

- ENGL 375 – Asian American Literature
- ENGL 371 – History and the Asian Pacific American Novel
- HIST 351 – Slavery & Race in America 1619-Present: The Struggle Within (see Note 1 below)

C. Latina/o American Studies

- ENGL 375 – U.S. Latino Literature
- HIST 351 – Slavery and Race in America (see Note 2 below)
- HIST 364 – Ethnic Diversity in Latin America and U.S. History
- PSY 305 – The Psychology of Latino Children
- SPAN 344 – Modern Hispanic American Literature and Culture
- SPAN 443 – Colonial Hispanic American Literature

D. Native American Studies

- EDUC 488 – Cross-cultural Education - Native American Studies
- REL 295 – Pine Ridge Oglala Lakota
- IDS 174 – Native American Literature and Culture
- HIST 160 – U.S. History to 1877

III. CAPSTONE REQUIREMENT (4 credits - 3 for internship or research, one as a capstone seminar)

This requirement can be met in either of two ways:

1. An internship, approved by the AES director, in which students are immersed in a U.S. ethnic minority culture (preferably one involving the minority group emphasis chosen by the student)
OR
2. An extensive research project focusing on one of the ethnic minority groups in the United States (preferably one involving the minority group emphasis chosen by the student). The project can take either an interdisciplinary or disciplinary approach. The project must be approved by the AES director prior to the student beginning any formal research and must adhere to all aspects of the institutions research protocol.

Note 1: Students who selected this course to meet the Humanities requirement in the Foundations section must take the two other courses in this category to fulfill this requirement.

Note 2: Students who selected this course to meet the Humanities requirement in the Foundations section must take two of the other courses in this category to fulfill this requirement.

COURSES

AES 210 - Introduction to American Ethnic Studies

This course will address the basic terminology of the field of American Ethnic Studies. Students will learn the meanings and various perceptions of culture, race, ethnicity, social class and gender. They will also develop an understanding of the relationships of all these concepts within both the individual and in society. These concepts will be analyzed through a multidisciplinary approach that examines both the social science and humanities contributions to these constructs. Various ways of thinking and approaches to research methodology will be explored.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Global Learning Domestic (GLD)

AES 490 - Independent Study

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. May be repeated for additional credit, with a different project.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of department chairperson

AES 494 - Capstone Seminar

This course consists of either an internship, approved by the AES director, in which; 1) students are immersed in a U.S. ethnic minority culture or, 2) an extensive research project focusing on one of the ethnic minority groups in the United States. The project can take either an interdisciplinary or disciplinary approach. It must be approved by the AES director prior to the student beginning any formal research and must adhere to all aspects of the institution's formal research protocol.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Permission of department chairperson

ART AND ART HISTORY

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

The Department of Art and Art History offers concentrations in studio (painting, drawing, sculpture, photography, ceramics), art history and art education and is one of the elite departments in the nation accredited in all three of these areas.

ABOUT THE PROGRAM

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 and art history at Hope College participate in a wide variety of activities:

- Apprenticeships in New York City, Chicago and through The Philadelphia Center
- Contact with visiting artists and lecturers of national importance
- Field trips to museums, such as those in Chicago and Detroit
- Exhibition experience in the De Pree Gallery
- Entrance in competitive shows
- Varied contact with other college art departments

Graduates of this department have gone into the following areas:

- Graduate work in studio and art history
- Practicing fine arts, sculpture, painting, printmaking and photography
- Teaching in the college, secondary and elementary levels
- Graphic design industry
- Furniture design industry
- Arts administration
- Art gallery management
- Museum work

- Publishing industry
- Auction houses

MAJORS

A major consists of at least 42 credits of art in studio art or 36 credits in art history.

Art Education

In partnership with the Hope College Department of Education, the Department of Art offers a major in visual arts education. This major qualifies students for K-12 certification, by the State of Michigan, to teach art in elementary and secondary schools.

The major consists of 50 credits as follows (no minor is required):

Courses in art history (12 credits):

- Art 111 is required
- Four credits in Art 231, 232 or 233
- Four credits in either Art 241 or Art 242 (242 strongly recommended)

Courses in studio art (26 credits):

- Required foundational studio courses (16 credits): Art 105, Art 113, Art 114, Art 115, Art 116, Art 117, Art 118, Art 119 or 120
- Required 200-level studio courses (8 credits): The student will choose from two of the following three blocks of courses totaling eight credits. Students must choose one course from Block A and one course from either Block B or Block C.
 - Block A: 3D courses: Sculpture 2 and Ceramics 2 (Ceramics 2 strongly recommended)
 - Block B: 2D courses: Painting 2 and Photography 2
 - Block C: 2D courses: Design 2, Drawing 2 and Figure Drawing
- During their senior year, the student is required to take Independent Project Seminar (Art 365) in the fall semester for two credits.

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.

Art History

Majors in Art History must fulfill coursework in the Department of Art and Art History as follows:

- ART 111
- 16 credits of ART 231, 232, 233, 241, 242 and 295
- At least eight credits of ART 360 or 361
- Four credits of studio art
- Senior majors are also required to take four credits of ART 494, the Capstone Seminar in Art History, in which a senior thesis will be written, submitted to the faculty and presented publicly.

ART 295, 360 and 361 may be repeated as topics change.

An Art History major must present a comprehensive portfolio for 12-credit, junior year and senior year reviews by the art history faculty. ART 242 may not count toward the Art History major or minor if the student is majoring/double-majoring in Studio Art

A major in Art or Art History is expected to take related course work in such areas as history, literature, music and theater. Students are required to visit museum collections and special exhibitions regularly. Art History majors should have reading knowledge of one foreign language. If graduate work is contemplated, a reading knowledge of French and German is recommended. For Art and Art History majors, foreign study and travel are strongly recommended during the student's time at Hope.

French/Art History

In addition to on-campus courses in French and Art History, students interested in a double major in French/Art History should plan for a semester in Paris, Nantes, Rennes or Dakar (Senegal). These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes, the Council for International Educational Exchange (CIEE) in Rennes and SIT in Dakar, will prepare a student for a variety of fields, including graduate work in art history, practicing fine artists, sculptors, painters, printmakers and photographers, graphic design, art gallery management and museum work, publishing and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES, CIEE, and SIT centers in Paris, Nantes, Rennes and Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES, CIEE, and SIT programs
- Internships

Students planning to fulfill their Cultural Heritage II requirement abroad must take both history and literature abroad. To fulfill Cultural Heritage I, they must take on-campus either IDS 171 or Phil 230 (Ancient Philosophy).

Students interested in this double major should contact a French and an Art History professor early to be advised on the proper sequencing of courses.

Studio Art

The studio major consists of a broad selection of studio courses. Required basic studio courses are ART 105, 113, 114, 115, 116 and 119 or 120.

For the 200-level required studio courses, the student will choose from the following blocks totaling 12 credits. 200-Level Course Block choices (student will choose 1 course from each block):

- Block A – 3D courses: Sculpture 2 and Ceramics 2
- Block B – 2D courses: Painting 2 and Photography 2
- Block C – 2D courses: Design 2, Drawing 2 and Figure Drawing

During the senior year, the student is required to take the following 300-level studio courses:

- ART 365 – Independent Project Seminar, in the fall semester
- ART 350 – Art Studio Seminar, during the spring semester
- In addition to the above studio courses, the student is required to take 12 credit hours in art history, including Art 111 and 242.

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. Participation in the Graduating Senior Art Exhibition is required in the Spring Semester 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 three clock hours of work per week to one credit.

MINORS

Art History

A minor with an art history concentration consists of 18 credits in art, including two credits in studio, ART 111, eight additional credits of art history at the 200 level and four credits of 300-level art history. Studio majors may not count ART 242 toward both a studio major and an art history minor.

Art Studio

A minor with a studio concentration consists of 22 credits in art, including four credits above the 100 studio level and 18 credits selected as follows: Art 111, and Art 105, 113, 114, 115, 116, 119 or 120, as well as an additional two-credit studio course.

COURSES

ART 195 - Special Topics in Art

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

ART 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.

Credits Awarded: 2
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

ART 112 - Color and Context

A studio-based, interdisciplinary course that examines the perception, theory and cultural context of color through the creation of 2D, 3D and digital projects. Studio projects are supplemented with readings, lectures and group critiques. Collage, the use of found objects, the monochrome and appropriation strategies are explored. The methods of Albers, Itten, Klein and Batchelor, among others, are studied. Emphasis is placed on connecting color, materials and meaning.

Credits Awarded: 2
Terms Offered: Fall
Attribute: The Arts II (FA2)

ART 113 - Basic Painting

In-depth exploration of the formal principles of direct painting. Working from observation, a variety of painting approaches will be examined through practice, weekly critiques, and the study of historical and contemporary paintings. The creation of meaning (formal as well as narrative) through the manipulation of value, color, surface and space is emphasized. Required for studio majors.

Credits Awarded: 2
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

ART 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.

Credits Awarded: 2
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

ART 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.

Credits Awarded: 2
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

ART 116 - Basic Printmaking

An introduction to basic intaglio techniques, including etching, drypoint, aquatint and soft ground. Required for studio majors.

Credits Awarded: 2
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

ART 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.

Credits Awarded: 2
 Terms Offered: Fall Spring
 Attribute: The Arts II (FA2)

ART 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.

Credits Awarded: 3
 Terms Offered: Summer
 Attribute: The Arts II (FA2)

ART 119 - Basic Photography/Film

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.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

ART 120 - Basic Photography/Digital

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.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

ART 205 - Design II

This course is an extension and application of the basic design concepts introduced in the course Basic Design. Emphasis is placed on problem solving through the union of text and image. Layout, photographic, and illustrative computer applications are introduced as tools for solving design problems. Students learn to create visual messages that are aesthetically appealing as well as clearly informative through the manipulation of typography, symbolism, illustration, and photography within an environment. The projects may be 2-dimensional in nature, as in the design of posters, advertisements, brochures, or websites, or may be 3-dimensional in nature, as in signage systems, exhibit planning, or installations. May be repeated for credit.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Art 105

ART 213 - Painting II

Experimentation with direct and indirect oil painting techniques leading to further skill development and progression of each student's personal artistic voice. Readings, group critiques and the study of historical and contemporary paintings supplement intensive painting projects. Subject matter will range from the human figure to abstraction and a variety of late twentieth century painting movements. Engagement with contemporary issues in painting is emphasized throughout the course.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Art 113

ART 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.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Art 114

ART 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.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Art 115

ART 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.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Art 117

ART 219 - Photography II

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.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Art 119 or Art 120

ART 224 - Figure Drawing

A concentrated investigation of the human form. Working from direct observation, students experiment with a variety of drawing materials and techniques while considering the role of the figure in historical and contemporary art. Weekly critiques and discussions focus on developing each student's individual artistic voice.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Art 114

ART 305 - Elementary Art Education Methods

This course investigates the many facets of creative development from early childhood to upper elementary. Materials and techniques suitable for teaching and supervising elementary art as a major subject are emphasized. Methods of guiding and motivating creative expression K-5 are observed, discussed and practiced. There is a twenty-four hour field experience in area elementary art classrooms. Educ 285, Educ 286, Educ 287 or Educ 360, and Educ 361 are highly recommended to be taken concurrently with this course.

Credits Awarded: 4
 Terms Offered: Fall

ART 306 - Secondary Art Education Methods

This course develops a foundational understanding of the nature and characteristics 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 differing pedagogical strategies and current best practices in art education aimed at developing both an informed personal philosophy of art education and an intelligent secondary art curriculum framework. There is a twenty-four hour field experience in local secondary art classrooms. Educ 285, Educ 286, Educ 287 or Educ 360, and Educ 361 are recommended to be taken concurrently with this course.

Credits Awarded: 4
Terms Offered: Spring

ART 307 - Field Experience in Art Education

This is a two-week stand alone field experience intended for the Art Education Major. In this course, students develop and implement visual art curriculum that emphasizes interdisciplinary integration for school-aged youth in non-traditional or community-based educational settings, such as after-school programs or summer camps. Organizational meeting will be held prior to the field placement.

Credits Awarded: 4
Terms Offered: Summer, As Needed
Attribute: The Arts I (FA1)

ART 350 - Art Studio Seminar

Synthesis of personal artistic voice through the creation of a series of artworks, aided by individual, group, and visiting artist critiques. Occasional assignments encouraging interdisciplinary experimentation will complement each student's self-directed path. Issues in the contemporary art world are engaged through weekly discussions, readings, and writing exercises. In conjunction with their studio practice, students develop a professional portfolio including an art résumé, artist statement, and digital inventory of their studio work. Required for all senior studio majors in spring semester of senior year. Outstanding junior studio majors may be invited to enroll in the class based on a portfolio review, proposal, and permission of the instructor. Prior to participation in the course, seniors must have completed all studio and art history classes required for the studio major.

Credits Awarded: 2 or 4
Terms Offered: Spring

ART 365 - Independent Studio Projects

A student-driven seminar focused on the continued development of the artist's independent creative vision. The student will, over the course of the semester, create a body of work that demonstrates a proficiency at both a technical and conceptual level. Class time is devoted to frequent group critiques, discussions of assigned reading, and local field trips. Outstanding junior studio or art education majors may be invited to enroll in the class based on a portfolio review, written proposal, and permission of the instructor. Required for all senior studio art and art education majors. The completion of all 200-level studio courses and Art 242 is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Fall

ART 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. Advanced standing highly recommended prior to this course.

Terms Offered: Fall, Spring, Summer
Prerequisites: Permission of instructor

ART 111 - Introduction to Art History

This course introduces students to the discipline of art history by focusing on several case studies, chronologically arranged, to be explored in depth using objects of study as well as primary and secondary sources in a lecture and discussion format. Students will gain experience in critically viewing and writing about art objects and architecture, as well as an understanding of the function of these monuments in a historical and cultural context. Field trips are a required part of this class.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attributes: The Arts I (FA1), Global Learning International (GLI)

ART 231 - Medieval Art and Architecture

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture of the European and Mediterranean cultures from the 3rd to the 14th centuries. Cultural issues that are relevant today such as faith, race, disability, class, gender, immigration, and sexuality, will be discussed in their medieval contexts and how they bear on artistic production. Art 111 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, every other year
Attribute: The Arts I (FA1)

ART 232 - Renaissance Art and Architecture

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture in European, Islamic, and Asian cultures from the 14th through 16th centuries. Cultural issues such as artistic theory and creativity, politics, gender, religion, love, and depictions of the body will be explored. Art 111 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, every other year

ART 233 - Baroque Art and Architecture

A period survey (lecture, discussion, readings, hands-on projects, fieldtrips, and research) of visual culture of the 16th through 18th centuries in Europe, the Americas, and Asia. Cultural issues will be explored such as the role of art in the Reformation and period of Catholic Renewal, and the expression of cultural identity, especially as it relates to the missions of the Jesuits and Franciscans, the body, and the subversion of power. Art 111 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, every other year

ART 241 - Modern Art and Architecture

A chronological survey of Modern art, architecture, and urban design in Europe and America from approximately 1750 to 1900. This course begins its critical discussion of modernity in Enlightenment France and continues to address alternate theories of representation up to the postwar period, including the work of Jacques-Louis David, Edouard Manet, and Henri Matisse. Artistic theories, aesthetic debates, and primary sources from the period will be critically examined. Art 111 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: The Arts I (FA1)

ART 242 - Contemporary Art and Architecture

A chronological survey of Postmodern art, architecture, and urban design from approximately 1915 to the present day, including the work of Jackson Pollock, Frank Gehry, and Jenny Holzer. Emphasis is placed on the theoretical underpinnings of Contemporary art and architecture, the diversity of artistic and architectural production and investigation into primary sources, and exploring new media of the post-digital age. Art 111 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Attribute: The Arts I (FA1)

ART 295 - Special Studies

A thematic period survey course in art history not covered in the regular course listings but offered in light of student interest, faculty expertise or relevance to cultural exhibitions and issues.

Credits Awarded: 2-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

Attribute: The Arts I (FA1)

ART 360 - Special Problems in Art History

A student-driven seminar focused on the continued development of the artist's independent creative vision. The student will, over the course of the semester, create a body of work that demonstrates a proficiency at both a technical and conceptual level. Class time is devoted to frequent group critiques, discussions of assigned reading, and local field trips. Outstanding junior studio or art education majors may be invited to enroll in the class based on a portfolio review, written proposal, and permission of the instructor.

Credits Awarded: 2

Terms Offered: Fall, Spring

ART 361 - Special Projects in Art History

A seminar focused on a specific project related to the preservation, maintenance, and display of historical artifacts. Such projects may include but are not limited to student-curated gallery exhibitions, published catalogs, and data and archival work on the permanent collection. May be repeated as topics change. One 300-level art history course is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring

ART 399 - Art History Internship

Supervised practical experience in the preservation, maintenance and display of historical artifacts carried out at a museum, gallery, or print room in a program approved by the art history faculty.

Credits Awarded: 2-4
Terms Offered: Spring, Summer

ART 491 - Independent Study in Art History

Independent study for advanced students with considerable background in art history who wish to study a particular problem, class of object or method. Independent research is emphasized.

Credits Awarded: 2-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

ART 494 - Introduction to Theory and Methods

This course will explore the development of traditional art methodologies, such as formalism, connoisseurship, style, and iconography, as well as innovative approaches derived from literary theory, political discourse, and the digital age, such as semiotics, post-colonialism, and thing-theory. Students will develop a portfolio of writing, applying these methods to works of art. Students will also lead discussions and give informal and formal presentations. Open to all students, art history majors must take the course as a capstone and will produce a research-based project of substantial breadth and quality, e.g. a 20-25 page research paper. Non-art history majors will produce a research-based project of their design in consultation with the instructor. Double-majors in art history and studio art are required to follow the art history capstone requirements.

Credits Awarded: 4
Terms Offered: Fall

ART 495 - Topics in Art History

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

ASIAN STUDIES

The Asian studies minor is designed for students wishing to develop their knowledge of Asian culture, history and thought in order to become more aware and responsive citizens of a globally integrated world.

MINORS

Asian Studies

The Asian studies minor aims to broaden a student's major program of study by adding a global, comparative perspective to any area of inquiry in the arts, humanities and social sciences. The minor also helps to prepare students who desire careers in international affairs, international business and international law. Study abroad is strongly recommended, but not required.

A minor in Asian studies consists of a minimum of 20 credits:

It is recommended that students choose courses in such a way that they are exposed to more than one Asian country.

- eight credits must be from courses in the area of culture and thought
- four credits must be from courses in the area of history
- four credits must be from courses in the area of contemporary politics and society
- the remaining four credits may be chosen from any approved Asian studies course or a course in Arabic, Chinese, Japanese or other Asian language

The courses below are described in the catalog under the discipline to which they refer. Other courses may be offered that fulfill the Asian studies minor. For further information, contact the director of the program.

Culture and Thought

Two courses (8 credits) from the following:

- ART 360 – Asian Art and Culture
- CHIN 295 – Intro to China: Film and Literature
- ENGL 233 – Ancient Global Literature
- MUS 104 – World Music
- PHIL 237 – World Philosophies I
- PHIL 241 – Philosophies of China and Japan
- PHIL 242 – Philosophies of India and Tibet

- REL 281 – Introduction to World Religions
- REL 381 – Religions of India
- REL 383 – Studies in Islam
- REL 389 – Studies in World Religions

History

One course (4 credits) from the following:

- HIST 207 – Intro to World History to 1500
- HIST 270 – Modern China
- HIST 280 – Modern Imperialism
- HIST 295 – Studies in Non-Western History
- HIST 370 – Modern Middle East
- HIST 371 – Paris and Shanghai
- JAPN 280/295 – Intro to Japan Culture and History

Contemporary Politics and Society

One course (4 credits) from the following:

- IDS 200 – Encounter with Cultures
- IDS 210 – Introduction to Ethnic Studies
- POL 151 – Introduction to Global Politics
- POL 160 – Women in a Global Society
- POL 303 – Asian Politics
- SOC 151 – Cultural Anthropology

Proficiency in Asian Language

Students must demonstrate at least one year of language proficiency in an Asian language. This requirement may be satisfied by the following courses: Arabic 102, Chinese 102, Japanese 102, or a satisfactory score on a placement exam.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

A common interest in the workings of the cell links biochemists and molecular biologists together.

ABOUT THE PROGRAM

The wide variety of chemical reactions that occur in the cell are the interest of the biochemist, while the genetic storage, transfer and use of information is the domain of the molecular biologist and structure-function relationships interest both.

Biochemistry and molecular biology meld together into a rich understanding of the action and regulation of processes that sustain life.

MAJORS

The Biochemistry and Molecular Biology Major is a Bachelor of Science degree offered jointly by the departments of Biology and Chemistry to train students in this exciting field. It is accredited by The American Society of Biochemistry and Molecular Biology (ASBMB), ensuring a thorough grounding in the discipline. Students will learn the concepts and skills required to be successful scientists in the field. Students will be prepared for graduate study in biochemistry and molecular biology and related fields or for entry into technical careers.

Biochemistry And Molecular Biology

The major also provides excellent preparation for professional degrees such as medicine, dentistry or veterinary science. Students take a rich, interdisciplinary core of biology, chemistry, mathematics and physics courses that include the following:

Required Chemistry Courses:

- CHEM 125/127 and 126/128 – General Chemistry I and II with Labs **or** CHEM 131 and 132 – Accelerated General Chemistry and Accelerated General Chemistry Laboratory
- CHEM 221/255 and 231/256A – Organic Chemistry I and II with labs
- CHEM 311, 314, 315 – Biochemistry I and II and lab
- CHEM 343, 345 – Physical Chemistry I and lab

Required Biology Courses:

- BIOL 105/107 – General Biology I and Lab
- BIOL 106/108 – General Biology II and Lab
- BIOL 366 – Molecular Biology

Required Cognate Courses:

- MATH 131 and 132 – Calculus I and II
- PHYS 121/141 and 122/142 – General Physics I and II with labs

Advanced Courses:

Students are required to take an additional eight credit hours from the biology and chemistry offerings listed below. Students should take at least four credits from each department.

- BIOL 356/357 – Genetics/Genetics Lab
- BIOL 348/349 – Cell Biology/Cell Biology Lab
- BIOL 301 – General Microbiology
- CHEM322/324 - Inorganic Chemistry/Inorganic Chemistry Lab
- CHEM 331/332 – Analytical Chemistry/Analytical Chemistry Lab
- BIOL/CHEM 335 – Neurochemistry and Disease
- BIOL 355 – Developmental Biology
- BIOL 340 – Advanced Topics in Plant Biology (depending on topic)
- BIOL 341 – Virology
- CHEM 344/346 – Physical Chemistry II/Physical Chemistry II Lab

BIOLOGY

The field of Biology represents a number of different approaches to the study of life, from the molecular to organismal to ecological levels.

ABOUT THE PROGRAM

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 graduate and professional 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 birds and the ecology of invasive plants
- Botanists are investigating molecular plant systematics
- Physiologists are studying the role of vasopressin receptors, the regulation of body mass and reproduction in vertebrates and the electrophysiology of the hippocampus
- Geneticists, cell biologists and molecular biologists are studying receptor function and molecular biology of lipid metabolism
- Zoologists are investigating 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 bioinformatics studies, statistical analyses and simulation studies, an apotome/fluorescence microscope, diode array

spectrophotometers, an automated next generation DNA sequencer, a real-time PCR thermal cycler, scintillation counters, a video image analysis system, a confocal microscope, a portable photosynthesis system, equipment for electrophysiological studies, seven computerized polygraphs for physiological measurements, five walk-in and numerous reach-in environmental chambers, new field equipment, two molecular biology laboratories and facilities for plant and animal tissue culture and gene cloning and amplification.

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.

A Bachelor of Science degree in Biochemistry and Molecular Biology is offered jointly by the departments of Biology and Chemistry and is available for those students who seek a degree at the interface of these two disciplines. You may find complete description of the requirements for this degree [here](#).

MAJORS

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.

Biology

The General Biology classes (BIO 105 and 106) and laboratory (BIO 107 and 108 or 207 and 208) are referred to as the "core courses in biology" throughout the catalog.

Basic major requirements:

The B.A. in biology requires completion of at least 28 credits of biology, including the required core biology courses. In addition, students will take

- 1 semester of a 4-credit mathematics course
- 1 year of chemistry (major level courses are strongly recommended).

The B.S. in biology requires 36 credits in biology, including the required biology core courses. Note that CHEM 314 and 315 may be counted as biology credits for the B.S. degree. In addition, students will take:

- CHEM 125, 127, 128, 126 (or 131, 132), 221, 231 and 255
- 2 semesters of 4-credit courses in mathematics, or one semester of a 4- credit mathematics course and CSCI 160 - Scientific Computer Programming
- 8 additional credits from courses in the natural science departments other than biology and chemistry

Students must have a minimum GPA of 2.0 in biology to graduate with a major.

Required courses:

Biology majors desiring either a B.A. or B.S. must take the entry-level core courses in biology. The four General Biology courses provide a comprehensive overview of the basic principles of biology. They stress the central ideas in the biological sciences, such as ecology and evolution, adaptation, structure-function relationships and the global diversity and unity of life with an emphasis on the process of scientific discovery and investigation.

To ensure students are exposed to advanced study in the major areas of biology, at least one course in each of the following areas must be taken:

- BIOL 301*, 332*, 340, 370, 374*, 422*, 432*, 442 – Organismal Biology
- BIOL 295, 335, 341, 356/357, 348/349, 355, 366, 395 (Bioinformatics) – Cell/Molecular Biology
- BIOL 315, 343*, 380*, 421, 330* – Ecology & Evolutionary Biology
- BIOL 318, 490, 490R, 495 – Professional Development (Mathematical Biology, Research in Biology, Capstone, Journal Club)

*To ensure students are informed about the important topic of biological diversity, at least one of the courses above with an asterisk is required.

Important Considerations:

1. Core courses in biology (105, 106 and either 107 and 108 or 207 and 208) and CHEM 125, 127, 128 and 126 (or 131 and 132) should be taken in the first year of college, if possible.
2. Students planning to attend graduate, medical or dental schools or pursue other biology careers that require rigorous training, should take mathematics; one year of physics; and CHEM 125, 127, 128 and 126 (or 131 and 132), 221, 231, 255 and biochemistry, statistics and computer programming are desirable for many biological careers.
3. Research in Biology (490R) can count for up to 4 credits towards the Biology major.

Biology Education

In partnership with the Hope College Department of Education, the Department of Biology offers a teaching major and minor for certification through the State of Michigan (see the [Department of Education](#) website.)

Majors desiring a B.A. must take a minimum of 30 credits in biology, beginning with the four-course core.

Biology secondary teacher candidates must choose an additional 22 credits.

In addition to biology course work, teacher candidates must take one semester of a 4-credit mathematics course and a year of chemistry.

MINORS

Biology

The minimum requirement for a biology minor is 20 credits of biology, including core courses in biology, plus 12 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, students must have at least a 2.5 GPA.

Biology Education

In partnership with the Hope College Department of Education, the Department of Biology offers a teaching major and minor for certification through the State of Michigan (see the [Department of Education](#) website.)

Minors for secondary teacher certification must take a minimum of 20 credits in biology, beginning with BIOL 105, 106, 107 and 108. An additional 12 credits may be chosen from the same biology department electives as the secondary teacher certification major.

Because of the expectations for high school teaching, BIOL 221, Human Physiology, is strongly recommended for teacher education candidates.

Courses designed for students preparing for careers in the allied health fields. These courses do not count toward a biology major or minor.

COURSES

BIOL 103 - 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 Biol 240 or Biol 105 and 106.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Natural Science I with lab (NSL)

BIOL 104 - Organisms and Environments

This is the second of a two-semester sequence of courses. The combined courses ("Matter and Energy" and "Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from the physical science to earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from the life and earth/space science, though due to the interdisciplinary nature of many of the topics, physical science topics will also be addressed where appropriate.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

BIOL 105 - General Biology I

This course includes an overview of ecology emphasizing the ways organisms interact with their physical and biological environment, and the study of animal and plant diversity, anatomy and physiology with an emphasis on structure-function relationships and homeostasis. Three lectures per week.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Biol 107

Attribute: Natural Science I with lab (NSL)

BIOL 106 - General Biology II

This course includes the study of cell biology, including cellular structure and function, metabolism, enzyme activity, and energetics, Mendelian and molecular genetics, including discussion and use of modern techniques as a means to answer biological questions, and evolutionary biology, including the relationships between the major taxa, and how the interaction of organisms with their environment drives the evolutionary process. Three lectures per week.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Biol 105

Corequisites: Biol 108

Attribute: Natural Science I with lab (NSL)

BIOL 107 - General Biology Laboratory I

Laboratory experiences designed to complement lecture material in Biol 105. The labs are organized into research experience modules. In this semester, students investigate questions in ecology, animal and plant biology.

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Biol 105

Attribute: Natural Science I with lab (NSL)

BIOL 108 - General Biology Laboratory II

Laboratory experiences designed to complement lecture material in Biol 106. The labs are organized into research experience modules. In this semester, students investigate questions in cell biology, molecular genetics and evolution.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Biol 105

Corequisites: Biol 106

Attribute: Natural Science I with lab (NSL)

BIOL 195 - Studies in Biology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

BIOL 207 - Honors Laboratory in Cells and Genetics

This research based laboratory course is the first part of a two-semester introductory biology laboratory sequence. The full-year course covers basic techniques in microbiology, molecular biology, genetics, evolutionary biology and computer based bioinformatics analysis of viral genomes through the exploration of Mycobacteriophage diversity. In this first semester, students will focus on various wet laboratory skills in microbiology, molecular biology and genetics. Enrollment is by invited application only. One 3-hour laboratory session and one 2-hour laboratory session per week.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Permission of instructor

Corequisites: Biol 105

Attribute: Natural Science I with lab (NSL)

BIOL 208 - Honors Laboratory in Cells and Genetics

This research based laboratory course is the second part of a two-semester introductory biology laboratory sequence. The full-year course covers basic techniques in microbiology, molecular biology, genetics, evolutionary biology and computer based bioinformatics analysis of viral genomes through the exploration of Mycobacteriophage diversity. In this second semester, students will focus on various topics in bioinformatics, comparative genomics, and evolutionary biology. Two 2-hour computer laboratory session per week.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Biol 207, Permission of instructor

Corequisites: Biol 106

Attribute: Natural Science I with lab (NSL)

BIOL 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. Prior completion of Biol 103 or Biol 106 and 108 or the equivalent is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Natural Science I with lab (NSL)

BIOL 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 Kin 200.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

BIOL 231 - Microbiology for the Allied Health Professions

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 2-hour laboratories per week. Not open to students who have had an advanced microbiology course. Students may take Chem 103 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Biol 103, Chem 103
 Corequisites: Chem 103

BIOL 295 - Studies in Biology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4
 Terms Offered: As Needed

BIOL 301 - General Microbiology

An introduction to the field of microbiology covering physiological and molecular characteristics of microorganisms (bacteria, archaea, viruses and microbial eukaryotes) in the context of evolution and diversity. Special emphasis will be given to pathogenicity and interactions of microbes with the human immune system. Three lectures and two 2-hour laboratories per week. Additional out-of-class hours are required.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent
 Attribute: Natural Science I with lab (NSL)

BIOL 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., principles of ecology, 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.

Credits Awarded: 1-4
 Terms Offered: Fall, Spring
 Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 318 - Mathematical Biology

An exploration of the ways in which mathematics is used to understand and model biological systems. Using examples from ecology, neuroscience, epidemiology, and molecular evolution, we will focus on continuous and discrete models and their analytical and computational solutions. Systems of differential equations, linear algebra, and statistical methods will figure prominently among the mathematical topics. Students will become familiar with the statistical, graphical & modeling capabilities of the R computer language. Cross-listed with Math 318.

Credits Awarded: 4
 Terms Offered: Spring, Odd Years
 Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 208 or equivalent, Or, Math 231

BIOL 330 - Marine Biology and Biophysics

An interdisciplinary course focusing on the biology of marine organisms and the physicochemical and geological factors that govern their distribution, abundance, and characteristics. The course covers much of the subject matter of a traditional marine biology course, including a survey of important groups of marine organisms and ecosystems, but it also delves frequently into the ways in which physics informs a deeper understanding of the special challenges of life in the sea and adaptations of organisms to deal with those challenges. Three lectures and one 3-hour laboratory per week. Instruction in SCUBA and a field trip to Caribbean coral reef habitats during spring break will be available to students as an option, at extra cost. Cross-listed with Phys 330.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 332 - Comparative Anatomy of Vertebrates

A course that extensively studies the evolutionary adaptations of anatomy across several taxa of animals. The course is solely laboratory dissections of many aquatic and terrestrial vertebrates. An excellent preparatory for students interested in any career within the Health Professions or Life Sciences.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

Attribute: Natural Science I with lab (NSL)

BIOL 335 - Neurochemistry and Disease

In this course, students will explore how the biochemistry of the brain influences nervous system function, specifically in relationship to motor and cognitive processes. Students will initially be introduced to fundamental aspects of neuroscience and biochemistry in a traditional lecture format. After this introduction, students will explore the relationship between altered neurochemical activity and disease states using a case study approach. In the lab, students will be introduced to several neurochemistry techniques and will then be asked to use these tools to complete a novel neurochemistry research project. Neurochemistry and Disease meets three times a week for one hour. In addition, students are required to complete one, 3-hour laboratory each week. Cross-listed with Chem 335 and Nsci 335.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Or, Chem 311 or NSCI 211

Attribute: Natural Science I with lab (NSL)

BIOL 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. Three ethnobiology lectures and one 3-hour laboratory per week.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 341 - Virology

This course introduces the principles of virology including the molecular biology of viral replication, virus-host cell interactions, immune response to infection, pathogenesis, control strategies (i.e., vaccines), virus-based medical therapies, epidemiology of emerging viruses, and the history of pandemics. The laboratory uses a model virus system and course-based research to explore virus-host interactions, and in the process, teach modern molecular virology laboratory techniques.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

Attribute: Natural Science I with lab (NSL)

BIOL 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 3-hour lecture and laboratory session per week. Additional out-of-class hours are required.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 348 - Advanced Cell Biology

An advanced study of cell structure, function and regulation of eukaryotic cells. The goal of this course is for students to learn and understand cellular/molecular mechanisms that are essential in the maintenance of cellular homeostasis. The specific topics include cell membrane, cell organelles, cytoskeleton, extracellular matrix and cell cycle. The gene structure and function is also explored. Three lectures per week.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 349 - Advanced Cell Biology Laboratory

The laboratory course employs an investigative project approach and introduces students to the scientific literature, “research proposal” writing, and latest technologies used to investigate cellular function. The experiments focus on the cancer cell as a model and employ such techniques as cell culture, assays measuring cell proliferation and apoptosis, RNA isolation and microarray analysis, immunocytochemistry, and finally, protein analysis through gel electrophoresis and Western blotting. One 3-hour laboratory per week. Students may take Biol 348 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Biol 348

Corequisites: Biol 348

BIOL 355 - Developmental Biology

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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 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 laboratory (1 credit) is optional, and may be taken concurrently with the course.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 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. Students may take Biol 356 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Biol 356

Corequisites: Biol 356

BIOL 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 and one 3-hour laboratory per week. Biol 356 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Chem 231

BIOL 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. Statistics is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 374 - Biology of Insects

The course is an introduction to the identification, structure, life cycle, ecology and behavior of insects. Field aspects will be stressed. Two 3-hour lecture/laboratory periods per week, plus additional required out-of-class hours.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 380 - Field Studies in Biology

A concentrated study of a variety of organisms in their natural habitats. Normally requires field studies or camping trips as long as two to three weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 8 credits.

Credits Awarded: 1-4

Terms Offered: Summer

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Permission of instructor

BIOL 395 - Studies in Biology

This course may be a lecture or laboratory on a topic in biology related to special interests of the faculty or to significant current developments in the field.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 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 laboratory/discussion per week.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Biol 105 and 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 422 - Invertebrate Zoology

The biology of selected invertebrate animals will be studied with emphasis on their functional morphology, ecology and behavior. Laboratory includes field studies with a weekend trip. Two 3-hour laboratory/lecture sessions per week, plus additional out-of-class hours.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Biol 105 and 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Biol 105 and 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 442 - Advanced Topics in Animal Physiology

An in-depth examination of comparative 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. Additional out-of-class hours are required. Biol 221 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Biol 105 and 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 490 - 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.

Credits Awarded: 0-2

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Permission of instructor

BIOL 493 - Independent Study in Biology

Course provides opportunity for a junior or senior biology major to engage in an independent study project in an area in which the student has special interest.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of Instructor

BIOL 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

BIOL 499 - Internship

An opportunity to gain practical experience in the work place. Requires formal application and permission of the department chairperson.

Credits Awarded: 1-6

Terms Offered: Fall, Spring, Summer

Prerequisites: Biol 105 and 106, Biol 107 or equivalent, Biol 108 or equivalent

CHEMISTRY / BIOCHEMISTRY

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 approved by the American Chemical Society's Committee on Professional Training.

ABOUT THE PROGRAM

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.

MAJORS

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 (ACS) Certified Major Program. An ACS-certified B.S. Degree Program in Chemistry with Biochemistry Emphasis is available for students who have interests in chemistry and biology. A B.S. degree in Biochemistry and Molecular Biology is offered jointly by the departments of Chemistry and Biology, and is available for those students who seek a degree at the interface of these two disciplines. A complete description of the Biochemistry and Molecular Biology B.S. degree requirements can be seen [here](#). 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.

ACS Certified Bachelor of Science Degree in Chemistry

Hope College is approved by the American Chemical Society to offer an ACS-Certified B.S. degree in chemistry if the following requirements are met in addition to the 32 credits of chemistry listed in the B.S. degree requirements:

- CHEM 311 – Biochemistry I
- CHEM 324 – Inorganic Lab

A student must also take at least two other advanced lecture courses. At least one must be from:

- CHEM 314 – Biochemistry II
- CHEM 421 – Structure, Dynamics, Synth I
- CHEM 422 – Structure, Dynamics, Synth II

The second can be from the previous courses or from:

- CHEM 335 – Neurochemistry
- GES 430 – Adv. Environmental Geochemistry

In addition to the lecture courses, an ACS-certified major requires that a student have 400 contact hours of laboratory experience beyond General Chemistry. Laboratory coursework must include analytical, inorganic, organic and physical chemistry lab. Research experience may count for up to 84 hours if a student prepares a well-written, comprehensive and well-documented research report.

ACS Certified Bachelor of Science Degree in Chemistry with Biochemistry Emphasis

Hope College also offers an ACS-certified B.S. degree with biochemistry option if the following requirements are met in addition to the regular BS degree requirements listed above (with the exception that Physical Chemistry II lecture and lab are not required):

- CHEM 311 – Biochemistry I
- CHEM 314 – Biochemistry II
- CHEM 315 – Biochemistry Lab

Three credits of advanced biology, from among BIOL 335 (Neurochem), BIOL 348 (Cell Biology), BIOL 356 (Genetics) or BIOL 366 (Molecular Biology); these advanced biology courses have a prerequisite of the core courses in biology.

A student must also take at least one additional advanced lecture courses from the list below (CHEM 335 can only be counted once, either for advanced biology or for advanced chemistry).

- CHEM 335 – Neurochemistry
- CHEM 344 – Physical Chemistry II
- CHEM 421 – Structure, Dynamics, Synth I
- CHEM 422 – Structure, Dynamics, Synth II

In addition to the lecture courses, an ACS-certified major requires that a student have 400 contact hours of laboratory experience beyond General Chemistry. Laboratory coursework must include analytical, biochemistry, organic and physical chemistry lab. Research experience may count for up to 84 hours if a student prepares a well-written, comprehensive and well-documented research report.

BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

The B.S. degree in biochemistry and molecular biology requires completion of selected chemistry and biology courses. The details of this degree can be found [here](#).

Courses 101, 103 and 104 are designed primarily for students not majoring in one of the sciences.

Chemistry

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 are 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, 106, 107 and 108 are appropriate for their program of study.

The chemistry courses must include: CHEM 125, 126 (or 131), 221, 231; six credits of laboratory courses (e.g., CHEM 127, 128 (or 132), 255 and 256A and 256B; CHEM 315, 324, 332, 335, 345 or other laboratory courses may be included in these 6 credits; and two courses selected from CHEM 311, 322, 331 and 332 or 343. (CHEM 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

The B.S. degree in chemistry requires 36 credits of science major chemistry courses and a total of 60 credits in the natural sciences. A minimum GPA of 2.0 is required for all science-major chemistry courses in the degree. The B.S. degree must include the 32 credits of chemistry, 8 credits of physics and 8 credits of mathematics that are listed below.

- CHEM 125 – General Chem I, 3 credits
- CHEM 127 – Gen Chem Lab I, 1 credit
- CHEM 126 – General Chem II, 3 credits
- CHEM 128 – Gen Chem Lab II , 1 credit
- CHEM 221 – Organic Chem I , 3 credits
- CHEM 255 – Org Chem Lab I, 2 credits
- CHEM 231 – Organic Chem II, 3 credits
- CHEM 256A – Org Chem Lab II, 1 credit
- CHEM 322 – Inorganic Chem, 3 credits
- CHEM 331 – Analytical Chem, 3 credits
- CHEM 332 – Analytical Chem Lab, 1 credit
- CHEM 343 – Physical Chem I, 3 credits
- CHEM 345 – Phys Chem Lab I, 1 credit
- CHEM 344 – Physical Chem II, 3 credits
- CHEM 346 – Phys Chem Lab II, 1 credit
- PHYS 121 – Gen Phys I
- PHYS 141 – Phys Lab I
- PHYS 122 – Gen Phys II
- PHYS 142 – Phys Lab II
- MATH 131 – Calc I (or Math 125 and Math 126)
- MATH 132 – Calc II

Strongly Recommended Courses:

MATH 231 – Multivariable Math I

MATH 232 – Multivariable Math II

Alternatively, CHEM 131 and 132, Accelerated General Chemistry and Accelerated General Chemistry Laboratory, may be substituted for the two-semester general chemistry sequence of CHEM 125 and 127, plus CHEM 126 and 128. Since the material covered in this accelerated one-semester general chemistry course is the same as the material covered in the two-semester sequence, credit for CHEM125 and 127 will be awarded upon successful completion of CHEM 131 and 132.

In addition to the courses listed above, a student must complete four other credits of 200-, 300- or 400- level lecture or laboratory courses for a total of 36 credits. Suggested courses are listed below:

- CHEM 256B – Organic Chemistry Lab II, 1 credit

- CHEM 347 – Chemical Modeling Lab, 1 credit
- CHEM 311 – Biochemistry I, 3 credits
- CHEM 348 – Advanced Spectroscopy Lab, 1 credit
- CHEM 314 – Biochemistry II, 3 credits
- CHEM 421 – Struct. Dynam. & Syn. I, 3 credits
- CHEM 315 – Biochem Lab, 1 credits
- CHEM 422 – Struct. Dynam. & Syn. II, 3 credits
- CHEM 324 – Inorganic Lab, 1 credit
- CHEM 490 – Research, 1-2 credits
- CHEM 335 – Neurochemistry, 4 credits

For students planning to go to graduate school in chemistry, it is essential to take MATH 231 and 232. Depending on the student's background in mathematics, General Physics 121 may be taken 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.

Pre-medical, pre-dental and pre-veterinary students are advised to take the following courses in chemistry: 125, 127, 126, 128 (or 131, 132), 221, 231, 255, 256A, 311, 314 and 315. These students should consult with the Health Professions Advisor as early as possible to insure that their chemistry major meets the specific requirement of their intended profession. Suggested courses to prepare for medical school are in the [Pre-Professional Programs](#) section.

Students interested in chemical engineering should consult with the chairperson of the Chemistry Department and an 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.

Chemistry Education

In partnership with the [Hope College Department of Education](#), the Department of Chemistry offers a teaching major for certification through the State of Michigan. This includes a 30-credit major.

The chemistry major must consist of all the courses required for the B.A. degree (including the mathematics and physics courses) and additional upper-level courses to meet the 30-credit requirement.

All education students must take a methods course in their major and minor areas of study.

MINORS

Biochemistry

The requirement for a biochemistry minor is 22 credits of chemistry courses including: CHEM 125, 127, 126, 128 (or 131, 132), 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. In addition, a biochemistry minor is not awarded with a chemistry minor.

Chemistry

The requirement for a chemistry minor is 21 credits of chemistry courses including: CHEM 125, 127, 126, 128 (or 131, 132), 221, 255 and eight additional credits of science major chemistry courses.

Chemistry Education

In partnership with the [Hope College Department of Education](#), the Department of Chemistry offers a teaching minor for certification through the State of Michigan. This includes a 21-credit minor in chemistry.

All education students must take a methods course in their major and minor areas of study.

COURSES

CHEM 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. Gems 100, Math 205, or any calculus or statistics course is highly recommended prior to enrollment in or concurrently with this course. Cross-listed as Gems 160.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Natural Science I with lab (NSL)

CHEM 103 - Introduction to Biological Chemistry

This course will equip students with analytic and conceptual skills in general, organic, and biological chemistry as they relate to human health and health care. It is particularly focused on the basic chemistry needed by students seeking to enter professional programs in nursing and in a few allied health fields. This course is also suitable for the non-science major student as partial fulfillment of the mathematics and natural science general education requirement. This course does not count toward a major in biochemistry/molecular biology, biology, or chemistry. Lecture, 3 hours per week; laboratory, one 3-hour session per week. CHEM 101 or GEMS 160 or one year of high school chemistry, with lab, is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Natural Science I with lab (NSL)

CHEM 104 - Matter and Energy

Matter and Energy is one of a two-semester sequence of courses. The combined courses ("Matter and Energy" and "Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for the future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from the physical science to earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from physical science and earth/space science, though due to the interdisciplinary nature of many of the topics, life science will also be addressed where appropriate. CHEM 104 is intended for students seeking teacher certification. These students will have enrollment priority for this class.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

CHEM 125 - General Chemistry I

This is the first course in a two-semester sequence of introductory chemistry that is for all students who wish to major in science and who do not have a thorough high-school preparation in chemistry. The material is supplemented by reviewing high school chemistry as needed, and topics are taught at a slower pace than in Chem 131. Topics include stoichiometry, states of matter, atomic structure, periodicity, chemical bonding, and geometry of molecules. Lecture, 3 hours per week; discussion, 1 hour per week.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Chem 127

Attribute: Natural Science I with lab (NSL)

CHEM 126 - General Chemistry II

This is the second in a two-semester sequence of introductory chemistry that is for all students who wish to major in science and who do not have a thorough high-school preparation in chemistry. Topics include chemical energy, equilibria, kinetics, acids and bases, and chemical reaction types. Lecture, 3 hours per week; discussion session, 1 hour per week.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Chem 125 with a grade of C- or better

Corequisites: Chem 128

Attribute: Natural Science I with lab (NSL)

CHEM 127 - General Chemistry Laboratory I

This course provides an introduction to chemical techniques and laboratory procedures. Topics include qualitative analysis, gas laws, colorimetry, spectroscopy, colligative properties, computational modeling and computerized data collection and analysis. Laboratory, one 3-hour session per week (42 lab hours).

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Chem 125

Attribute: Natural Science I with lab (NSL)

CHEM 128 - General Chemistry Laboratory II

This is a continuation of Chem 127.

Topics include calorimetry, volumetric and potentiometric titrations, reaction kinetics, determination of acid dissociation constants, and computerized data collection and analysis. Laboratory, one 3-hour session per week (42 lab hours).

Credit Awarded: 1

Terms Offered: Spring

Corequisites: Chem 126

Attribute: Natural Science I with lab (NSL)

CHEM 131 - Accelerated General Chemistry

This one-semester course covers all the general chemistry material normally covered in Chem 125 and 126. This will include stoichiometry and inorganic reactions, periodicity and atomic structure, chemical bonding and molecular structure, chemical energy and thermodynamics, reaction kinetics, acids and bases and ionic equilibria. This course is designed for entering students that have a strong high-school chemistry background and good algebra skills. Upon successful completion of this course, credit will be awarded for Chem 125 as well. Lecture, 3 hours per week; discussion session, 1 hour per week. Two years of high school chemistry and ACT math score of 30+ (or SAT math score 670+) highly recommended.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Chem 132

Attribute: Natural Science I with lab (NSL)

CHEM 132 - Accelerated General Chemistry Lab

This one-semester course covers all the general chemistry material normally covered in Chem 127 and 128. This will include qualitative analysis, colorimetry and spectroscopy, colligative properties, titration, calorimetry, spectrophotometric determination of reaction kinetics, atomic absorption, and computerized data collection and analysis. This course is designed for entering students that have a strong high-school chemistry background and good algebra skills. Upon successful completion of this course, credit will be awarded for Chem 127 as well. Laboratory, one 3-hour session per week (42 lab hours).

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Chem 131

Attribute: Natural Science I with lab (NSL)

CHEM 195 - Studies in Chemistry

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-3

Terms Offered: As Needed

Prerequisites: Permission of instructor

CHEM 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.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Chem 126 or Chem 131 with a grade of C- or better

CHEM 231 - Organic Chemistry II

This is a continuation of Chem 221 with emphasis on complex molecules, including those found in biological systems. Lecture, 3 hours per week; discussion session, 1 hour per week.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Chem 221 with a grade of C- or better

CHEM 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). Students may take Chem 221 either prior to enrollment in or concurrently with the course.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Chem 126 or Chem 131 with a grade of C- or better, Chem 221

Corequisites: Chem 221

CHEM 256 - Organic Chemistry Laboratory II

Chem 256A, Organic Chemistry Laboratory II:

This is a continuation of Chem 255 with emphasis on organic structure determination and organic synthesis. Nuclear magnetic resonance spectroscopy and mass spectrometry are introduced. Laboratory, one 5-hour session per week; discussion session, 1 hour per week. The 7 weeks of this laboratory (42 lab hours) comprise the 1 credit that is required for a chemistry major. Offered first half of the semester. Students may take Chem 231 either prior to enrollment in or concurrently with the class.

Chem 256B, Organic Chemistry Laboratory Independent Project:

This 7-week (42 lab hours) section is an optional continuation of Chem 256A to be taken in the same semester. In Chem 256B, students will search the chemical literature, write a proposal, and execute an independent synthetic project. Students will grow in independence and autonomy and gain appreciation for authentic research while developing new skills such as reaction design, spectroscopic analysis, and the purification and characterization of mixtures. Offered last half of the semester. Students may take Chem 231 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
Terms Offered: Spring
Prerequisites: Chem 221 and Chem 255, Chem 231
Corequisites: Chem 231

CHEM 295 - Studies in Chemistry

A lecture and/or laboratory course in a chemical area of current interest.

Credits Awarded: 1-3
Terms Offered: As Needed
Prerequisites: Permission of instructor

CHEM 311 - Biochemistry I

The biochemistry of proteins, carbohydrates, lipids, enzymes and coenzymes is discussed with an emphasis on the structure/function properties of biomolecules. Biol 106 or equivalent is highly recommended prior to this course. Lecture, 3 hours per week; discussion session, 1 hour per week.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Chem 231 with a grade of C- or better

CHEM 314 - Biochemistry II

The course is a continuation of Chem 311 with emphasis on metabolic pathways (lipids, carbohydrates and proteins), regulatory processes, and transfer of genetic information. Lecture, 3 hours per week; discussion session, 1 hour per week.

Credits Awarded: 3
Terms Offered: Spring
Prerequisites: Chem 311 with a grade of C- or better

CHEM 315 - Biochemistry Laboratory

The laboratory course introduces general protein biochemistry experiments including protein purification, enzyme kinetics, fluorescence, chromatography, electrophoresis and spectrophotometry. Laboratory, one 5-hour session per week; discussion session, 1 hour per week (42 lab hours).

Credit Awarded: 1
Terms Offered: Spring
Prerequisites: Chem 311 with a grade of C- or better

CHEM 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.

Credits Awarded: 3
Terms Offered: Spring
Prerequisites: Chem 221

CHEM 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 properties by modern instrumental techniques. Laboratory, one 3-hour session per week (42 lab hours). Students may take Chem 322 either prior to enrollment or concurrently with the class.

Credit Awarded: 1
Terms Offered: Spring
Prerequisites: Chem 256, Chem 322
Corequisites: Chem 322

CHEM 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.

Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Chem 126 and Chem 128, or Chem 131 and Chem 132
Corequisites: Chem 332

CHEM 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).

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Corequisites: Chem 331

CHEM 335 - Neurochemistry and Disease

The biochemistry of the brain and how it influences nervous system function, specifically of motor and cognitive processes, will be studied. The relationship between altered neurochemical activity and disease states will be explored using a case study approach. The laboratory component will introduce several neurochemistry techniques and a novel neurochemistry research project. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Cross-listed with Biol 335 and Nsci 335.

Credits Awarded: 4
 Terms Offered: Spring, Even Years
 Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Or, Chem 311 or NSCI 211
 Attribute: Natural Science I with lab (NSL)

CHEM 343 - Physical Chemistry I

The basic principles of physical chemistry are introduced with applications in the chemical and biological sciences. Underlying principles of thermodynamics, equilibrium, and kinetics are developed and applied to solutions, enzymes, spectroscopy, and macromolecules from macroscopic and statistical perspectives. Lecture, 3 hours per week; discussion session, 1 hour per week. Students may take Phys 121 either prior to enrollment in or concurrently with the class. Math 231 is highly recommended prior to this course.

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Chem 126 or Chem 131, Math 132, Phys 121
 Corequisites: Phys 121

CHEM 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. Students may take Phys 122 either prior to enrollment in or concurrently with the class. Math 231 and Math 232 are highly recommended prior to this course.

Credits Awarded: 3
 Terms Offered: Spring
 Prerequisites: Chem 126 or Chem 131, Math 132, Phys 122
 Corequisites: Phys 122

CHEM 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). Students may take Chem 343 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
 Terms Offered: Fall
 Prerequisites: Chem 343
 Corequisites: Chem 343

CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
 Terms Offered: Spring
 Prerequisites: Chem 344
 Corequisites: Chem 344

CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
 Terms Offered: Spring, Odd Years
 Prerequisites: Chem 344
 Corequisites: Chem 344

CHEM 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). Students may take Chem 344 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
 Terms Offered: Spring, Even Years
 Prerequisites: Chem 344
 Corequisites: Chem 344

CHEM 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.

Credits Awarded: 1-3
 Terms Offered: As Needed
 Prerequisites: Permission of instructor

CHEM 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. Chem 343 is highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring, Even Years
Prerequisites: Chem 231

CHEM 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. Chem 322 and Chem 344 are highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring, Odd Years
Prerequisites: Chem 231

CHEM 490 - 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).

Credits Awarded: 0-3
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

CHEM 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. Written reports appropriate to the internship experience are required. Consultation with chemistry faculty internship supervisor about the internship process and completion of the "Permission to Register for An Academic Internship" form and/or the "Academic Internship Registration" form (available at www.hope.edu/academic/intern/Contacts.htm) are required.

Credits Awarded: 1-2
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

COMMUNICATION

Communication is one of the largest majors on campus. The Hope College Department of Communication has been recognized by the National Communication Association for its outstanding curriculum and was twice named a "Program of Excellence" by the Central States Communication Association for its curricular program.

ABOUT THE PROGRAM

The curriculum integrates theory and practice emphasizing various types of communication: corporate communication, global communication and peace studies, journalism and writing for media, media production and criticism, organizational communication and leadership, relational communication, and rhetoric and public advocacy. Through research, experiential learning and civic engagement, our courses will give you a deep understanding of how communication plays an integral role in social life. The Department of Communication is housed in the state-of-the-art Martha Miller Center for Global Communication, where students can use video production, journalism, speech and research facilities.

Communication knowledge and skills are essential for personal success and for participation in a complex, globalizing 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;
- Creating messages for various media and audiences;
- Balancing conflicting viewpoints;
- Interpreting quantitative and qualitative data;
- Working for social justice and change.

SOCIAL SCIENCE REQUIREMENT

Communication 101 (The Communication Process) satisfies the Social Science I and Global Learning-Domestic general education requirements. This course focuses on communication competence – the ability to communicate effectively in relationships and to critically analyze media messages.

Communication 151 (Media & Society) satisfies the Social Science II and Global Learning-International general education requirements. This course is an introduction to the different types of media and the impact of media on society. Emphasis varies with instructor.

MAJORS

Communication majors at Hope often link their academic programs with other disciplines as they prepare for careers in public, private and non-profit organizations, media, business, theatre, and teaching. Professional plans in journalism, broadcasting, public relations, human resource development, film, corporate communication, public speaking, ministry, advertising, global communication, 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.

Communication

The communication major curriculum is designed to provide a balanced education emphasizing theoretical 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 100-level to 300- and 400-level courses.

A Bachelor of Arts degree with a communication major may be obtained by completing 42 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 – Media & Society, 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 240 – Intergroup Dialogue, 4 credits
- COMM 251 – Media Production I, 4 credits
- COMM 255 – Writing for Media, 4 credits
- COMM 257 – Communication for Public Relations, 4 credits
- COMM 260 – Rhetoric and Public Culture, 4 credits
- COMM 280 – Research Methods, 4 credits

- COMM 290 – Independent Media Project, 1-2 credits*
- COMM 295 – Topics in Media Production (e.g., Web design, video advertising, graphics)

*Does not fulfill 200-level major requirement.

300 level: 12 credits with COMM 399 or study abroad required

- COMM 320 – Family Communication, 4 credits
- COMM 330 – Organizational Communication, 4 credits
- COMM 335 – Leadership Skills and Perspectives, 4 credits
- COMM 340 – Intergroup Dialogue Facilitation Practicum, 4 credits
- COMM 354 – Digital Cinema, 4 credits
- COMM 356 – Advanced Media Writing, 4 credits
- COMM 357 – Documentary: Theory and Practice, 4 credits
- COMM 360 – The Art and Science of Persuasion, 4 credits
- COMM 371 – Intercultural Communication: Communicating Across Differences, 4 credits
- COMM 372 – Gender Communication, 4 credits
- COMM 390 – Independent Study, 1-4 credits
- COMM 395 – Topics in Communication (e.g., Advanced Public Relations, Reality TV, Film Criticism), 4 credits
- COMM 399 – Communication Internship, 4 credits

400 level: 4 credits with COMM 451 or COMM 460 or COMM 463 or COMM 470 required

- COMM 451 – Media Theory, 4 credits
- COMM 460 – Communication Theory, 4 credits
- COMM 463 – Rhetorical Theory, 4 credits
- COMM 470 – Cultural Communication Theory, 4 credits
- COMM 480 – Communication Honors, 4 credits**

**Does not fulfill 400 – level major requirement.

MINORS

Communication

The communication minor consists of six regularly offered courses in communication:

- COMM 140: Public Presentations
- COMM 151: Media & Society

- COMM 160: Analytic Skills or COMM 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. Substitutions, waivers, off-campus/study abroad credits, and internships are not allowed in the communication minor.

COURSES

COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Global Learning Domestic (GLD), Social Science 1 (SS1)

COMM 140 - Public Presentations

This course introduces students to the theory and practice of public speaking. Topics covered include audience analysis, methods of organizing a speech, the types and uses of supporting material, handling audience questions and the effective use of visual aids. Students will learn how to write and deliver effective informative, persuasive and ceremonial speeches using both impromptu and extemporaneous methods of delivery.

Credits Awarded: 4

Terms Offered: Fall, Spring

COMM 151 - Media and Society

This course explores the impact of media in society. The format and function of different types of contemporary media will be introduced. Emphasis will vary depending on the instructor.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attributes: Global Learning International (GLI), Social Science 2 (SS2)

COMM 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

COMM 195 - Studies in Communication

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

COMM 210 - Interpersonal Communication

Interpersonal communication is the study of dyadic interaction and the creation of meaningful relationships. This course focuses on the concepts and theories surrounding interpersonal communication competencies, how they are interconnected, and how they influence the particular ways in which we communicate in intimate, familial, and professional contexts. Students will gain insight into their own interpersonal competencies and ways to improve them, implement specific theories and concepts to predict and influence interpersonal communication outcomes, and become more practiced in listening and expressing oneself in interpersonal contexts. An overarching goal is for students to be able to apply this material so they can better manage their communication within their own personal and professional interpersonal relationships.

Credits Awarded: 4
Terms Offered: Fall

COMM 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.

Credits Awarded: 4
Terms Offered: Fall or Spring

COMM 231 - Communication and Conflict

This course adopts a communication perspective to address the theory, research, and practice associated with the issues of conflict and conflict management. Conflict and its related concepts (e.g., power, constructive/destructive conflict behaviors) will be examined on the many levels at which they occur, to include conflict between individuals, groups, organizations, and nations. Conflicts and disputes at any level are always tied to context; thus a broad range of contexts will be examined. Examples include personal friendships, family relationships, business relationships, and political settings.

Credits Awarded: 4
Terms Offered: Spring

COMM 240 - Intergroup Dialogue

This course involves learning specific communication skills that guide a group in interaction across cultural identity differences (sex, gender, race, religion, ethnicity, social class, sexual identity, etc.). These skills emphasize understanding over persuasion; dialogue can be understood in contrast to the practices of discussion or debate. This means that group members seek to understand each other without evaluating or judging each other; they learn the process of validating each other without necessarily agreeing with or condoning each other's behavior or beliefs. In addition, participants learn how to communicate their own feelings, experiences and beliefs, without imposing their experience on others. They learn to support each other, yet confront and challenge each others' views. In the process of learning the communication skills of dialogue, participants also learn about the historical and structural inequalities, oppression, privilege and power associated with different social identities. The goal of intergroup dialogue is to increase intergroup understanding, effective collaboration and positive relationships.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Global Learning Domestic (GLD)

COMM 251 - Media Production I

This course introduces students to digital multimedia production from theoretical, aesthetic, and practical perspectives. The course aims to familiarize students with the basic tools and processes of multimedia production so that they can communicate their ideas creatively and effectively using various forms of media. The course is divided into seminar and workshop components. In the seminars, students will discover different theoretical approaches to media representation that inform the practice of media production. In the workshops, students will gain the practical knowledge required for production, including the use of camera, sound recording, lighting, graphics, non-linear editing, and creating video for the web. All students will undertake a series of exercises which demonstrate their understanding, skills, and creativity.

Credits Awarded: 4

Terms Offered: Fall, Spring

COMM 255 - Writing for Media

Students taking this course will develop the writing and reporting skills needed to be a successful media professional in our converging media environment. Fundamental skills such as researching, editing, and developing content such as news and features for various media platforms will be covered. Students will craft and critique news stories, feature stories, podcasts, and slideshows. In addition, students will learn how to use social media such as Twitter for professional purposes.

Credits Awarded: 4

Terms Offered: Fall, Spring

COMM 257 - Communication for Public Relations

This course provides an introduction to this profession among a variety of organizations in both the public and private sectors. In addition to studying industry theories, students will examine and use the basic tools through case studies and simulations. Emphasis is placed on the traditional four phases of public relations: research, strategic planning, communication tactics and evaluation.

Credits Awarded: 4
Terms Offered: Fall, Spring

COMM 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.

Credits Awarded: 4
Terms Offered: Fall, Spring

COMM 280 - Research Methods

This course is an introduction to the social science research process used to study human communication. It provides students with the skills to read, understand, and perform basic communication research. Such skills include conducting a review of literature, designing both quantitative and qualitative methods, calculating and interpreting results, and addressing the implications and ethical considerations of research.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Math 210 or equivalent

COMM 290 - Independent Media Project

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. Submission of departmental Independent Media Project Application and final approval of media project proposal by department are required.

Credits Awarded: 1-2
Terms Offered: Fall, Spring
Prerequisites: Departmental approval of application

COMM 295 - Topics in Media Production

This is a technical course focusing on developing skills in media or new media production.

Credits Awarded: 1-4
Terms Offered: As Needed

COMM 320 - Family Communication

We create families through communication: by sharing meanings with others, socializing children, making decisions, handling conflict, and developing family rituals. This course focuses on the various communication processes that shape families, blending academic and personal perspectives.

Credits Awarded: 4
Terms Offered: Spring

COMM 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.

Credits Awarded: 4
Terms Offered: Spring

COMM 335 - Leadership Skills and Perspectives

This course examines the complex and rich process of leadership in two main ways: 1) by studying the main theories of leadership, including traits, skills, styles, situational and transformational leadership, as well as leadership ethics; and 2) by teaching the essential competencies leaders need to be effective, through personal assessment and group projects. This course helps students develop leadership skills, practice critical thinking, engage the local community and integrate their faith with their understanding of leadership.

Credits Awarded: 4
Terms Offered: Fall
Prerequisites: Junior standing

COMM 340 - Intergroup Dialogue Facilitation Practicum

This course is the culmination of the intergroup dialogue experience for those students seeking to continue their personal growth in the dialogue process and to enhance their dialogue facilitation skills through practical experience leading intergroup dialogue groups. The course materials are designed to deepen understanding of diversity and social justice in society through reading, dialogue, reflection and practical experience as an intergroup dialogue facilitator. We will explore theory and practice of group dynamics, conflict transformation, consensus-building, restorative justice and peace-building. For six weeks of the semester, students will lead an intergroup dialogue 'course' as part of a regularly offered Hope College course, or for an off-campus organization. The class will guide students in their preparation of weekly dialogue facilitation sessions. Through this hands-on experience, students develop facilitation communication skills, as well as deepen their personal understandings of diversity issues and social processes. The intergroup dialogue facilitation skills developed in this course have many applications in life as a means to promote positive social and personal change among families, friends, and work colleagues, and within communities. This course prepares students to create dialogue in interpersonal situations as well as create formalized dialogue-centered workshops or programs.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Comm 240

COMM 354 - Digital Cinema

This course helps students become familiar with narrative film as a form of art, storytelling, and communication. It provides theoretical and practical foundations of cinema including ontological position, narrative construction, directing and audio-visual aesthetics. Digital film technology will be utilized as students will engage in narrative film projects. Through a broad survey of films and employed aesthetics students will learn to appreciate and practice cinematic expressions of human conditions. Camera and lens technology, cinematography, lighting, sound, compositing, and editing will be practiced at a higher level during production practices. Students can develop their own stories and audio-visual plans to produce short films.

Credits Awarded: 4
Terms Offered: Spring

COMM 356 - Advanced Media Writing

Students in this course will create content for digital spaces such as websites and social media and manage audience engagement with these spaces. In order to develop skills necessary for contemporary media professionals, such as managing one's digital identity, creating and curating online content by using a content management system, and facilitating audience engagement, students will create, manage, and promote a topic-focused website. The website will include feature stories, multimedia story packages, infographics, and editorials. This course builds on the basic writing, reporting, and editing skills students learned in Comm 255 by shifting the focus from short news stories to features and emphasizing engagement of online audiences through content and design. Comm 255 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring

COMM 357 - Documentary: Theory and Practice

This course introduces students to documentary from both theoretical and practical perspectives. By combining theoretical approaches with a series of production exercises, the course encourages students to develop a critical understanding of the analytical, creative, and practical dimensions involved in the representation of human conditions through documentary. Students will learn about different modes and genres of documentary storytelling along with the diverse categories of messages documentary films carry. The course will cover the technical and practical aspects of production to enable students to produce their own projects independently. Students will gain confidence in producing a documentary that is compelling in message, artistic as a visual storytelling, and technologically sound.

Credits Awarded: 4

Terms Offered: Fall

COMM 358 - Advanced Public Relations and Strategic Communication

This class examines the ways in which a public relations or strategic communication practitioner uses theory and data to guide the strategic thinking and planning behind an organization's external communication program. Using a critical, rhetorical approach, students will examine how organizational rhetoric and communication campaigns hold power over public opinion and how students can be ethical public relations practitioners.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Comm 280, Comm 255 or Comm 257 or Bus 331

COMM 360 - Persuasion

In this course you will learn to enhance your skills as a producer of ethical persuasive messages, and also as a critical receiver of persuasive messages. This course provides a comprehensive theoretical and research-based view of persuasion, social influence, and compliance gaining by analyzing how these concepts operate at both an interpersonal and a social level. You will improve your communication competencies related to effective persuasion in written, spoken and visual channels. You will also learn to identify and analyze persuasive messages to improve your ability to scrutinize and resist the influence of persuasion. We will study the process of persuasion in many different contexts, including: health care, films, advertising, family and friend interaction, news media, government rhetoric, social movements, public information campaigns, politics, and advocacy.

Credits Awarded: 4

Terms Offered: Spring

COMM 371 - Intercultural Communication: Communicating Across Differences

This course addresses the social construction of inequality, specifically focusing on how communication processes are the means by which 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, feelings, and views of people in social situations different from our own.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Global Learning International (GLI)

COMM 372 - Gender Communication

This course explores communication differences related to identity, power, and social constructions of gender. The impact of gender on communication in various contexts will be explored, including: media, educational settings, workplace cultures, family, and personal relationships. The purpose of this course is to increase our ability to recognize how we construct meanings associated with sex and gender, how culture and social power shape these meanings, and how media and social institutions perpetuate these meanings. In addition, we will explore whether gender affects verbal and non-verbal communication styles and rituals.

Credits Awarded: 4

Terms Offered: Spring

COMM 390 - Independent Study

An independent study is a program providing advanced students in communication an opportunity to conduct research in a communication area of unique interest. Submission of departmental Independent Study Application and final approval of research proposal by department are required.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Departmental approval of application

COMM 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 Film Criticism, New Media, Dark Side of Interpersonal Communication. Students may enroll in more than one topics course to fulfill major requirements.

Credits Awarded: 4

Terms Offered: Fall, Spring

COMM 399 - Communication Internship

Students are responsible to secure their own internship. This internship should allow students to observe, assist, and assume regular duties, or engage in special projects under the supervision of skilled professionals. In addition to academic coursework, students are expected to maintain approximately 3 hours on the job per week for each credit hour earned. Students desiring a communication internship must complete the following steps in order: 1) be a declared communication major; 2) carry a minimum overall GPA of 2.0; 3) attend a department specific internship workshop; 4) submit a department specific internship application; 5) seek approval from both the Boerigter Center for Career and Calling and the department for the internship they have secured.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Declared communication major, Minimum 2.0 overall GPA, Departmental approval of application

COMM 451 - Media Theory: Social Scientific Perspective

This course is designed to familiarize you with the prominent media theories used in the social sciences. We will address the development of media theories from the early stages to the contemporary models involving digital media. Particular emphasis will be placed on media theories related to human cognition, emotion, and behavior, and reception. Upon completion of the course students will have an extensive understanding of how theories and research can be used to explain how media interacts with individuals and society, and vice versa.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Comm 101, Comm 151, Comm 160, Comm 260, Comm 280

COMM 460 - Communication Theory

This seminar considers interpretive and social science theories of communication. These theories concern communication, persuasion, relational development, group processes, media affects, and culture and diversity.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Comm 101, Comm 160, Comm 260, Comm 280

COMM 463 - Rhetorical Theory

This course surveys the history of rhetoric, the oldest of several disciplines making up the field of communication. Public persuasive discourse has exerted an unparalleled influence on the western world's direction and development. Philosophers, politicians, lawyers, theologians, poets -- all have tried to determine what takes place when one person sets out to persuade another by the use of symbols, and in particular by means of rational aesthetic and emotional appeals. The tradition of their thought on the subject makes up the discipline known as "rhetoric," a discipline dating back more than 2,000 years, and a topic of study currently undergoing an important renaissance.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Comm 101, Comm 160, Comm 260, Comm 280

COMM 470 - Cultural Communication Theory

This course looks at culture and everyday life. Although it has roots in older disciplines such as history, sociology, political science, and linguistics, “cultural studies” is a dynamic and young field that examines how power and ideologies shape people’s everyday lives. Drawing on the theories in our readings, our class looks at how culture is constructed and reproduced through (1) larger economic, political, and ideological structures (the nation, identity, gender, social class, language, race, and ethnicity) that influence (2) people’s everyday signifying practices that include (among many others) shopping, food, and use of mediated texts such as television, films, magazines, the Internet, and music.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Comm 101, Comm 160, Comm 260, Comm 280

COMM 480 - Communication Honors Course

This course is designed to give advanced students an opportunity to explore an area of communication studies in more depth, to gain research experience, and to explore and prepare for possible graduate study. It will provide an opportunity to engage in a discussion seminar with a small group of students to address a particular communication topic in depth. The topic will change each fall. Honors students, as part of this course, will develop an individual research project and submit an abstract of their project to the National Conference for Undergraduate Research or similar undergraduate research venue. Submission of application by deadline required. Note: This course does not fulfill the 400-level major requirement. A 3.5+ major GPA is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Comm 260, Comm 280, Declared communication major, Junior status, Departmental approval of application

COMPUTER SCIENCE

The field of Computer Science encompasses the hardware, software and theory that underlie digital technology, along with applications built upon it. Study of Computer Science prepares students for careers in Software Engineering and Information Technology, as well as for Master and Ph.D programs.

ABOUT THE PROGRAM

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, bioinformatics, networking, educational technology, combinatorial algorithms 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 laboratory with a network of workstations, which facilitate work with Microsoft Windows, Linux and Mac OSX. 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 25 Tablet PCs 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, handheld computers 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.

COMPUTER ENGINEERING

Please consult the Department of 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 chairperson of the department.

MAJORS

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 careers involving applications programming, systems programming, systems and network analysis, computer graphics, web technology, bioinformatics, mobile computing, teaching, or software engineering.

Computer Science

The 300-level courses are divided into three different groups:

- CSCI 361, 385 – Computing Foundations
- CSCI 321, 342, 392 – Applications
- CSCI 336, 354, 376 – Systems

In order to ensure a breadth of student experience, both the B.A. and B.S. degrees require courses taken from multiple groups.

The requirement for a B.A. degree in computer science is a plan of study approved by the department that includes at least 36 credits in computer science courses, not including 140. These 36 credits must include CSCI 112 or equivalent, 225, 235, 245, 255, 265, 481, and 482, and must include at least 8 credits of 300-level courses. At least one 300-level course must be taken from **two** of the three groups listed above. CSCI 481 and 482 must be taken in the same academic year.

The requirement for the B.S. degree in computer science is a plan of study approved by the department that includes at least 42 credits in computer science courses, not including 140. These 42 credits must include CSCI 112 or equivalent, 225, 235, 245, 255, 265, 470, 481, and 482, and must include at least 12 credits of 300-level courses. At least one 300-level course must be taken from **each** of the three groups listed above. CSCI 481 and 482 must be taken in the same academic year. MATH 131, 132 and EITHER one 3-credit or 4-credit mathematics course for which 132 is a pre-requisite OR Both MATH 311/312 are required in addition to the 42-credit computer science requirement. A total of 60 credits in the natural sciences must be completed. Mathematics and computer science courses count toward this 60-credit requirement.

MINORS

Computer Science

A minor in computer science consists of a minimum of 20 credits in computer science, including CSCI 112, 225 and at least 10 credits from courses numbered higher than 225. CSCI 140 does not count towards a computer science minor.

COURSES

CSCI 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 and networks. Credit may not be given for both CSCI 112 and GEMS 163.

Credits Awarded: 2
Terms Offered: Fall, Spring

CSCI 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, and querying relational databases using Microsoft Access. This course may not be counted toward a computer science major or minor.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Natural Science II (NS2)

CSCI 150 - Web Design & Implementation

Students in this course will learn about the processes used to design and implement web sites that are both functional and aesthetically pleasing. This includes an overview of the user centered development process, including task analysis, user analysis prototyping and usability testing. Several aspects of how to make a site visually attractive will be covered as well. Students will learn the fundamental technologies and tools needed to build a significant web site. A large number of interrelated technologies make up the web, including the Hypertext Transport Protocol, the Hypertext Markup Language, and Cascading Stylesheets. Students will gain a significant amount of experience using these technologies.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Natural Science I with lab (NSL)

CSCI 195 - Studies in Computer Science

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4
Terms Offered: As Needed

CSCI 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

CSCI 235 - Data Structures and Software Design

An introduction to the fundamental data structures of computer science, the design methodologies of software and the basic algorithms for these. Data structures such as stacks, queues, binary trees and priority queues will be included. Software design and development methods such as object oriented design, design patterns and basic algorithm analysis will also be covered. Projects utilizing these data structures and design methods will be completed. Emphasis will be placed on the partnership between algorithms and data structures.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Csci 225 with a grade of C- or better

CSCI 245 - Programming Language Paradigms

This course provides an introduction to several different programming language paradigms and their approaches to problem solving. This will include a system level language utilizing memory allocation and pointers, a scripting language, a functional language and a declarative language. Students will develop programs in these languages.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Csci 225 with a grade of C- or better

CSCI 255 - Introduction to Algorithms & Discrete Structures

An introduction to the design and analysis of algorithms along with some of the discrete mathematical structures that are fundamental to the field of Computer Science. This course builds on the data structures topics from Csci 235 by exploring efficient ways of using them to solve problems. Algorithm analysis topics include best, worst, and average case analysis of iterative and recursive algorithms; asymptotic notation; and solving recurrence relations. Algorithm design techniques include brute force, greedy, divide-and-conquer, dynamic programming, and space/time tradeoff. Discrete structures topics include propositional logic, proof techniques (especially induction), sets, matrices, sequences and summations, and basic combinatorics.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Csci 235 with a grade of C- or better

CSCI 265 - Introduction to Computer Organization and Architecture

This course provides an introduction to the organization of computer hardware and the architecture of a computer's various hardware components. The course will examine hardware from the bottom up, examining gates, circuits, memory and arithmetic/logic unit organization and microprocessor architecture. The course covers the Boolean algebra needed for digital logic design. It also covers assembly language programming.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Csci 225 with a grade of C- or better

CSCI 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.

Credits Awarded: 1-4

Terms Offered: As Needed

CSCI 321 - Applications Programming

A course in state-of-the-art programming practices. This will include a study of design patterns, and current development tools and techniques. Students work together in teams to design, implement and test substantial applications. Best practices in the development process will be emphasized.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

CSCI 336 - Computer & Network Security

This course provides an introduction to computer and network security by examining security issues, policies, and preventative measures. Topics include threats to networks and operating systems, system software vulnerability, network intrusion, and various types of malware, including viruses and worms. Each vulnerability is accompanied by practices to prevent attack.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

CSCI 342 - Computer Graphics

An introduction to the concepts, techniques, algorithms, and data structures used in 2D and 3D computer graphics and image processing. Topics include transformations, clipping, windowing, perspective, hidden lines and surfaces, color, shading, and ray tracing.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

CSCI 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. Students may take Csci 265 either prior to enrollment in or concurrently with the course.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Csci 112 with a grade of C- or better or equivalent, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better, Csci 265 with a grade of C- or better

Corequisites: Csci 265

CSCI 361 - Programming Language Design & Implementation

This course provides a study of design and implementation considerations for imperative, object-oriented, functional and declarative programming languages. Students will learn these concepts through hands-on projects building interpreters and compilers for representative languages. Topics include representation of objects and classes, implementation of variable bindings and function calls, lazy evaluation and pattern matching of arguments, and query evaluation.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

CSCI 376 - Computer Networking

This course provides a study of computer networking architecture and protocols, using the TCP/IP protocol suite as our primary 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 245 with a grade of C- or better

CSCI 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 255 with a grade of C- or better

CSCI 392 - Database Systems

This course examines database architecture by examining application design and looking at external, conceptual, and internal levels of databases. 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

CSCI 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.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 255 with a grade of C- or better

CSCI 481 - Senior Project Seminar I

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. Senior standing is highly recommended.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better

CSCI 482 - Senior Project Seminar II

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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Csci 112 or equivalent with a grade of C- or better, Csci 235 with a grade of C- or better, Csci 481 with a grade of C- or better, Senior standing

CSCI 490 - 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CSCI 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of department internship coordinator

CSCI 495 - Advanced Studies in Computer Science

A course designated for junior and senior computer science majors which covers an advanced topic in computer science. This course may be repeated for additional credit with a different topic.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

DANCE

Mission: The dance department affirms and promotes the transformative power of dance. Through opportunities to CREATE, PERFORM, RESPOND, AND CONNECT, the Dance Department invites students to grow artistically, physically, intellectually and spiritually.

Hope College has been accredited by NASD since 1982.

ABOUT THE PROGRAM

Hope's diverse resident and guest faculty, studios and performance facilities, performance and teaching opportunities and curriculum, divided among modern, contemporary, ballet, jazz, hip hop 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 a variety of additional professions within the dance community.

Graduates of the program are currently:

- Dance teachers at colleges and universities
- Dance teachers in public schools K-12 with State of Michigan Education Certification
- Dance teachers in private school programs or studios
- Professional dancers in major metropolitan centers, nationally and internationally
- Students in professional company schools in major metropolitan dance centers
- Managers, founders and artistic directors of dance companies
- Directors of dance for recreational and fitness centers
- Dance therapists
- Dance historians
- Arts media technicians and engineers
- Pursuing graduate studies
- Arts administrators
- Dance physicians
- Performing in theater and music theater productions nationally and internationally, including Broadway

MAJORS

Freshmen considering a dance major will meet with the department chair and dance faculty members early in the academic year in order to plan their coursework. All freshmen considering a dance major are encouraged to complete as many of the general education requirements as

possible during their freshmen year, along with the recommended freshmen courses in the Dance Department.

Adjudication by resident faculty in the fall of the junior and an exit interview senior year 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, challenges, and future career opportunities. Additional information concerning the assessment is available from the department chairperson.

All students pursuing the Dance (Performance/Choreography) major are required, and dual majors and minors are strongly encouraged, to audition for the annual faculty dance concerts and participate in the bi-annual Student Dance Showcase.

Dance

This is a 57-credit major requiring specialized instruction in dance forms of modern/contemporary dance, jazz, tap, ballet, hip hop, and historic dance. The concentration prepares students for professional careers in dance or graduate school.

Required Theory (36 credits):

- DAN 221 – Anatomical Kinesiology
- DAN 226 – Introduction to Dance Production I
- DAN 227 – Introduction to Dance Production II
- DAN 200 – Improvisation I
- DAN 192 – Dance Repertory
- DAN 305 – Composition I
- DAN 310 – Pedagogy 1: Creative Dance
- DAN 316 – Dance History Survey
- DAN 320 – 20th and 21st Century Dance History and Criticism
- DAN 330 – Accompaniment for Dance
- DAN 360 – Dance/Movement Therapy I
- DAN 370 – Laban Movement Analysis and Motif
- DAN 460 – Skills & Prep for Dance Careers
- DAN 480 – Composition II

Performance Technique (21 credits): Students must take a minimum of 2 credits in each dance form (ballet, modern, jazz, tap) plus a historic dance form and Movement Fundamentals. Additional credits must be completed to achieve the 21-credit graduation minimum.

Dance Education K-12

In partnership with the Hope College Department of Education, the Department of Dance offers a secondary track teaching major with a K-12 endorsement in dance through the State of Michigan.* A dance education minor is also offered in the elementary (grades K-8) and secondary (grades 6-12) programs. Secondary certification through Hope College mandates two areas of endorsement. Thus, dance education majors must also choose a teaching minor (other than dance) in order to meet requirements in Hope's teaching education program.

Students majoring in dance education must contact both the Department of Education and the Department of Dance for advising.

Dance education major (K-12) is 36-credit major in dance, plus four credits in education coursework for meeting the requirements for teacher certification. Dance education/certification prepares students to teach dance performance and improvisation and to explore creative and critical thinking skills with students in kindergarten through 12th grade.

***Note: As of January 2018, the Michigan Department of Education (MDE) is not offering the Dance Education K12 (MH) endorsement. State members are working with MDE for reinstatement of the Dance Education endorsement for 2020-21, at which time students can declare a Dance Education major. Students who declared the Dance Education major prior to January 1, 2018, are allowed to complete the major and receive the endorsement.**

Required Theory & Methodology (24 credits):

- DAN 200 – Improvisation I
- DAN 221 – Anatomical Kinesiology
- DAN 226 – Introduction to Dance Production I
- DAN 305 – Composition I
- DAN 310 – Pedagogy I: Creative Dance
- DAN 315 – Pedagogy III: Teaching of Dance
- DAN 316 – Dance History Survey
- DAN 320 – 20th and 21st Century Dance History and Criticism
- DAN 330 – Accompaniment for Dance

Performance Technique (16 credits): Students must take a minimum of two courses in each dance form, at appropriate levels, as part of the 16-credit requirement. Attainment of an intermediate

or advanced level in a minimum of two dance forms is required. Folk, Social and Swing, and Movement Fundamentals are both mandatory courses as part of the 16-credit requirement.

Dual Majors

Dual majors are available in multiple combinations. Provisions are made through the registrar and the Department of Dance chairperson. The following dual majors are frequently selected:

Dance and a Social Science

Example: Dance/Psychology: a preparatory program for graduate school and a career in dance/movement therapy. It is a 47.5 credit dance major and the required Psychology course of study. Dance movement therapists work in a variety of therapeutic educational and clinical settings, assisting individuals in their emotional, psychological and physical development and well-being.

Dance and a Natural Science

Example: Dance/Biology or Chemistry: a preparatory program for graduate or medical school and a career in dance medicine. It is a 47.5 credit dance major and fulfillment of the pre-medicine requirement. Students specialize in orthopedic or neurological medicine or physical therapy.

Example: Dance/Engineering or Physics: a preparatory program for graduate school and a career in dance science. It is a 47.5 credit dance major and the required engineering course of study. In graduate school, students can further analyze movement, learning about the biomechanical and physiological aspects of movement. Careers may focus on injury prevention, care and rehabilitation or technology and dance.

Dance and a Humanities

Example: Dance/English or History: a preparatory program for graduate school and/or careers in dance criticism, history, cultural studies or writing. It is a 46.5 credit dance major and the required English/History course of study. Students may choose to continue their education or pursue a dance related career writing for a dance or art magazine or other media.

Dance and an Arts

Dance/Music, Theatre, or Visual Arts: a preparatory program for graduate school and/or careers in musical theatre, performance art, or composition for dance companies. It is a 46.5 credit dance major and the required Music, Theatre, or Visual Arts course of study,

Students who want to pursue a dual major in dance plus one of the above areas of study should meet with the dance department chairperson.

MINORS

Dance Minor: Dance Production Minor

Dance Production minor is a 21-23 credit minor, and is designed for those students who wish to pursue a career in the technical fields of dance. A student may not major in Dance (Performance/Choreography) and minor in Dance Production

Dance/Production Theory:

- DAN 200 – Improvisation – 1 credit
- DAN 226 – Dance Production I – 3 credits
- DAN 227 – Dance Production II – 3 credits
- DAN 305 – Dance Composition I – 3 credits
- DAN 316 – Dance History Survey or DAN 320 – 20th & 21st Century Dance History – 4 credits

Dance Technique:

- Once class in Modern Technique – 1 credit
- Once class in Ballet Technique – 1 credit
- Once class in Jazz Technique – 1 credit
- Once class in Tap Technique – 1 credit

Focused Technical Classes:

One class offered through the Theater, Music or Communication Department in Lighting Design, Sound Design/Recording, Costume Design, Video/Media Production or Stage Management; or a focused course in these departments that emphasizes the student's desired area (i.e. MUS 368 – Recording Arts and Techniques, MUS 101 – Introduction to Music, etc.) Prerequisites may exist for some of these courses, and therefore will need to be met prior to attending the desired course.
2-3 credits

Assistant Production Projects:

One to Two design/ production projects overseen/mentored by any Dance, Theater, Communication or Music Faculty/Staff (at faculty/staff member's discretion) in the student's emphasized field (Lighting Design, Sound Design/Recording, Costume Design, Video Production or Stage Management). These projects may currently exist under specified course numbers in the identified department catalog (i.e. DAN 490 or DAN 495) 1-2 credits.

Dance

The dance minor consists of a minimum of 22.5 credits divided between technique and theory. A student may not major in Dance (Performance/Choreography) and minor in Dance.

Required Technique Courses: (11 credits)

- DAN 110 - Folk, Social, & Swing Dance
- DAN 114 - Historical Social Dance

A minimum of (1) technique courses in Modern, Tap, Jazz & Ballet is required. Students will be placed according to experience level and demonstrated ability.

Required Theory Courses: (11.5 credits)

- DAN 200 – Improvisation I
- DAN 202 – Drumming, Percussions & Rhythm
- DAN 221 – Anatomical Kinesiology
- DAN 305 – Composition I
- DAN 316 – Dance History Survey

Recommended Theory Courses:

- DAN 226 or 227 – Introduction to Dance Production I or II
- DAN 192 – Dance Repertory
- DAN 310 –Pedagogy I: Creative Dance
- DAN 412 – Improvisation II

The minimum expectation is that the dance minor will participate in college dance activities for at least two semesters, including auditions for performances.

Dance Pedagogy Minor

This minor can be earned in conjunction with a Performance/Choreography major, Dance Dual major or Dance minor. The Dance Pedagogy minor consists of coursework and application to prepare students to use dance with an emphasis in teaching. The Dance Pedagogy minor program emphasizes the preparation for the teaching of dance with various levels of instruction, from early childhood to professional, in a variety of sectors ranging from studios to teaching artists, out-reach programs, community centers and K-2. Students will develop a teaching philosophy, engage in best practices, foster community engagement, and apply knowledge and understanding through a teaching practicum. Coursework includes domains of teaching and learning dance such as pedagogical theory, assessment, evaluation and reflection practices, curriculum development, and advocacy efforts. The program is designed to enhance teaching effectiveness of dance

through pedagogical, practical and philosophical perspectives. This minor serves students as K-12 educators, teaching artists, dance studio owners, and others.

Course #	Course Name	Credit
EDUC 221	Educational Psychology	4
CSCI 140 or CSCI 150	Business Computing or Web Design	4
DAN 313	Pedagogy II: Dance Technique	2
DAN 315	Pedagogy III: Teaching of Dance	3
DAN 400	Teaching Practicum	1
DAN 112	Introduction to Dance	2
KIN 115	Dance for Sport	1
DAN 362 or DAN 310	Dance Therapy II Pedagogy I: Creative Dance	2
Total Credits		18 or 19

Please note that all technique courses may be repeated 3 times for credit.

COURSES

DAN 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.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 112 - Introduction to Dance

This course introduces students to the art of dance through creative, physical and analytical experiences. Creative experiences include exercises and challenges in movement improvisation and compositional processes. Physical experiences include movement samplers in recognized concert techniques including but not limited to, ballet, jazz, modern/contemporary, tap, social dance and/or hip hop. Analytical experiences include responding to live and taped performances and discussing historical/cultural context and current trends. Through theory and practice, students will expand their personal capacity for movement and their understanding of the body's role in communication and expression. Course will include attendance at outside events.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 114 - Historical Social Dance

Research, reconstruction and execution of representative social dances from historical periods to present time.

Credits Awarded: 2
 Terms Offered: Spring

DAN 116 - Hip Hop I

This course is designed to educate and train the dancer to learn the history of hip-hop, terminology, movement and rhythm. There will be various styles introduced, Street- Funk, House, Hip-Hop- Social Dances, Funk/Locking, and Waacking/Voguing. Class combinations integrate innovative choreography with the study of technique of staging, formations, preparing students to develop performance quality, discipline the ability to "pick up" choreography for auditions and musicality.

Credit Awarded: 1
 Terms Offered: Fall, Spring

DAN 120 - Modern I

This course is designed for the dancer as an introduction to modern dance through historic and/or contemporary techniques, movement fundamentals, and basic vocabulary.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 140 - Jazz I

This course is designed for the dancer as an introduction to jazz dance through historic and/or contemporary techniques, jazz fundamentals, and basic vocabulary.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 150 - Tap I

This course is designed for the dancer as an introduction to jazz dance through historic and/or contemporary techniques, tap fundamentals, and basic vocabulary.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 162 - Ballet I

This course is designed for the dancer 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 focus on correct placement and fundamental ballet technique.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 167 - Ballet IV, 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.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 170 - Movement Fundamentals

This course emphasized the “how and why” of movement to improve technique and training methods. Through learned movement sequences and improvisation, student will begin to recognize individual structural challenges and detrimental habits that are challenging their progression and start moving to their full potential. Classwork will be both exploratory and analytical. Through moving, observing and writing, students will develop a fuller, richer movement life and better understanding of human anatomy.

Credit Awarded: 1
 Terms Offered: Fall
 Attribute: The Arts II (FA2)

DAN 192 - Dance Repertory

This course is designed for experienced dancers. Dancers will present previously produced choreography learned and reproduced through video, media and oral information/direction. Dancer may reinterpret dances and/or sections of dances. Dancers will work half a semester under the direction of a department faculty member and half a semester under the direction of a guest artist. Dancers will present their work in informal showings for mid-term and final grading.

Credits Awarded: 2
 Terms Offered: Spring

DAN 195 - Studies in Dance -- Technique and/or Theory

Technique and/or Theory

Credits Awarded: 1-2
 Terms Offered: As Needed

DAN 200 - Improvisation I

This course is designed to expose dancers to the process of spontaneous and creative movement as a foundation for performance and dance-making.

Credit Awarded: 1
 Terms Offered: Fall, Spring

DAN 202 - Drumming, Percussion & Rhythm

This course will familiarize dance students with rhythmic patterns found in various cultures throughout the world. It will provide hands on experience with percussion instruments and drums. The student will learn musical terminology and develop their ability to communicate rhythmic ideas verbally, through notation, and through performance.

Credits Awarded: .5
 Terms Offered: Spring, Even Years

DAN 217 - Hip Hop II

A continuation of Dan 116, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in hip hop.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Prerequisites: Dan 116
 Attribute: The Arts II (FA2)

DAN 221 - Anatomical Kinesiology

An introduction to the field of dance science for dance and physical education students. Emphasis is placed on anatomical analysis, anatomy, bones and muscular structures, with special attention given to application of information to technique class, strength and conditioning.

Credits Awarded: 3
 Terms Offered: Fall

DAN 222 - Modern II

A continuation of Dan 120, this course is for the experienced dancer with a minimum of one semester of modern. The course is designed to develop a deeper kinesthetic understanding of modern and/or contemporary principles and the physical presentation of technique.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

DAN 226 - Introduction to Dance Production I

This course is designed to provide the student with an introduction to the technology, practices, and aesthetics of lighting and sound technologies for dance. The student will develop appropriate production vocabulary, plus gain a basic understanding of production elements and the production process. The student will develop a basic knowledge of production equipment and technology for lighting and sound, and improve his/her appreciation for the skills and requirements necessary for successful production. Some attention will be given to video for dance as possible.

Credits Awarded: 3
 Terms Offered: Fall

DAN 227 - Introduction to Dance Production II

This course is designed to provide a basic introduction to three areas of production: costumes, stage management and make-up. The student will be introduced to the technology, vocabulary, practices and aesthetics of costume design for dance. In addition, the course will explore the role of the stage manager and house manager as part of the production process. Basic stage make-up for dance will be addressed. The individual will work within a producing group to gain basic theoretical and practical experience.

Credits Awarded: 3
 Terms Offered: Spring, Even Years

DAN 242 - Jazz II

A continuation of Dan 140, this course is designed for the experienced dancer with a minimum of one semester of jazz. The course is designed to develop a deeper kinesthetic understanding of jazz principles and the physical presentation of technique.

Credit Awarded: 1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

DAN 252 - Tap II

A continuation of Dan 150, this course is designed for the experienced dancer with a minimum of one semester of tap. The course is designed to develop a deeper kinesthetic understanding of tap principles and the physical presentation of technique.

Credit Awarded: 1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

DAN 263 - Ballet II

A continuation of Dan 162, this course is designed for the experienced dancer with a minimum of two semesters of ballet. This course develops an enhanced kinesthetic understanding of ballet fundamentals and sharpens physical presentation of technique.

Credit Awarded: 1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

DAN 267 - 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.

Credit Awarded: 1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

DAN 280 - Performance Studies I: Faculty Concert Performance

Performing under the direction of a faculty choreographer. Each choreographer may select 1-20 performers for each work. Participation is open to all freshmen, sophomores, juniors and seniors by audition. The faculty choreographed, student performed concert is the oldest performance offering of the Dance Department. It is dedicated to presenting original works by regular and guest faculty and demonstrates a range of creative, artistic movement research in various forms through student performance. Auditions are held the first half of fall semester. The concert takes place in early spring. Roles are assigned as appropriate.

Credits Awarded: 0-1
Terms Offered: Spring

DAN 295 - Studies in Dance

Technique and/or theory.

Terms Offered: As Needed

DAN 303 - Performance Studies II: Repertory Ensemble

Performing with an affiliate repertory company. Each ensemble is comprised of 7-23 dancers. Participation is open to all sophomores, juniors and seniors by audition. The affiliate companies are dedicated to fulfilling their respective missions through creative research - including exploration, development, assimilation and production presentation. Each company presents performances and/or workshops on and off campus during the year. Auditions are held in April for the following fall/spring season participation. Roles are assigned as appropriate.

Credits Awarded: 0-1
Terms Offered: Fall, Spring

DAN 305 - Composition I

An introductory class designed to challenge dancers with creative problems in composition and choreographic process. Dancers will create original solo and group work performing for themselves and class peers. A final individual project/s will be presented to the guest artist adjudicator for venue placement and performed at the Student Dance Showcase. Students may take Dan 300 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3
Terms Offered: Spring
Prerequisites: Dan 300
Corequisites: Dan 300

DAN 310 - Dance Pedagogy I: Creative Dance for Children

This course provides an introduction to creative movement for children from preschool through sixth grade with emphasis on working with children to develop creativity and dance vocabulary. Students will be exposed to various methods of using the creative process, develop problem-solving skills and incorporate methods used while working with children. Two credits in dance technique courses is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Fall

DAN 313 - Pedagogy II: Dance Technique

This course is designed to prepare students with comprehensive dance instruction in a multitude of settings to divers interests and abilities of learners. Coursework connects and applies the theory and practice of teaching dance technique, development of logical and progressive training practices, curriculum planning, and assessment. Students will gain understanding of teaching dance technique in multiple genres, connecting the learning of dance through kinesthetic and age-appropriate developmental stages, implement best practices, design and develop curriculum and lesson plans, and engage in dialogue related to particular topics, problems, or issues within the dance curriculum.

Prior to enrolling in this course, we recommend that students complete at least two dance technique courses in each discipline: Ballet, Jazz, Tap/Hip Hop, Modern.

Credits Awarded: 2
Terms Offered: Spring
Prerequisites: Dan 310

DAN 315 - Pedagogy III: Teaching Of Dance

This course is designed to prepare dancers to become dance educators. Dancers will experience aspects of pedagogy, curriculum and assessment development, classroom management and other teaching experiences that future dance educators (public, private, studios) may encounter. This course will provide information, tools, resources, mini teaching experiences and more to expose dancers to the field of dance education.

Credits Awarded: 2
 Terms Offered: Spring, Odd Years
 Prerequisites: Dan 310

DAN 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 how cultures have influenced the dance throughout history.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: Global Learning International (GLI)

DAN 320 - 20th & 21st Century Dance History and Criticism

Perspectives on dance in the 20th and 21st centuries including its relation to society, the other arts, criticism and its future directions. Focus will be on ballet, modern, jazz, tap and dance trends.

Credits Awarded: 4
 Terms Offered: Spring
 Attribute: Global Learning Domestic (GLD)

DAN 325 - Modern III

A continuation of Dan 222, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in modern and/or contemporary dance.

Credits Awarded: 2
 Terms Offered: Fall, Spring

DAN 330 - Accompaniment For Dance

An introduction to musical accompaniment for dance including music theory, sound production techniques and experience in accompanying dance classes.

Credits Awarded: 2
 Terms Offered: Spring, Odd Years

DAN 345 - Jazz III

A continuation of Dan 242, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in jazz dance.

Credits Awarded: 2
 Terms Offered: Fall, Spring

DAN 350 - Sacred Dance

This course introduces students to the study of Sacred Dance. Students will explore and expand upon movement concepts that embody a personal expression of faith in relation to cultural awareness and the history of Sacred Dance.

Credit Awarded: 1
 Terms Offered: Spring

DAN 355 - Tap III

A continuation of Dan 252, this course is designed for the dancer to further develop his/her knowledge, technical skills, and artistry in tap dance.

Credits Awarded: 2
 Terms Offered: Fall, Spring

DAN 360 - Dance/Movement Therapy I

An introductory course in dance therapy presenting methods, concepts and techniques used by dance/movement therapists today.

Credits Awarded: 2
Terms Offered: May

DAN 362 - Dance/Movement Therapy II

A one week course in Dance/Movement therapy exploring methods, concepts and techniques used by dance/movement therapists introduced in Dan 360.

Credit Awarded: 1
Terms Offered: May
Prerequisites: Dan 360

DAN 365 - Ballet III

This course is designed for the experienced dancer to continue the process of enlarging and strengthening ballet technique beyond the beginning – intermediate levels. Emphasis is placed on accurate and consistent execution of technical skills, efficient use of energy, and expressive performance in the context of contemporary application of balletic forms. Personal interpretation, communication of intent 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.

Credits Awarded: 2
Terms Offered: Fall, Spring

DAN 370 - Laban Movement Analysis and Motif

Laban Movement Analysis & Motif (LMA) offers a framework and language for describing movement. Through the lenses of the four LMA categories: Body, Effort, Space and Shape, students will observe, analyze and experience movement, bringing clarity and intentions to activities and relationships on and off the stage.

Credits Awarded: 3
Terms Offered: Spring
Attribute: Social Science 2 (SS2)

DAN 395 - Studies in Dance

A course offered in response to student interest with faculty advising. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-2
Terms Offered: As Needed
Prerequisites: Permission of instructor

DAN 400 - Teaching Practicum

This program presents an opportunity for students to pursue teaching and application in the area of study. The practicum is developed to allow students a practical hands-on, authentic teaching experience. It is expected that the practicum integrates teaching and learning in a setting in which students develop skills and application of teaching, creating and implementation of teaching dance. Students may take Dan 313 and Dan 315 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Dan 310, Dan 313, Dan 315
Corequisites: Dan 313, Dan 315

DAN 412 - Improvisation II

This course is designed to introduce the student to the concepts and practice of improvisation for the body in contact with other bodies, place, structures and environments.

Credit Awarded: 1

Terms Offered: Spring, Odd Years

Prerequisites: Dan 300

DAN 427 - Modern IV

A continuation of Dan 325, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of modern and/or contemporary dance including technique, performance, artistry and professionalism.

Credits Awarded: 2

Terms Offered: Fall, Spring

DAN 447 - Jazz IV

A continuation of Dan 345, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of jazz dance including technique, performance, artistry and professionalism.

Credits Awarded: 2

Terms Offered: Fall, Spring

DAN 457 - Tap IV

A continuation of Dan 355, this course is designed for the dance artist to hone his/her skills/knowledge in all areas of tap dance including technique, performance, artistry and professionalism.

Credits Awarded: 2

Terms Offered: Spring

DAN 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 which he/she will be most successful. Junior or Senior status is highly recommended for this course.

Credits Awarded: 2

Terms Offered: Spring, Even Years

DAN 480 - Composition II

An enhanced composition class designed to challenge dancers by working collaboratively as dancers and co-choreographers in the creation of an original group piece, which they will dance themselves, and by working individually on an unique solo. Dancers will be required to evidence development and artistry beyond the Composition I level, create and develop context, and to integrate technology and other art forms/related sources when applicable. The works will be presented to the guest artist adjudicator for venue placement and performed at the Student Dance Showcase.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Dan 305

DAN 490 - Independent Study

Advanced research in dance history and other studies.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

**DAN 495 - Advanced Studies In Dance and/
or Composition**

An independent project initiated by the emerging artist to create a complete work. A written proposal will be submitted to describe the nature of the intended work and outline how it will be brought to completion. As an opportunity for the emerging artist to find his/her own “voice,” all content will be self-determined, including specific interests and/or particular needs in consultation with a dance faculty mentor.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Dan 480

ECONOMICS AND BUSINESS

The Department of Economics and Business 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, business and accounting are stressed.

ABOUT THE PROGRAM

Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and business. Knowledge of mathematics, strong oral 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 placed 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 are strongly encouraged to actively participate in domestic off-campus programs in Philadelphia, Chicago and Washington, D.C.; international programs around the world; internships with local business firms; and independent research projects.

A few distinctive programs within our department include:

- **London May Term.** A three-week international interdisciplinary experience in which the city of London and surrounding areas provide opportunities for robust experiential learning.
- **China May Term.** A three-week introduction to modern China and the remarkable economic, cultural and spiritual transformations underway in the country.
- **Baker Scholars Program.** 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 program provides special enrichment and growth opportunities to students who show promise of being exceptional business leaders.
- **Hope College Business Club.** The Business Club focuses on providing students with hands-on experiences, such as networking events, guest speakers, local business interactions and service opportunities.
- **Hanze University, Groningen, The Netherlands.** A three-week summer program designed and delivered by Hanze University including guest lectures, seminars, workshops on how European markets work, legal aspects of international trade, Eurozone economic and monetary integration, business excursions to large multinational corporations, etc. All classes are conducted in English and will satisfy the business elective requirement.

Approximately 30 percent 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 a wide variety of fields, in both the public and private sectors.

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.

MAJORS

Accounting

The department offers two tracks for accounting majors — one for general accounting and one for public accounting.

Students planning a career in public accounting should complete the 150-hour public accounting track. The department offers all the accounting courses required for taking the Michigan C.P.A. examination. With careful planning, both accounting tracks can be completed in four years and therefore, the cost of completing a graduate program would not be necessary. 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. Any student contemplating taking the C.P.A. exam in a state other than Michigan should consult 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 both private and public sectors. See the following required courses, hours and prerequisites.

DEPARTMENTAL REQUIRED COURSES:

Economics:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics

BUSINESS:

- BUS 222 – Management Perspectives & Theory
- BUS 341 – Business Law
- BUS 371 – Financial Management

Accounting:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting
- ACCT 321 – Intermediate Accounting I
- ACCT 322 – Intermediate Accounting II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting

Minimum of **12 hours** of 400–level electives in accounting required:*

- ACCT 423 – Auditing
- ACCT 425 – Individual Taxation
- ACCT 426 – Corporate Tax and Research
- ACCT 427 – Advanced Accounting
- ACCT 428 – Government and Not–for–Profit Accounting
- ACCT 430 – Ethics in Accounting

NON-DEPARTMENTAL REQUIRED COURSES:

- MATH 210 - Introductory Statistics
 - MATH 311 and 312 also meet this requirement
- CSCI 140 – Business Computing

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL REQUIRED: 63 credit hours

Elective Accounting Courses:

- ACCT 361 – Accounting Practicum I
- ACCT 362 – Accounting Practicum II

Accounting/Business

The accounting/business double major consists of the following required courses, hours and prerequisites.

DEPARTMENTAL REQUIRED COURSES:

Economics:

- ECON 211 – Principles of Macroeconomics

- ECON 212 – Principles of Microeconomics
- ECON – Economics elective - (300-level or above)

BUSINESS:

- BUS 222 – Management Perspectives & Theory
- BUS 331 – Marketing Management
- BUS 341 – Business Law
- BUS 361 – Operations Management
- BUS 371 – Financial Management
- BUS 401 – Management Seminar

Approved elective – Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad

Accounting:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting
- ACCT 321 – Intermediate Accounting I
- ACCT 322 – Intermediate Accounting II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting

Minimum of **12 hours** of 400-level electives in accounting required:*

- ACCT 423 – Auditing
- ACCT 425 – Individual Taxation
- ACCT 426 – Corporate Tax and Research
- ACCT 427 – Advanced Accounting
- ACCT 428 – Government and Not-for-Profit Accounting
- ACCT 430 – Ethics in Accounting

NON-DEPARTMENTAL REQUIRED COURSES:

- MATH 210 - Introductory Statistics
 - MATH 311 and 312 also meet this requirement
- CSCI 140 – Business Computing

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL REQUIRED: 83 credit hours

Elective Accounting Courses:

- ACCT 361 – Accounting Practicum I
- ACCT 362 – Accounting Practicum II

Business

The business major is foundational, integrated, relevant, personal and challenging. See the following required courses, hours and prerequisites.

Departmental Required Courses:

Accounting:

- ACCT 221 – Financial Accounting

Economics:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON – Economics elective (300-level or above)

Business:

- BUS 222 – Management Perspectives & Theory
- BUS 331 – Marketing Management
- BUS 361 – Operations Management
- BUS 371 – Financial Management
- BUS 401 – Management Seminar
- Approved elective – Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad

Non-Departmental Required Course:

- MATH 210 – Introductory Statistics
 - MATH 311 and 312 also meet this requirement.

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL: 43-44 credit hours

Courses in workplace writing and business computing are recommended. Courses in communication and additional coursework in liberal arts are also recommended. Students are

encouraged to take advantage of internship and other course experiences at The Philadelphia Center and in Chicago and study abroad programs around the world.

Business/Economics

The business/economics double major consists of the following required courses, hours and prerequisites.

DEPARTMENTAL REQUIRED COURSES:

Accounting:

- ACCT 221 – Financial Accounting

Economics:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON 306 – Econometrics
- ECON 311 – Intermediate Macroeconomics
- ECON 312 – Intermediate Microeconomics
- ECON 401 – History of Economic Thought
- ECON 480 – Senior Research Project (offered spring term)
- ECON – Economics elective (300-level or above)

BUSINESS:

- BUS 222 – Management Perspectives & Theory
- BUS 331 – Marketing Management
- BUS 361 – Operations Management
- BUS 371 – Financial Management
- BUS 401 – Management Seminar

NON-DEPARTMENTAL REQUIRED COURSE:

Mathematics:

- MATH 131 – Calculus I
- MATH 210 – Introductory Statistics
 - MATH 311 and 312 also meet this requirement.

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL: 64 credit hours

Economics

The economics major offers a solid preparation for many paths; it is rigorous and analytical, as well as practical and useful.

DEPARTMENTAL REQUIRED COURSES:

Economics:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON 306 – Econometrics
- ECON 311 – Intermediate Macroeconomics
- ECON 312 – Intermediate Microeconomics
- ECON 401 – History of Economic Thought
- ECON 480 – Senior Research Project
- ECON – Economics elective (300-level or above)
- ECON – Economics elective (300-level or above)

NON-DEPARTMENTAL REQUIRED COURSES:

Mathematics:

- MATH 131 – Calculus I
- MATH 210 – Introductory Statistics
 - MATH 311 and 312 also meet this requirement.

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL: 44 credit hours

Public Accounting

Students who wish to pursue the public accounting pre-professional program should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses.

With careful planning, the 150-hour CPA Program can be completed in just four years. See the following required courses, hours and prerequisites.

REQUIRED DEPARTMENTAL COURSES:

TOTAL DEPARTMENTAL REQUIRED: 67 credit hours

Economics:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics

BUSINESS:

- BUS 222 – Management Perspectives & Theory
- BUS 341 – Business Law
- BUS 371 – Financial Management

Accounting:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting
- ACCT 321 – Intermediate Accounting I
- ACCT 322 – Intermediate Accounting II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting
- ACCT 423 – Auditing
- ACCT 425 - Individual Taxation
- ACCT 426 – Corporate Tax and Research
- ACCT 427 – Advanced Accounting
- ACCT 428 – Government and Not-for-Profit Accounting

One DEPARTMENTAL Elective COURSE REQUIRED:

SELECT FROM ONE course: 2-4 credit hours

- ACCT 430 – Ethics in Accounting
- BUS 331 – Marketing Management
- BUS 352 - Human Resource Management
- BUS 358 - Management in the British Economy
- BUS 361 - Operations Management
- BUS 395 - Advanced Studies in Business
- ECON 302 - Monetary Economics

- ECON 304 - Economic Growth and Development
- ECON 306 - Econometrics
- ECON 310 - Environmental Public Policy
- ECON 311 - Intermediate Macroeconomics
- ECON 312 - Intermediate Microeconomics
- ECON 318 - International Economics
- ECON 320 - Financial Economics
- ECON 358 - Management in the British Economy
- ECON 395- Advanced Studies in Economics

NON-DEPARTMENTAL REQUIRED COURSES:

TOTAL NON-DEPARTMENTAL REQUIRED : 14 credit hours

MATHEMATICS SKILLS:

- MATH 210 – Introductory Statistics
 - MATH 311 and 312 also meet this requirement

Communications Skills:

Both of the following courses are required:

- COMM 140 – Public Presentations
- ENGL 214 – Workplace Writing

Computer Science Skills:

- CSCI 140 – Business Computing

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL REQUIRED : 79-81 credit hours

Elective Accounting Courses:

- ACCT 361 – Accounting Practicum I
- ACCT 362 – Accounting Practicum II

ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)

Public Accounting/Business

The public accounting/business double major consists of 97 credits.

DEPARTMENTAL REQUIRED COURSES:

TOTAL DEPARTMENTAL REQUIRED: 83 credit hours

ECONOMICS:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ECON – ECON elective (300-level or above)

BUSINESS:

- BUS 222 – Management Perspectives & Theory
- BUS 3331 - Principles of Marketing
- BUS 341 – Business Law
- BUS 361 – Operations Management
- BUS 371 – Financial Management
- BUS 401 – Management Seminar
- APPROVED ELECTIVE – Departmental OR non-departmental (DND elective) OR approved internship OR semester abroad

ACCOUNTING:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting
- ACCT 321 – Intermediate Accounting I
- ACCT 322 – Intermediate Accounting II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting
- ACCT 423 – Auditing
- ACCT 425 – Individual Taxation
- ACCT 426 – Corporate Tax and Research
- ACCT 427 – Advanced Accounting
- ACCT 428 – Government and Not-for-Profit Accounting

NON-DEPARTMENTAL REQUIRED COURSES:

TOTAL NON-DEPARTMENTAL REQUIRED: 14 credit hours

Mathematics Skills:

- MATH 210 – Introductory Statistics
 - MATH 311 and 312 also meet this requirement

Communications Skills:

Both of the following courses are required:

- COMM 140 – Public Presentations
- ENGL 214 – Workplace Writing

COMPUTER SCIENCE SKILLS:

- CSCI 140 – Business Computing

TOTAL DEPARTMENTAL AND NON-DEPARTMENTAL REQUIRED: 97 credit hours

ELECTIVE ACCOUNTING COURSES:

- ACCT 361 – Accounting Practicum I
- ACCT 362 – Accounting Practicum II
- ACCT 430 – Ethics in Accounting

Other ELECTIVE COURSES:

- BUS 352 - Human Resource Management
- BUS 358 - Management in the British Economy
- BUS 361 - Operations Management
- BUS 395 - Advanced Studies in Business
- ECON 302 - Monetary Economics
- ECON 304 - Economic Growth and Development
- ECON 306 - Econometrics
- ECON 310 - Environmental Public Policy
- ECON 311 - Intermediate Macroeconomics
- ECON 312 - Intermediate Microeconomics
- ECON 318 - International Economics

- ECON 320 - Financial Economics
- ECON 358 - Management in the British Economy
- ECON 395- Advanced Studies in Economics

ACCT 423, 425, 427 and 428 are REQUIRED by the State of Michigan for those intending to take the CPA exam in Michigan. See your advisor if you plan to take the exam in another state. (Most require 150 hours.)

MINORS

Accounting

The minor requirements for accounting consist of 24 credits of coursework. Courses required are:

- ACCT 221 – Financial Accounting
- ACCT 222 – Managerial Accounting

And three courses from the following seven:

- ACCT 321 and 322 – Intermediate Accounting I and II
- ACCT 333 – Accounting Information Systems
- ACCT 375 – Cost Accounting
- ACCT 425 – Individual Taxation
- ACCT 427 – Advanced Accounting
- ACCT 428 – Governmental and Not-for-Profit

Also required:

- MATH 210 – Introductory Statistics , or Statistical Methods (MATH 311) AND Applied Statistical Models (MATH 312)

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

Business

The minor requirements for business consist of 28 credits of coursework. Courses required are:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- ACCT 221 – Financial Accounting

- BUS 222 – Management Perspectives and Theory
- A 300–level business course
- An approved departmental or non-departmental elective.

Also required:

- MATH 210 – Introductory Statistics, or Statistical Methods (MATH 311) AND Applied Statistical Models (MATH 312)

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

Economics

The minor requirements for economics consist of 28 credits of coursework. Courses required are:

- ECON 211 – Principles of Macroeconomics
- ECON 212 – Principles of Microeconomics
- Choose four 300+ Level Economics courses including two of the following:
 - ECON 311 – Intermediate Macroeconomics
 - ECON 312 – Intermediate Microeconomics
 - ECON 306 - Econometrics
 - ECON 401 - History of Economic Thought
- MATH 210 - Statistics

See specific course for appropriate prerequisite(s). Minimum GPA 2.0.

COURSES

ECON 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 business, economics or accounting major.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Social Science 2 (SS2)

ECON 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, business, 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Social Science 1 (SS1)

ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 211 with a grade of C or better

ECON 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.

Credits Awarded: 2 or 4

Terms Offered: As Needed

ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 212 with a grade of C or better

ECON 304 - Economic Growth and Development

A study of the factors that influence the growth and development of modern economics with particular emphasis on developing countries. Attention will be given to theoretical models and to the interplay of social, political and cultural phenomena.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Econ 212 with a grade of C or better

ECON 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Econ 212 with a grade of C or better, Math 210 or equivalent

ECON 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 and Business, Geological and Environmental Sciences, and Political Science, so that students are exposed to the interdisciplinary nature of environmental public policy issues. Four hours of lecture per week. Fulfillment of the NSL general education requirement is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Pol 100

ECON 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Econ 212 with a grade of C or better

ECON 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Econ 212 with a grade of C or better, Math 131

ECON 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Econ 212 with a grade of C or better

ECON 320 - Financial Economics

This course explores the allocation of resources under conditions of uncertainty and the economics of the finance industry. The various kinds of financial instruments and their uses in portfolios will be examined. Topics include market behavior, trader psychology, banking firms and special exotic products.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Econ 212 with a grade of C or better

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. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company visits; and numerous cultural activities that are conducted in London and in various other locations in England.

Credits Awarded: 4

Terms Offered: Summer

Prerequisites: Permission of instructor

ECON 390 - Internships in Vocation

The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with the Boerigter Center for Career and Calling. Students will not receive credit for this course and Mgmt 391.

Credits Awarded: 1-4

Terms Offered: Summer

Prerequisites: Permission of instructor

ECON 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.

Credits Awarded: 1, 2, 4

Terms Offered: As Needed

Prerequisites: Permission of instructor

ECON 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Econ 211, Econ 212 with a grade of C or better

**ECON 402 - Industrial Organization/
Economics of Strategy**

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 managerial strategy. Several specific U.S. industries will be studied, and a strategic analysis of an industry will be performed.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Econ 212 with a grade of C or better

ECON 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 212 with a grade of C or better

ECON 410 - Economics of the Public Sector

Study of the role of government in a market economy. The theory and practice of taxation, expenditure, analysis and government regulation are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, healthcare economics, income transfer programs and intergovernmental grants.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Econ 212 with a grade of C or better

ECON 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. Students may take Econ 306 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Econ 311 or Econ 312, Senior standing, Econ 306

Corequisites: Econ 306

**ECON 490 - Independent Studies in
Economics**

Independent studies in advanced economics under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

ECON 495 - Advanced Studies in Economics

A lecture or seminar in a special topic in advanced economics. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

BUS 222 - Management Perspectives and 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Econ 211 with a grade of C or better

BUS 295 - Studies in Management

A lecture or seminar class in a special topic of business for majors and non-majors in business.

Credits Awarded: 2-4

Terms Offered: As Needed

BUS 331 - Principles of Marketing

This course develops decision-making skills in the context of managing the marketing function in all types of organizations. This project-based course includes team assignment to a company marketing opportunity. 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222 with a grade of C or better, Acct 221 with a grade of C or better, Econ 212 with a grade of C or better, Math 210 or equivalent

BUS 341 - Business Law

A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Econ 212

BUS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222 with a grade of C or better, Acct 221 with a grade of C or better, Econ 212 with a grade of C or better, Math 210 or equivalent

BUS 356 - Managing for Environmental Sustainability

The study of practices usually associated with business, but applicable to other organizations, that create environmentally sustainable outcomes.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Permission of instructor

BUS 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. This class utilizes an experiential-based learning environment that includes seminars with leaders of business, labor, and government; company visits; and numerous cultural activities that are conducted in London and in various other locations in England.

Credits Awarded: 4

Terms Offered: Summer

Prerequisites: Permission of instructor

BUS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222 with a grade of C or better, Acct 221 with a grade of C or better, Econ 212 with a grade of C or better, Math 210 or equivalent

BUS 371 - Principles of Finance

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. CSCI 140 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222 with a grade of C or better, Acct 221 with a grade of C or better, Econ 212 with a grade of C or better, Math 210 or equivalent

BUS 382 - Investment Fundamentals

This course is designed to help students understand the basic definitions, principles and functions of various investment products. Students will be exposed to the various types of risks associated with investment as well as their correlation to expected investment returns. Throughout the course we will apply the tools of risk analysis to contemporary issues affecting multiple investment options. After taking this course students will better understand and relate to the investment topics and issues that are relevant to everyday life.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222

BUS 384 - Business Analytics

The majority of today's most successful companies are investing in the development of their analytical capabilities. They believe that these capabilities are required to compete in today's marketplace. This has driven the demand for staff who understand the fundamentals of business analytics. This is true in every key function and department. This demand for staff who are familiar with the fundamentals of business analytics exceeds the supply. Virtually everyone hired by these companies today is expected to bring a higher level of analytic skill and knowledge to the job than was expected of their predecessors. This course will give students a broad exposure to modern business analytics. It will familiarize students with the ways these analytics are applied by a variety of companies in a variety of industries. It will provide students with an understanding of how analytics are used in a variety of functions within these companies. It will help students understand how analytics creates value for these companies.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Bus 222 or Mgmt 222, Econ 212

BUS 390 - Internships in Vocation

The objective of this course is to help students 1) integrate theory and practice, 2) enhance their self-awareness and social-awareness competencies, and 3) seek their mission in the world. The course is a customized and highly reflective experience involving the professor, the student, and the placement supervisor. Enrollment in the class is dependent upon students finding their own internship placements by working with the Boerigter Center for Calling and Career. Permission of instructor required.

Credits Awarded: 4-8

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of instructor

BUS 395 - Advanced Studies in Business

A lecture or seminar in a special topic in advanced business. Permission of instructor required.

Credits Awarded: 2 or 4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

BUS 401 - 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; personal finance; business ethics; global business; and a written analysis of case studies and other topics. A significant research paper may be required. Completion of major requirements is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Senior standing

BUS 490 - Independent Study in Business

Independent studies in advanced business under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

BUS 495 - Advanced Studies in Business

A lecture or seminar in a special topic in advanced business. For example, Total Quality Management and Finance Seminar have recently been offered under this number. Permission of instructor is required.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

ACCT 221 - Financial Accounting

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 and discussion. Completion during freshman or sophomore year highly recommended.

Credits Awarded: 4

Terms Offered: Fall, Spring

ACCT 222 - Managerial Accounting

This course is designed to examine the principles, techniques, and uses of financial information which is used by managers to make decisions that positively impact organizational outcomes.

Topics include product pricing, break-even analysis and capital budgeting. Course includes lecture and discussion.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Acct 221

ACCT 295 - Studies in Accounting

A lecture or seminar class in a special topic of accounting for majors and non-majors in accounting.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

ACCT 321 - Intermediate Accounting I

A continuation of the study of financial accounting theory and practice at the intermediate level. This course 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.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Acct 221 with a grade of C or better

Attribute: Global Learning International (GLI)

ACCT 322 - Intermediate Accounting II

A continuation of the study of financial accounting theory and practice at the intermediate level. This course 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Acct 321 with a grade of C or better

ACCT 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.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Acct 221

ACCT 361 - Accounting Practicum I

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. Students will work in public or private accounting positions in the field. Other requirements include maintaining an analytical journal, writing a final summary paper and participating in discussions. A minimum of 8 credits in accounting courses is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Summer

Prerequisites: Acct 221, Acct 222, Acct 333,

Permission of instructor

ACCT 362 - Accounting Practicum II

This course is a continuation of Acct 361. It 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. Students will work in public or private accounting positions in the field. Other requirements include maintaining an analytical journal, writing a final summary paper and participating in discussions.

Credits Awarded: 4
 Terms Offered: Spring, Summer
 Prerequisites: Acct 361, Permission of instructor

ACCT 375 - Cost Accounting

Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Acct 221, Acct 222 with a grade of C or better

ACCT 395 - Advanced Studies in Accounting

A lecture or seminar class in a special topic in advanced accounting.

Credits Awarded: 1-4
 Terms Offered: Fall, Spring
 Prerequisites: Permission of department chairperson

ACCT 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.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Acct 322, Acct 333

ACCT 425 - Individual Taxation

An introduction to federal tax accounting as it relates to income tax for individuals.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Acct 322

ACCT 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.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Acct 425 with a grade of C or better

ACCT 427 - Advanced Accounting

Advanced studies in the theory and practice of accounting for business organization with particular emphasis on corporate combinations, partnerships, and international accounting topics.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Acct 322

ACCT 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.

Credits Awarded: 4
Terms Offered: Fall
Prerequisites: 322, Declared Public Accounting (150 cr.) major

ACCT 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.

Credits Awarded: 2
Terms Offered: When Feasible
Prerequisites: Acct 221, Acct 222

ACCT 490 - Independent Studies in Accounting

Independent studies in advanced accounting under the supervision of a designated staff member. Advanced standing in the department is highly recommended prior to this course.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Prerequisites: Permission of department chairperson

ACCT 495 - Advanced Studies in Accounting

A lecture or seminar class in a special topic in advanced accounting.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of department chairperson

EDUCATION

The Department of Education prepares students to teach in elementary and secondary schools.

ABOUT THE PROGRAM

Hope College's Teacher Education programs are approved by the Michigan Department of Education. The Council for the Accreditation of Educator Preparation (CAEP) recognizes the Department of Education at Hope College as a nationally accredited program. CAEP: 1140 19th Street N.W., Washington, D.C. 20036 (caepnet.org). This accreditation covers all preparation programs.

To fulfill the requirements for graduation and for certification, all teacher candidates planning on a professional teaching career must complete a major and a minor in an approved academic field, all general education requirements, and the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides clinical experiences for teacher candidates to put theory into practice. Teacher candidates complete a minimum of five clinical experiences in area schools prior to student teaching. Throughout the professional sequence, prospective teachers develop increasing competence and confidence in the professional abilities identified by education faculty. These abilities enable a graduate to act as:

- Ethical Educators
- Skilled Communicators
- Engaged Professionals
- Curriculum Developers
- Effective Instructors
- Decision Makers
- Reflective Practitioners

Student-led chapters of national organizations, particularly Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education candidates. A student chapter of NAEYC (National Association of the Education of Young Children) will be available soon. Teacher candidates are also given opportunity and encouraged to engage in research projects and to attend and present at state, regional and national conferences.

Graduates of Hope's education program teach in public, private, charter and parochial K-12 schools across the country and around the world. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in their majors or 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 categorical, inclusive or resource classrooms
- Teachers overseas
- Peace Corps volunteers
- Counselors in elementary and secondary schools
- Curriculum coordinators and supervisors
- Administrators in school systems throughout the United States
- College professors

Information contained in this catalog is subject to change, due to mandates by the Michigan Department of Education or the Michigan State Board of Education. Teacher candidates should consult Department of Education personnel and/or the Department of Education website to ensure that they have received updated information.

TEACHER PREPARATION PROGRAMS :

Teacher candidates planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program. Application for admission to the Teacher Education program is made following the successful completion of the required introductory courses and clinical experiences. Michigan law, as well as some other state laws, prohibit an individual from obtaining or maintaining a valid certification if the individual has any of several listed criminal convictions. The Hope Department of Education will evaluate criminal convictions to determine an individual's likelihood of obtaining a teacher certificate and whether the individual will be admitted into the program. Application information and procedures can be accessed online on the Department of Education website.

Teacher candidates are urged to plan their programs carefully and should begin that process early in their college careers. Teacher candidates are expected to meet individually with education faculty for advising. Teacher candidates typically begin the teacher education sequence with Education 220/221 during their freshman or sophomore year and reserve one semester of the senior year for student teaching. Application for student teaching must be made two semesters before the student teaching semester. Information about required courses is available on the department website.

All program requirements must be completed for teacher candidates to be recommended for a teaching certificate in the State of Michigan. Program requirements include:*

- Formal admission to the Teacher Education program.

- Satisfy the general education requirements for the B.S., B.A. or B.Mus. degree at Hope College.
- Completion of the Professional Education Sequence which has been established.
- Earn a C+ or better grade in each education professional sequence course in levels 2 and 3 and corresponding clinical experiences.
- Earn a GPA of at least 2.75 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence and the cumulative GPA for all college coursework at Hope College.
- Complete the requirements for a major and minor** approved by the Department of Education and affirmed by the Michigan Department of Education.
- Pass the required Michigan Tests for Teacher Certification (MTTC) in appropriate areas.
- Hold valid certification in CPR/First Aid at the time of application for Michigan teacher certification.

*State of Michigan requirements are subject to periodic change. Teacher candidates must meet State of Michigan and Department of Education requirements for teacher certification in effect at the time application is made.

**Specific requirements for all certifiable majors and minors are available on the department website.

A COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:

- Completion of two orientation sessions (Education Department and Chalk & Wire)
- Declared Education major
- Three faculty recommendations
- Demonstrated competency of reading, math and writing through SAT scores, or ACT scores or alternative options
- Successful completion of EDUC 220, 221, 225, 226, 270
- Completed ISTE portfolio (for EDUC 220, 225, 270)
- Statements for IDS 200, Confidentiality, Criminal Background Check and Commitment to Professionalism
- Program Completion Plan (with advisor)
- Overall GPA of 2.75 or higher

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 approval for Michigan certification can be found on the department's website under "General Information Policies and Procedures." These policies and procedures are available electronically on the department's website (www.hope.edu/academics/education/). Teacher candidates must read this information, become familiar with all expectations, deadlines and

responsibilities, and comply with policies and regulations stated therein. Failure to do so may cause delays in the student's application process, in entry to courses in the professional sequence and to the student teaching semester.

Elementary Education:

Elementary: 1) Teacher candidates select a major in Mathematics, Integrated Science, Social Studies or English Language Arts. The candidates must also complete a prescribed Planned Program minor consisting of three content areas, as well as course work in Health/Physical Education, World Languages and the Arts; or 2) Teacher Education Candidates who select a Comprehensive major must also declare a Special Education major (Emotional Impairments and/or Learning Disabilities), a Spanish K-12 major or an Early Childhood minor. An endorsement in ESL can be added to either option. Complete EDUC 220, 221, 225, 226, 270, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.

Secondary education:

Secondary: Teacher education candidates select a content or group major and a minor. If an Emotional Impairments or Learning Disabilities major is selected at the secondary level, the candidate must declare an English or Mathematics minor (See Department of Education website for details). An endorsement in ESL can be added to any track. Complete EDUC 220, 221, 225, 226, 270, 275, 276, 285, 286, 287, 360, 361, 455, 480 or 485, 500 and methods courses in the major and minor fields.

Special education:

The Department of Education offers majors in the areas of K-12 Emotional Impairments and K-12 Learning Disabilities. Teacher candidates follow either the Elementary or Secondary certification track. Teacher candidates complete courses as listed for elementary or secondary as well as EDUC 241, 242, 251, 253, 254, 333, 342, 352, 356, 357, 358, 359, 434, 453, 454, student teaching, PSYC 230, 320/235.

K-12 Teaching specialists:

In the areas of Art, Music, Kinesiology, Dance and Spanish, Hope College offers K-12 programs for teaching specialists. Teacher candidates majoring in Art, Music, Kinesiology and Dance follow the Secondary certification track. Teacher candidates majoring in Spanish K-12 choose either the Elementary or Secondary certification track. Complete EDUC 220, 221, 225, 226, 270, 275, 276, 285, 286, 287, 500, methods courses, student teaching.

Student teaching and clinical placement requirements:

Teacher candidates completing requirements for a secondary teaching certificate must have clinical experiences (inclusive of student teaching) in both the major and minor areas of study and in both middle and high school.

Teacher candidates completing requirements for K-12 endorsement (special education, dance, music, art, kinesiology and Spanish) must have clinical experiences (inclusive of student teaching) at the elementary and secondary levels.

Teacher candidates who complete requirements for an elementary teaching certificate must also have structured clinical experiences (inclusive of student teaching) at both the elementary and middle school levels (with the exception of Early Childhood candidates).

All teacher candidates must complete a minimum of three different diverse clinical experiences (inclusive of student teaching). Diverse clinical experiences are defined as a classroom with at least 20% racial diversity, at least 20% low socioeconomic diversity and inclusive of students with exceptionalities (special needs or gifted).

Student Teaching Opportunities:

In addition to a broad range of local student teaching opportunities, elementary and secondary teacher candidates may apply for off-campus student teaching through The Philadelphia Center; the Chicago Semester Program; Liverpool, UK; Interaction International; Hope comes to Watts, Los Angeles, California and the Rosebud Indian Reservation, South Dakota and various international settings (as available). The Department of Education website has updated information about off-campus student teaching opportunities.

After approval from the Department of Education, teacher candidates fulfill their student teaching experience in urban, suburban or rural school districts.

MEETING PROFESSIONAL STANDARDS:

All teacher candidates in education courses must demonstrate that they have met the Interstate Teacher Assessment and Support Consortium (InTASC Standards), as well as the National Education Technology Standards for Teachers (NETST) in order to be designated as “highly qualified” teachers. The Department of Education has selected an electronic portfolio program (Chalk & Wire) that requires teacher candidates to model core teaching standards and 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.

certification:

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. Teacher candidates desiring to teach outside of Michigan should confer with the Department of Education's Director of Certification for specific requirements.

FINDING A TEACHING POSITION:

Special efforts are made by the Boerigter Center for Calling and Career to help teacher candidates secure teaching positions, but the college does not guarantee the placement of graduates in positions. Credentials packets must be completed during the student teaching semester. They are then managed either by the student or by a private online service.

MAJORS

For a complete list of education majors, see the [department of education website](#).

For a complete list of education minors, [see the department of education website](#).

COURSES

EDUC 220 - Educational Psychology

This course focuses on the growth and development of children with special emphasis on their social, emotional, and intellectual development. Careful study of the learning process is emphasized and its implications for teaching and the classroom are examined. Students will be introduced to the department's Professional Abilities and program options.

Credits Awarded: 3
Terms Offered: Fall, Spring
Corequisites: Educ 221

EDUC 221 - Educational Psychology Field Placement

This clinical experience is a corequisite with Educ 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 desired career choice.

Credit Awarded: 1
Terms Offered: Fall, Spring
Corequisites: Educ 220

EDUC 225 - The Exceptional Child and Adolescent

This course provides an introduction to categories of disabilities, the legal and historical foundations of special education, identification, and referral and IEP processes when working with individuals identified as exceptional, gifted, English Language Learners, and/or at-risk. This course addresses differentiation, including modifications, accommodations, technologies, and Universal Design for Learning. ED 220/221 are highly recommended prior to this course. Cross-listed with PSY 225. This may be used as an elective for the psychology major, but not the psychology minor.

Credits Awarded: 3
Terms Offered: Fall, Spring, Summer
Corequisites: Educ 226

EDUC 226 - The Exceptional Child and Adolescent Clinical Experience

This clinical experience provides opportunities for interaction with persons identified as exceptional, gifted, English Language Learners, and/or at-risk in public, charter, private schools, residential facilities, or community agencies. Teacher candidates will participate as aides, tutors, and instructors with individuals and small groups.

Credit Awarded: 1
Terms Offered: Fall, Spring, Summer
Corequisites: Educ 225

EDUC 241 - Introduction to Emotional Impairments

This course provides an introduction for teaching students with emotional/behavior impairments. Definitions and characteristics of an emotional impairment will be emphasized as well as historical, philosophical, etiological, and specific theoretical models identified regarding educating students with emotional/behavioral impairments.

Credits Awarded: 3
 Terms Offered: Spring
 Corequisites: Educ 242

EDUC 242 - Field Experience: Emotional Impairment

This clinical experience provides an opportunity for Hope students to work with individuals with emotional/behavioral impairments and observe how to service these individuals in school settings.

Credit Awarded: 1
 Terms Offered: Spring
 Corequisites: Educ 241

EDUC 251 - Assessment, Data and IEP in Special Education

This course provides the knowledge and skills necessary to administer formal and informal assessments and use this data to create strength-based Individual Education Plans (IEPs). Legal issues, evidence-based practices, technical understanding of assessment, and reliability and validity concerning testing are examined. Administration of various norm-referenced, criterion-referenced, Curriculum-Based Assessments, observations and informal tests are practiced. This information will be used to develop IEPs while evaluating the effectiveness of instruction using progress-monitoring techniques. This course transitions from 2 to 4 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Educ 225 and Educ 226

EDUC 252 - Advanced Reading and Literacy Practices for Special Education (K-12)

This course is designed to meet the individual needs of students who are experiencing significant difficulties with reading skills in K-12 classrooms. Emphasis is placed on evidence-based practices, assessment-driven instruction, and strategies that meet the unique needs of at-risk readers and students with disabilities in the K-12 setting. This course provides many opportunities for guided independent practice of skills while allowing the teacher candidate to explore and analyze the use of research-based strategies with struggling readers.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Educ 220 and Educ 221, Educ 225 and Educ 226

EDUC 253 - Introduction to Learning Disabilities

This course provides the foundation for teaching students with learning disabilities. Definitions and characteristics of a learning disability are emphasized in addition to historical perspectives and special education processes, programs and services at all levels - preschool through high school. In addition to exploring medically related issues, theoretical models and their implications for teaching students with learning disabilities are also addressed.

Credits Awarded: 3
 Terms Offered: Fall
 Corequisites: Educ 254

EDUC 254 - Field Experience: Learning Disabled

This clinical experience provides an opportunity for Hope teacher candidates to work with students with learning disabilities and observe how they are serviced in the school setting. Teacher candidates focus on experiences in a special education setting at the elementary, middle, or high school level.

Credit Awarded: 1
 Terms Offered: Fall
 Corequisites: Educ 253

EDUC 258 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education

This course will introduce teacher candidates to early childhood assessment practices for children birth-age 8, appropriate assessment tools, develop an understanding of responsible assessment and ways to include families and other professionals in the process. In addition, they will enhance their understanding of the IEP/ IFSP requirements and how to adapt assessments strategies for young children with special needs. Furthermore, teacher candidates will have an opportunity to review program assessment by completing a program assessment tool such as the PQA, ELLCO, etc. Educ 315 is highly recommended concurrently with this course.

Credits Awarded: 3
 Terms Offered: Spring
 Prerequisites: Declared education major
 Corequisites: Educ 259

EDUC 259 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education

This clinical experience will help teacher candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children.

Credit Awarded: 1
 Terms Offered: Spring
 Prerequisites: Declared education major
 Corequisites: Educ 258

EDUC 260 - Social Studies for the Elementary and Middle School Teacher

This course addresses content topics from U.S. and world history, physical, cultural, and political geography; the structure and functions of local, state, and national government; the rights and responsibilities of citizenship; and principles of microeconomics and macroeconomics according to Elementary Certification Program Standards.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Social Science 2 (SS2)

EDUC 270 - Foundations of Education

This course surveys the historical, philosophical, and social foundations of American education, from Plato to the present, and the political structure that governs the Pre-K-12 education system. The course is designed as a companion to Educ 500, which explores financial, legal, and political issues in contemporary American education, and is taken during the student teaching semester. It is required that this course be taken concurrently with either Educ 220/221 or Educ 225/226.

Credits Awarded: 2

Terms Offered: Fall, Spring

EDUC 275 - Introduction to Secondary Education & Instruction Design

In this course, students pursuing secondary education will be introduced to the specific needs of working with adolescents and in secondary schools. Topics covered include professional standards, curriculum, assessment, lesson design, organizing for instruction, writing instructional objectives, differentiation, accommodations, using technology for teaching and learning, structures of secondary schools including models of co-teaching, and how to use data from and about students to implement effective instruction. Educ 275/276 is required for all secondary education students who enter Hope Fall 2015 and after. Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Declared education major

Corequisites: Educ 276

EDUC 276 - Introduction to Secondary Education & Instruction Design Field Placement

This coordinated, supervised clinical experience occurs in a secondary classroom (grades 7-12). Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared education major

Corequisites: Educ 275

EDUC 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.

Credits Awarded: 1-4
Terms Offered: As Needed

EDUC 280 - Literacy I: Reading and Language Arts, Birth to Third Grade

This course provides an in-depth examination of literacy issues which begin at birth and develop through the third grade. The six language arts (reading, writing, speaking, listening, viewing and visually 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 stance which recognizes the diversity of learning styles and needs in the elementary classroom.

Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 281

EDUC 281 - Literacy I: Field Placement

This coordinated, supervised clinical experience occurs in an appropriate elementary school, Pre-K through grade three.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 280

EDUC 282 - Literacy II: Reading and the Language Arts, Grades 4-8

This course focuses on the transitional reader. It is during grades 4 through 8 that the child will become an independent reader in the elementary or middle school classroom. Building on the foundation provided in Educ 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts, informal and formal assessment, children's literature, and the integrated language arts. Additional attention will be paid to designing and conceptualizing instruction which engages all learners.

Credits Awarded: 3
Terms Offered: Fall, Spring, Summer
Prerequisites: Declared education major, Educ 280 and Educ 281 with a grade of C+ or better
Corequisites: Educ 283

EDUC 283 - Literacy II: Field Placement

This coordinated, supervised clinical experience occurs in an appropriate elementary or middle school setting, grades 4-8.

Credit Awarded: 1
Terms Offered: Fall, Spring, Summer
Prerequisites: Declared education major, Educ 280 and Educ 281
Corequisites: Educ 282

EDUC 285 - Literacy in the Content Area

This course will focus on the integration of reading, writing, listening, speaking, viewing, and graphically representing into content subjects for grades 6-12. Course topics include: disciplinary literacy practices, generic literacy skills, modeling comprehension, differentiation, ELL, diverse learners, and assessment practices.

Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 275 and Educ 276 with a grade of C+ or better
Corequisites: Educ 286

EDUC 286 - Literacy in the Content Area Field Placement

This coordinated, supervised clinical experience occurs in an appropriate content area middle school or high school classroom.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 275 and Educ 276
Corequisites: Educ 285

EDUC 287 - Classroom Management for Secondary Teachers

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. Students will study, analyze, and link classroom and behavior management theories and techniques with issues of instructional design. This course is not required for Music Education majors.

Credits Awarded: 2
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 285 or Educ 360

EDUC 305 - Physical Geography

This course explores the basic concepts and terms related to the study of physical geography. The characteristics and uses of maps, globes, and other geographic tools and technologies are addressed. The course also identifies the characteristics of landmasses and the physical processes in their development, including the shapes and patterns on the earth's surface, e.g., the atmosphere, the biosphere, the hydrosphere and the lithosphere.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major

EDUC 306 - Cultural Geography

This course examines the geographical and climatic factors that have influenced the social and economic development of global populations. It analyzes the relationship of humans and their environment and explores the nature and complexity of earth's cultural mosaics. It distinguishes the patterns and networks of economic interdependence on the earth's surface with an emphasis on world health, religions, foods, gender relationships, etc.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major

EDUC 310 - Elementary Curriculum and Methods (Math, Science, Social Studies)

This course provides an examination of elementary and middle school curriculum -- its philosophy; organization; methods of curriculum development, including single-subject and integrated designs; and methods of instruction, including emphases on high-level teaching practices, instructional modifications for students, and using technology in the classroom. Recommended for pre-student teaching semester.

Credits Awarded: 5
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 282 and Educ 283 with a grade of C+ or better
Corequisites: Educ 311, Educ 312

EDUC 311 - Elementary Curriculum and Methods Field Placement

This clinical experience occurs in local elementary or middle school classrooms. Students will observe instruction, maintain classroom routines and work with individual students, small and large groups. Students are required to plan and teach at least two lessons. Recommended for the semester prior to student teaching.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared education major, Educ 282 and Educ 283

Corequisites: Educ 310, Educ 312

EDUC 312 - Classroom Management for the Elementary and Middle School Teacher

This course provides 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. Special Education majors do not take Educ 312, but rather Educ 356.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Declared education major, Educ 282 and Educ 282 with a grade of C+ or better

Corequisites: Educ 310, Educ 311

EDUC 313 - Theories of Child Development and Early Childhood Education

This course introduces teacher candidates to the field of early childhood education where they will get an opportunity to view typical and atypical behaviors of young children. All developmental areas will be covered (physical, adaptive, cognitive, social/emotional, language). Theories that influence young children's development will be reviewed. Teacher candidates will explore national and state organizations/associations that set standards for early childhood programs.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Educ 314

EDUC 314 - Theories of Child Development and Early Childhood Education Field Placement

In this clinical experience teacher candidates observe and analyze young children's development and interactions. They keep reflective logs, and work with individual students as well as large and small groups of children.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Educ 313

EDUC 315 - Planning and Implementing Curriculum and Instruction for Early Childhood

This course introduces teacher candidates to early childhood curriculum models for infants, toddlers, pre-schoolers and primary age children. They will have an opportunity to plan developmentally appropriate large and small group activities, appropriate transitions, behavioral strategies, activities supporting the arts and individual differences through in-class assignments and clinical placements. Educ 258 is highly recommended concurrently with this course.

Credits Awarded: 3
Terms Offered: Spring
Corequisites: Educ 316

EDUC 316 - Planning and Implementing Curriculum and Instruction for Early Childhood

This clinical experience will help teacher candidates to integrate their understanding of, and relationships with, children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

Credit Awarded: 1
Terms Offered: Spring
Corequisites: Educ 315

EDUC 319 - Leadership Advocacy, and Administration in Early Childhood Programs

This course will help teacher candidates explore early childhood leadership principles. Social, economic, educational, cultural and political forces affecting early childhood issues will be addressed. Topics including budgets, personnel, professional development, program creation, licensing, curriculum, collaboration, grant writing, building maintenance, nutrition, advocacy, and leadership theories will be covered.

Credits Awarded: 2
Terms Offered: Fall

EDUC 321 - Teaching of Social Studies in the Secondary School

This course is designed to develop the knowledge, skills and theoretical considerations needed to teach social studies in the secondary classroom by providing pre-service teachers with a comprehensive overview of some of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Using a synthesis of the College, Career, and Civic Life (C3) Framework, Michigan's content expectations, and the Common Core State Standards for Literacy in History/Social Studies, emphasis is placed on the selection and /or design of rigorous and relevant student tasks and appropriate pedagogical scaffolding to support students' engagement in those tasks. Teacher candidates will have multiple opportunities to engage in key pedagogical practices while receiving constructive feedback from both the instructor as well as peers through an instructional coaching model.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 322

EDUC 322 - Teaching of Social Studies in the Secondary School Field Placement

This clinical experience occurs in a social studies classroom in a middle or high school.

Credit Awarded: 1
 Terms Offered: Fall
 Prerequisites: Declared education major
 Corequisites: Educ 321

EDUC 323 - Teaching of Mathematics in the Secondary School

Cross-listed as Math 323. See Math 323 for more information.

Terms Offered:

EDUC 324 - Teaching of Mathematics in the Secondary School Field Placement

Cross-listed as Math 324. See Math 324 for more information.

Terms Offered:

EDUC 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.

Credits Awarded: 3
 Terms Offered: Fall, Summer
 Prerequisites: Declared education major
 Corequisites: Educ 332

EDUC 332 - Teaching of Science in the Secondary School Field Placement

This clinical experience occurs in a science classroom in either a middle or high school.

Credit Awarded: 1
 Terms Offered: Fall, Summer
 Prerequisites: Declared education major
 Corequisites: Educ 331

EDUC 333 - Secondary Special Education: Transition from School to Life

This course is designed to prepare teacher candidates to understand and work with students with disabilities at the secondary level, focusing on transition from school to life. This class provides an overview of historical foundations, legal federal implementations, best practices, programming, and assessments for secondary students in special education, and using these assessments to write the Transition Individualized Education Plan for high school students in Special Education. In addition, information about agencies, self-determination, vocational and post-school planning will be emphasized.

Credits Awarded: 2
 Terms Offered: Fall
 Prerequisites: Declared education major

EDUC 342 - Strategies and Programs for Students with Emotional Impairment/Behavior Disorders

This course provides a comprehensive study of the unique curricular and programming alternatives for school-aged students with emotional impairments and behavior disorders. Emphasis is placed upon the use of applied behavior analysis and evidence-based practices that address the needs of this student population. This course will move to 2 credits for all students seeking endorsement in Emotionally Impaired and enter Hope in Fall 2016 and after.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Declared education major

EDUC 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 clinical experience. Students move through the assessment process from the selection of testing tools, to the administration of assessments, writing of a case study, and implementation of an Individualized Education Plan within the special education system.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Declared education major, Educ 251

Corequisites: Educ 356, Educ 357 or Educ 358, Educ 359

EDUC 356 - Classroom and Behavior Management and Behavior Analysis in Special Education

This course provides an in-depth study of classroom and behavior management for both general and special education pre-service teachers. Emphasis is placed on evidence-based practices that address the emotional and behavioral needs of students, including the unique needs of students with learning disabilities and emotional impairments. The course highlights the unique strategies, curriculum options, and programming possibilities available to students with and without disabilities. This course transitions from 2 to 4 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Declared education major, Educ 241 or Educ 253 and Educ 254, Educ 251

Corequisites: Educ 352, Educ 357 or Educ 358, Educ 359

EDUC 357 - Clinical Experience for Learning Disabilities

This clinical experience provides direct teaching experience in the special education setting. Emphasis will be on the application of assessment, lesson design, classroom and behavior management, technology supports, and remediation techniques. An IEP progress report and evaluation plan will be written on a student. Teacher candidates will receive feedback on lessons, assessments, and IEP development. This course transitions from 3 to 2 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242, Educ 251

Corequisites: Educ 352, Educ 356, Educ 359

EDUC 358 - Clinical Experience for Emotional Impairment

This placement provides an opportunity to integrate information addressed in Educ 436 and Educ 363 to special education clinical experience settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. An IEP progress report and evaluation plan will be written on a student. This course transitions from 3 to 2 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242, Educ 251

Corequisites: Educ 352, Educ 356, Educ 359

EDUC 359 - Instructional Design Using Evidence Based Practice: Elementary Focus for Learning Disabilities

This course focuses on curricular methods, evidence-based practices, and materials appropriate for the instruction of elementary students with learning disabilities. Emphasis is on the development of programming, lesson designed on IEP goals, delivery, and evaluation within a one-to-one, small group, or large group setting. Focus areas include curriculum adaptation, technology support, co-teaching, consultation, and content area teaching strategies. This course transitions from 4 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 253 and Educ 254

Corequisites: Educ 352, Educ 356, Educ 357 or Educ 358

EDUC 360 - Secondary Principles

This course is a study of secondary schools, with particular emphasis on principles and practices. The course topics include current issues, lesson and unit design, instructional strategies, assessment, technology, professionalism, educational reform, and working with adolescents.

Credits Awarded: 2

Terms Offered: Fall, Spring, Summer

Prerequisites: Educ 285 and Educ 286 with a grade of C+ or better

Corequisites: Educ 361

EDUC 361 - Secondary Principles Field Experience

A coordinated, supervised clinical experience occurs in an appropriate content area middle or high school classroom.

Credit Awarded: 1

Terms Offered: Fall, Spring, Summer

Prerequisites: Declared education major, Educ 285 and Educ 286

Corequisites: Educ 360

EDUC 363 - Instructional Design Using Evidence Based Practice: Elementary Focus for Emotional Impairment

This course focuses on curricular methods, evidence-based practices, and materials appropriate for the instruction of students with emotional and behavioral concerns. Emphasis is placed on the development of programming, service delivery models, lessons based on specific IEP objectives, instructional strategies, and evaluation. This course transitions from 4 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242

Corequisites: Educ 352, Educ 356, Educ 357 or Educ 358

EDUC 380 - Teaching of Secondary School English

Cross-listed as Engl 380. See Engl 380 for more information.

Terms Offered:

EDUC 381 - Teaching of English in the Secondary Schools Field Placement

Cross-listed as Engl 381. See Engl 381 for more information.

Terms Offered:

EDUC 388 - Second Language Acquisition: from Theory to Practice

This course focuses on methods of teaching second and world (or foreign) languages in grades K-12. Required of those planning to teach these languages at the elementary and/or secondary levels.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Educ 389 or Educ 392

EDUC 389 - The Teaching of Second and World Languages K-12 Field Placement

This clinical experience occurs in a foreign language classroom at the elementary and/or secondary levels. This course transitions from 1 to 2 credits for students entering Hope Fall 2019 or after.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Educ 388

EDUC 390 - English as a Second Language Methods and Assessment

This course examines the theoretical foundation of ESL/EFL teaching, current issues in ESL/EFL, and provides a guided practical experience in teaching English as a Second Language classes at the K-12 level.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared education major

Corequisites: Educ 393

EDUC 391 - Research in Educational Practices

This course affords an opportunity for a student to pursue supervised projects in educational research under the direction of an education professor. The research topics and methods are varied. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for this research practicum that has not taken basic course work in the educational program.

Credits Awarded: 0

Terms Offered: Fall, Spring

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 270

EDUC 392 - Critical Issues in Second Language Acquisition and ESL

This course applies core insights from second language acquisition (SLA) theory to ESL contexts. The course will explore diverse pedagogical approaches to ESL in the K-12 environment in light of research-based findings in SLA.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Educ 388

EDUC 393 - ESL Methods and Assessment Clinical Experience

This course, a required K-12 clinical experience for teacher candidates seeking the ESL endorsement, will combine both theory and practice and implement instructional approaches that support literacy and academic development of ESL learners. It will include 15 hours in an elementary ESL classroom setting and 15 hours in a secondary classroom setting.

Credit Awarded: 1

Terms Offered: Fall as needed, Spring

Prerequisites: Declared education major

Corequisites: Educ 390

EDUC 395 - Studies in Education

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

EDUC 420 - Family and Child Centered Interventions in Diverse Cultural Contexts

This course will focus teacher candidates on recommended practices, theoretical perspectives, and current literature regarding young children, birth-8 years of age within the framework of their family, school, and community environments. The impact of cultural, ethnic, linguistic, and socio-economic diversity on development and learning will also be addressed. Teacher candidates will develop insight into the value of parents as educational partners. Educ 313 is highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Fall

Corequisites: Educ 421

EDUC 421 - Family and Child Centered Interventions in Diverse Cultural Contexts Field Placement

This clinical experience is taken concurrently with the Family and Child Centered Interventions in Diverse Cultural Context course. Clinical experiences may be at Center for Women in Transition, Life Services-Parents as Teachers, Community Mental Health, Pathways (formerly Child and Family Services of Western Michigan), etc.

Credit Awarded: 1

Terms Offered: Fall

Corequisites: Educ 420

EDUC 434 - Learning Disabled Secondary Instructional Design

This course provides a study of theories, programs and strategies relative to adolescence, appropriate for use with students with learning problems in the middle or high school setting. Emphasis will be placed on current pedagogical practices designed to meet the needs of secondary level students with disabilities.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or Educ 358, Educ 359

Corequisites: Educ 453, Educ 454

EDUC 436 - Emotional Impairment Secondary Instructional Design

This course provides programs and strategies relative to adolescence students with emotional impairments in the middle or high school setting in different types of tier support settings. Emphasis will be placed on evidence-based practices, lesson design, team teaching, and social skills training. Transition, assessments, career services, and networking with agencies will be discussed. This course transitions from 2 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242

Corequisites: Educ 453, Educ 454

EDUC 453 - Computers and Technology: Special Education

This course provides a study of the ways in which technology can enhance learning not only for students with disabilities, but for all students. Topics include legislative regulations, assistive technologies, universal design for learning, and current issues.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359

Corequisites: Educ 434 or Educ 436, Educ 454

EDUC 454 - Current Issues and Trends: Special Education

This course provides a discussion of issues affecting the field of special education as well as an overview of current research and programs.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359

Corequisites: Educ 434 or 436, Educ 453

EDUC 488 - Cross Cultural Education

This course provides an opportunity for students to be immersed in a diverse culture while interacting with the residents of the area. They will teach in the schools or work with area agencies. Locations include the Rosebud Reservation in South Dakota and Watts, Los Angeles.

Credits Awarded: 4

Terms Offered: Summer

EDUC 490 - Independent Studies in Education

This course is for prospective teachers who wish to do advanced study in a special interest field. Approval for study must be given by the department chairperson prior to registration.

Credits Awarded: 1-5

Terms Offered: Fall, Spring

Prerequisites: Approval of department chairperson, Declared education major

EDUC 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 provides 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 reflect on their experiences and practice. Student teachers also meet with their college supervisors in order to examine their practice in the field.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared education major

Corequisites: Educ 470 or Educ 480 or Educ 485

EDUC 456 - Early Childhood Student Teaching Seminar

Taken concurrently with Educ 475 (Birth–age 4) and Educ 470 or Educ 485. It is designed to provide an opportunity to synthesize the student teaching/internship experience and move the student teacher/intern towards the world of teaching at the lower elementary level and servicing young children in a professional manner. Meeting once a week, it provides an avenue for Early Childhood student teachers/interns to analyze, evaluate and discuss the student teaching/internship experience with others in similar settings, while also offering information on the certification and employment search processes. Student teachers/interns are also given the opportunity to connect with their college supervisors in order to examine and reflect on their practice in the field. Student teachers/interns completing the Early Childhood minor will participate in several Seminar sessions that include all student teachers; at times, however, they will meet specifically with other Early Childhood student teachers/interns.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared education major

Corequisites: Educ 475, Educ 470 or Educ 485

EDUC 457 - Special Education Student Teaching Seminar

The Student Teaching Seminar is a required component of the professional semester experience and is taken as a co-requisite with student teaching. It provides 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 the student teacher information on the certification and employment search processes, while also presenting repeated opportunities to reflect on their experiences and professional practice. Student teachers also meet with their college supervisors in order to examine their practice in the field.

Credits Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 460 or Educ 465

EDUC 460 - Student Teaching, Learning Disabilities

This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student teacher is placed in a program for students with learning disabilities for the purpose of making application of previously acquired knowledge and skills. Offered for 9 credits for fall, 10 credits for spring. Double Special Education majors register for 5 credits during spring only.

Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 465 - Student Teaching, Emotional Impairments

This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student teacher is placed in a classroom for students with emotional impairments which provides a vehicle for application of previously acquired knowledge and skills. Offered for 9 credits for fall, 10 credits for spring. Double special education majors register for 5 credits during spring only.

Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 470 - Student Teaching in the Elementary/Middle School

This-field based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in elementary or middle school classrooms for a full semester's clinical experience in order to develop and demonstrate knowledge and skills necessary to teach. Completion of content-area methods coursework and admission to the student teaching program are required. Spanish elementary majors register for 5 credits. Early childhood minors register for 6 credits. All other K-12 elementary track majors register for 10 credits.

Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455 or Educ 456

EDUC 475 - Early Childhood Student Teaching (Birth-age 4)

All students seeking an Early Childhood Endorsement to their elementary teaching certificate will spend six weeks of the 16 week student teaching experience in a full-day placement in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. Teacher candidates will be supervised and evaluated by the Education Department. The student teaching experience will be done in cooperation with area schools, pre-schools, and infant/toddler programs. Teacher candidates will develop and demonstrate the knowledge, skills and dispositions necessary to teach.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 456, Educ 470

EDUC 480 - Student Teaching in the Secondary School

This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in classes matching their major and/or minor areas of study at the middle or high school levels for a full semester's clinical experience.

Credits Awarded: 10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 485 - Student Teaching in the Elementary and Secondary Schools (K-12)

This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. A full semester's clinical experience is provided at both the elementary and secondary levels, enabling students majoring in art, music, dance, kinesiology (physical education), and Spanish K-12 to obtain a K-12 endorsement. Spanish elementary majors register for 5 credits. All other secondary track majors register for 10 credits. Completion of content methods course(s) is highly recommended prior to this course.

Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 360 and Educ 361
Corequisites: Educ 455

EDUC 500 - Perspectives in Education

This seminar focuses on current critical issues facing K-12 education, including school finance, legal issues, unions, and school contracts. This is an 11-week course.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Attribute: Social Science 1 (SS1)

ENGINEERING

The engineering program at Hope College offers a B.S. degree with a major in engineering that is accredited by the Engineering Accreditation Commission of [ABET](#).

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.

ABOUT THE PROGRAM

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.

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: Intel, Ford, Honda, Pfizer, Lockheed-Martin and Hewlett-Packard. About one-third of our students directly enter graduate school, many at top ranked schools, including Massachusetts Institute of Technology, the University of Michigan, Stanford University and Princeton University.

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.

Hope College Engineering Educational Objectives

The goal of the Hope College Engineering Program is to prepare our graduates for professional practice or advanced studies by providing a broad education in engineering fundamentals in a liberal arts environment. Hope College Engineering graduates will:

1. Be active in engineering practice or find that their engineering background and problem-solving skills were helpful in non-engineering fields such as law, medicine, and business.
2. Continue their career development by engaging in life-long learning that builds upon foundational knowledge acquired as part of their undergraduate education.
3. Find that their undergraduate liberal arts education helped prepare them to contribute to the greater benefit of society.

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.

Dual Majors

In case of a dual major, the engineering courses required are those described here. 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, engineering/computer science, engineering/English and engineering/economics.

MAJORS

BACHELOR OF SCIENCE IN ENGINEERING

The Bachelor of Science in Engineering is accredited by the Engineering Accreditation Commission of [ABET](#). The major provides preparation for engineering employment in industry or for graduate study in engineering.

The department offers several different emphasis options designed to meet a variety of students' needs. Students with a possible interest in physics should also see that section.

BIOCHEMICAL ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with a biochemical engineering emphasis, the major consists of 48 engineering credits including the following courses:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory

ENGINEERING CORE REQUIREMENTS

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

BIOCHEMICAL ENGINEERING REQUIREMENTS

- ENGS 250 Process Calculations

- ENGS 346 Fluid Mechanics
- ENGS 348 Heat Transfer
- ENGS 371 Chemical Reaction Engineering
- ENGS 375 Phase Equilibrium & Separations I
- ENGS 376 Advanced Thermodynamics & Separations II
- BIOL 106 General Biology II
- CHEM 311 Biochemistry I
- CHEM 343 Physical Chemistry I

BIOMEDICAL ENGINEERING - BIOELECTRICAL ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with a biomedical-bioelectrical engineering emphasis, the major consists of 48 engineering credits including the following courses:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory

ENGINEERING CORE Requirements

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory

- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

BIOELECTRICAL ENGINEERING REQUIREMENTS

- ENGS 242 Electronic Devices and Design
- ENGS 351 Signal Analysis and Communications
- ENGS 380 Biomedical Instrumentation
- ENGS 382 Bioelectrical Systems
- ENGS 385 Rehabilitation Engineering
- BIO 221 Human Physiology
- NSCI 211 Introduction to Neuroscience

ENGINEERING ELECTIVES (CHOOSE ONE)

- ENGS 332 Control Systems
- ENGS 332 Logic Circuit Design
- Approved Topics Course

BIOMEDICAL ENGINEERING - BIOMECHANICAL ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with a biomedical-biomechanical emphasis, the major consists of 48 credits including the following courses:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory

ENGINEERING CORE requirements

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

BIOMECHANICAL ENGINEERING REQUIREMENTS

- ENGS 222 Principles of Engineering Materials
- ENGS 224 Mechanics of Materials Laboratory
- ENGS 361 Analytical Mechanics
- ENGS 380 Biomedical Instrumentation
- ENGS 381 Biomechanical Systems
- ENGS 385 Rehabilitation Engineering
- BIOL 222 Human Anatomy
- KIN 383 Biomechanics

Engineering ELECTIVES (CHOOSE ONE)

- ENGS 332 Control Systems
- ENGS 344 Mechanical Vibrations
- ENGS 346 Fluid Mechanics

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 coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory

ENGINEERING CORE Requirements

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

CHEMICAL ENGINEERING REQUIREMENTS

- ENGS 250 Process Calculations
- ENGS 346 Fluid Mechanics
- ENGS 348 Heat Transfer
- ENGS 371 Chemical Reaction Engineering
- ENGS 375 Phase Equilibrium & Separations I
- ENGS 376 Advanced Thermodynamics & Separations II

- CHEM 343 Physical Chemistry I
- Chemistry or Biochemistry Minor

CIVIL ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with a civil engineering emphasis, the major consists of 48 credits of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory
- Plus 2 credits of approved Math/Science

ENGINEERING CORE Requirements

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

CIVIL ENGINEERING REQUIREMENTS

- ENGS 222 Mechanics of Materials
- ENGS 224 Mechanics of Materials Laboratory
- ENGS 346 Fluid Mechanics
- ENGS 355 Structural Analysis
- ENGS 360 Geotechnical Engineering
- ENGS 364 Steel Structures
- ENGS 365 Reinforced Concrete

COMPUTER ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with a computer engineering emphasis, the major consists of 48 credits of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory
- Plus 2 credits of approved Math/Science

ENGINEERING CORE REQUIREMENTS

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits

- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

COMPUTER ENGINEERING REQUIREMENTS

- ENGS 242 Electronic Devices and Design
- ENGS 322 Logic Circuit Design
- ENGS 351 Signal Analysis & Communication
- CSCI 265 Intro. to Comp. Org. and Architecture
- CSCI 376 Computer Networking
- Computer Science Minor or equivalent

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 of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory
- Plus 2 credits of approved Math/Science

ENGINEERING CORE REQUIREMENTS

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 225 or programming competence
- ENGS 080 (2 semesters)

Electrical ENGINEERING REQUIREMENTS

- ENGS 242 Electronic Devices and Design
- ENGS 351 Signal Analysis & Communication

Electrical engineering electives (Choose Three)

- ENGS 322 Logic Circuit Design
- ENGS 332 Control Systems
- ENGS 352 Optics
- Approved topics course

ENVIRONMENTAL ENGINEERING EMPHASIS

For the Bachelor of Science degree with a major in engineering with an environmental engineering emphasis, the major consists of 48 credits of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II

- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory

ENGINEERING CORE Requirements

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

ENVIRONMENTAL ENGINEERING REQUIREMENTS

- ENGS 250 Process Calculations
- ENGS 346 Fluid Mechanics
- ENGS 348 Heat Transfer
- ENGS 371 Chemical Reaction Engineering
- ENGS 375 Phase Equilibrium and Separations I
- ENGS 376 Advanced Thermodynamics & Separations II
- CHEM 126 General Chemistry II or CHEM 131 Accelerated General Chemistry
- CHEM 128 General Chemistry Laboratory II or CHEM 132 Accelerated General Chemistry Lab
- CHEM 221 Organic Chemistry I
- CHEM 255 Organic Chemistry Laboratory I
- CHEM 343 Physical Chemistry I

- GES 211 Earth Environmental Systems I

Environmental Engineering Electives (choose one)

- GES 430 Environmental Geochemistry
- GES 450 Hydrogeology

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 of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory
- Plus 2 credits of approved Math/Science

ENGINEERING CORE REQUIREMENTS

- ENGS 100 Introduction to Engineering
- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design

- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

Mechanical ENGINEERING REQUIREMENTS

- ENGS 222 Mechanics of Materials
- ENGS 224 Mechanics of Materials Laboratory
- ENGS 346 Fluid Mechanics
- ENGS 361 Analytical Mechanics

Mechanical Engineering Electives (choose three)

- ENGS 332 Control Systems
- ENGS 344 Mechanical Vibrations
- ENGS 348 Heat Transfer
- ENGS 355 Structural Analysis

No Emphasis Option

For the Bachelor of Science degree with a major in engineering and no specific emphasis, the major consists of 48 credits of engineering coursework including the following:

MATH/SCIENCE REQUIREMENTS

- PHYS 121 General Physics I
- PHYS 141 Physics Laboratory I
- PHYS 122 General Physics II
- PHYS 142 Physics Laboratory II
- PHYS 280 Introduction to Mathematical Physics
- MATH 131 Calculus I
- MATH 132 Calculus II
- MATH 231 Multivariable Mathematics I
- MATH 232 Multivariable Mathematics II
- CHEM 125 General Chemistry I
- CHEM 127 General Chemistry I Laboratory
- Plus 2 credits of approved Math/Science

ENGINEERING CORE Requirements

- ENGS 100 Introduction to Engineering

- ENGS 122 Introduction to Material Science
- ENGS 140 Introduction to Electric Circuits
- ENGS 150 Conservation Principles
- ENGS 170 Computer Aided Design
- ENGS 220 Statics
- ENGS 240 Electric Circuits
- ENGS 331 System Dynamics
- ENGS 333 System Dynamics Laboratory
- ENGS 340 Applied Thermodynamics
- ENGS 451 Introduction to Engineering Design
- ENGS 452 Engineering Design
- CSCI 160 or 225 or programming competence
- ENGS 080 (2 semesters)

ENGINEERING REQUIREMENTS

- ENGS 346 Fluid Mechanics or ENGS 351 Signal Analysis and Communications
- Additional credits must be chosen from other engineering courses

A maximum of one credit of internship (ENGS 499) and research (ENGS 490) may be counted toward the major. All engineering majors must select one of the options. In general, approved mathematics or basic science courses are those appropriate for majors in that discipline. Twenty-four hours of work at the level of 300 or above must be completed at Hope College.

Students interested in **Aerospace Engineering** should consult with the engineering chairperson 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 and is not accredited by the Engineering Accreditation Commission of [ABET](#). The accredited major can be found under the Major/Minor tab.

The major consists of a total of 36 credits which must include the following courses:

- ENGS 100, 122, 140, 150, 170, 220, 240, 331, 333, 340, 451 and 452. Two semesters of ENGS 080 are also required.
- The remaining credits may be fulfilled through any other engineering courses.

- A maximum of only one credit of internship or research may be counted toward the major.
- Programming Competency is required and may be satisfied through ENGS 295.

In addition, 28 credits in science and mathematics courses are required, including:

- PHYS 121, 141, 122, 142
- MATH 131, 132, 231 and 232
- CHEM 125 and 127

Courses may be substituted for the required courses with prior approval of the department.

MINORS

Engineering Minor

A minor in engineering consists of 20 credits of engineering courses. It must include ENGS 140, 150, 220 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.

COURSES

ENGS 080 - Engineering Seminar

All students interested in engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80 percent of the seminars presented. Seminars present topics of current interest in engineering and questions of concern in engineering research. Seminars provide students the opportunity to discuss state of the art engineering advances with speakers actively engaged in the field.

Credits Awarded: 0
Terms Offered: Fall, Spring

ENGS 100 - Introduction to Engineering

This course introduces students to the basic principles of engineering and the various disciplines that constitute the field. Major engineering accomplishments are studied from historical, political, artistic and economic viewpoints. Students work in teams to solve engineering design problems and undertake laboratory investigations. Foundations of engineering science including force equilibrium, concepts of stress and strain, Ohm's Law, and Kirchhoff's Voltage and Current Laws are studied.

Credits Awarded: 4
Terms Offered: Fall
Attribute: Natural Science I with lab (NSL)

ENGS 122 - Introduction to Engineering Materials

An introduction to the science and engineering of materials with an emphasis on application to engineering design. Topics will include structure-processing-property relationships in materials, atomic bonding, crystal structure, phase diagrams, control of deformation in metals, a survey of common engineering materials and their properties, and materials selection for engineering design.

Credits Awarded: 2
Terms Offered: Spring
Prerequisites: Engs 100 with a grade of C- or better, or Chem 125 or Chem 131 with a grade of C- or better, or Math 125 or Math 131 with a grade of C- or better

ENGS 140 - Introduction to Electric Circuits

This course introduces basic circuit analysis techniques and applies them to resistor networks. Operational amplifiers and circuit applications are also introduced and analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. The basic composition of a formal laboratory report will be introduced and practiced.

Credits Awarded: 2
Terms Offered: Spring
Prerequisites: Engs 100 with a grade of C- or better, or Math 125 or Math 131 with a grade of C- or better

ENGS 150 - Conservation Principles

An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, and separation processes. Concepts of steady-state and transient balances will be used in process analysis.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Engs 100 with a grade of C- or better, or Chem 125 or Chem 131 with a grade of C- or better, or Math 125 or Math 131 with a grade of C- or better

ENGS 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.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Engs 100 with a grade of C- or better, or Math 125 or Math 131 with a grade of C- or better

ENGS 220 - Statics

This course covers the response of rigid objects in equilibrium to applied forces. Topics include: vector description of forces and moments, free body diagrams, frictional forces, centroids, area moments of inertia, and distributed loads. These topics are applied to the equilibrium analysis of trusses, beams, frames, and machines in two and three dimensions.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Engs 100 or Phys 121 with a grade of C- or better, Math 132 with a grade of C- or better

ENGS 222 - Mechanics of Materials

An introduction to the fundamentals of mechanics of deformable bodies. Topics include analysis of the stresses and deformations in structures including axial loading of bars, torsion of circular rods, bending of beams, thin-walled pressure vessels, and problems with combined loadings. Additional topics consist of stress and strain transformations and buckling and elastic stability of structures. Students may take Math 231 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better

Corequisites: Math 231, Engs 224

ENGS 224 - Mechanics of Materials Laboratory

This course will introduce students to fundamental concepts in mechanical testing and metallurgy. Students will learn the basic components of a computerized data acquisition system and how these systems are used in mechanical testing. Students will also gain experience using an Instron testing machine to determine basic mechanical properties of a range of materials, including metals, woods, composites, and elastomers. The metallurgy component will include sample preparation for viewing with an optical microscope, heat treating metals, and Rockwell hardness testing. Students may take Math 231 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better

Corequisites: Math 231, Engs 222

ENGS 240 - Electric Circuits

This course continues the study of circuit analysis techniques with additional applications to AC circuits. Diodes and transistors are also introduced and circuits containing them are analyzed. A laboratory is included that will give students the opportunity to apply methods and test out the material learned in lecture. Elements of a formal laboratory report will be further developed and practiced.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Engs 140 with a grade of C- or better

ENGS 242 - Electronic Devices and Design

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 employed to analyze and design active filters. Logic circuit design is presented and digital circuits are analyzed and designed. Cross-listed with Phys 242.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Engs 240 with a grade of C- or better

ENGS 250 - Process Calculations

Continuation of Engs 150. An introduction to chemical engineering calculations, emphasizing the conservation of mass and energy. Systems studied will include batch and continuous processes, complex processes with recycle, processes in which chemical reactions take place, and separation processes. Concepts of steady-state and transient balances will be used in process analysis.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Engs 150 with a grade of C- or better

ENGS 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

ENGS 295 - Studies in Engineering

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

ENGS 322 - Logic Circuit Design

The course addresses switching theory and digital logic devices. Topics covered include: Boolean algebra, algebraic simplification, Karnaugh maps, Quine-McCluskey method, multi-level networks, combinational and sequential network design, flip-flops, and counters.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 240 with a grade of C- or better

ENGS 326 - Embedded Systems

This course introduces the student to the fundamental concepts and skills necessary to understand and use embedded systems. Topics include: digital electronics, computer architecture, programming, and microcontroller interfaces. Students build and program small computing systems that demonstrate the principles on which all information processing devices are based.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Programming competency, as outlined in the engineering degree audit, Engs 240 with a grade of C- or better

ENGS 331 - Dynamic Systems

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.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Math 231 with a grade of C- or better

Corequisites: Engs 333

ENGS 332 - Control Systems

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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Engs 331 with a grade of C- or better

ENGS 333 - Dynamic Systems Laboratory

A laboratory to accompany Engs 331. 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.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Programming competency, as outlined in the engineering degree audit, Math 231 with a grade of C- or better

Corequisites: Engs 331

ENGS 340 - Applied Thermodynamics

Thermodynamics is the study of energy and its conversion among various forms, particularly heat and work. Laws of thermodynamics are presented in the context of mass and energy conservation using properties such as internal energy, enthalpy, and entropy. These concepts are then applied to a variety of processes including cyclic processes used for power generation and refrigeration.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Engs 150 with a grade of C- or better, Math 126 or Math 131 with a grade of C- or better

ENGS 344 - Mechanical Vibrations

This course covers free and forced response of single and multiple degree of freedom lumped mass systems and continuous systems with an emphasis on developing mathematical models of physical systems. Topics include viscously damped mechanical systems, systems with rotating imbalances, directly and seismically forced structures, eigenvalue problems, accelerometers, and vibration of continuous systems, such as, beams and rods. Analytical and numerical methods for solving vibration problems are covered including solutions using MatLab.

Credits Awarded: 3

Terms Offered: Fall, Even Years

Prerequisites: Engs 220 with a grade of C- or better, Math 231 with a grade of C- or better

ENGS 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Math 231 with a grade of C- or better, Engs 250 or Engs 340 with a grade of C- or better

ENGS 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.

Credits Awarded: 3

Terms Offered: Spring, Even Years

Prerequisites: Math 231 with a grade of C- or better, Engs 250 or Engs 340 with a grade of C- or better

ENGS 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.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 331 with a grade of C- or better

ENGS 352 - Optics

A course in geometrical and physical optics. Cross-listed with Phys 352. A full description may be found there.

Terms Offered:

ENGS 355 - Structural Analysis

This course covers the analysis of determinate and indeterminate structures using various techniques. Topics include influence lines, moment-area theorems, conjugate beam methods, analyses of deflections of beams, trusses, and frames, and an introduction to matrix methods in structures.

Credits Awarded: 3

Terms Offered: Fall, Odd Years

Prerequisites: Engs 222 with a grade of C- or better

ENGS 360 - Geotechnical Engineering

This course examines the fundamental topics of geotechnical engineering. Topics include soil classification methods, soil compaction, flow of water in soils, compressibility and consolidation, settlement, shear strength and failure, and applications to foundations. Engs 222 may be taken either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 222 with a grade of C- or better

Corequisites: Engs 222

ENGS 361 - Analytical Mechanics

This course covers classical mechanics. Cross-listed with PHYS 361. A full description may be found there.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Phys 121, Phys 280

ENGS 364 - Steel Structures

This course examines the design of steel members and connections and their use in buildings and bridges. The course uses relevant design specifications and codes to design tension and compression members, beams, columns, beam-columns, and connections.

Credits Awarded: 3

Terms Offered: Fall, Even Years

Prerequisites: Engs 222 with a grade of C- or better

ENGS 365 - Reinforced Concrete

This course examines the design of reinforced concrete members and their use in buildings and bridges. The course uses relevant design specifications and codes to analyze the flexural and shear strength of beams, one-way slabs, and columns. Topics also include examining the interaction between reinforcing steel and plain concrete.

Credits Awarded: 3

Terms Offered: Spring, Even Years

Prerequisites: Engs 222 with a grade of C- or better

ENGS 371 - Chemical Reaction Engineering

Determination and application of reaction rate variables, stoichiometry, equilibrium, and kinetics to batch and continuous reactor types. Design calculations for reactors including temperature, fluid flow and heat transfer considerations. Analysis of multiple reactions, chain reactions, biological reactions, and catalytic reactions.

Credits Awarded: 3

Terms Offered: Fall, Odd Years

Prerequisites: Engs 250 with a grade of C- or better, Junior standing

ENGS 375 - Phase Equilibrium and Separations I

Study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal solution behavior, single and multiple equilibrium stage calculations, distillation, absorption and extraction, binary and multicomponent systems, and equipment design considerations.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Engs 250 with a grade of C- or better, Junior standing

ENGS 376 - Advanced Thermodynamics and Separations II

Continuation of study of the concepts of thermodynamic phase equilibrium and their application to large-scale separation processes used in industrial practice. Topics studied will include vapor-liquid and liquid-liquid equilibrium, nonideal gas behavior, diffusion and mass transfer, rate-based continuous contact, distillation, absorption and extraction, binary and multicomponent systems, other separation processes, and equipment design considerations.

Credits Awarded: 3

Terms Offered: Spring, Odd Years

Prerequisites: Engs 375 with a grade of C- or better

ENGS 380 - Biomedical Instrumentation

This course introduces students to the techniques for acquisition and processing of biological signals. Example topics include electromyography (EMG), electroencephalography (EEG), electrocardiography (ECG), joint angles, biofeedback, gait analysis and motor control. During the last third of the semester, a novel research project is proposed and carried out, culminating in a final paper modeled after scientific articles.

Credits Awarded: 2

Terms Offered: Fall, odd years

Prerequisites: Programming competency, as outlined in the engineering degree audit

ENGS 381 - Biomechanical Systems

This course combines anatomical knowledge with engineering principles to mathematically model human movement. Kinetics and kinematics of human movement are covered as well as the basics of biomaterials. OpenSim, a freely available software package, is used to explore kinematics of the upper and lower limb.

Credits Awarded: 2

Terms Offered: Spring, odd years

Prerequisites: Biol 222 or equivalent with a grade of C- or better

ENGS 382 - Bioelectrical Systems

This course combines physiological knowledge of the nervous system with engineering principles to teach mathematical modeling of bioelectrical systems. Passive and active membrane properties are covered as well as derivation and use of the cable equation. Simulations on neural systems are performed using Matlab. CSCI 160 or familiarity with Matlab is highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Spring, even years

Prerequisites: Programming competency, as outlined in the engineering degree audit, Engs 240 or Phys 240 with a grade of C- or better, Biol 221 or Nsci 211 with a grade of C- or better

ENGS 385 - Rehabilitation Engineering

This course exposes students to a variety of neurological and developmental disorders. The effects of the disease/injury, current treatments and engineering needs are explored both by lecture and observation at external sites such as Mary Free Bed Rehabilitation Hospital. Examples of topics include cerebral palsy, spinal cord injury, gait analysis, prosthetics, traumatic brain injury, and stroke. Students are also introduced to necessary considerations when performing research with human subjects such as the Institutional Review Board and Food and Drug Administration requirements.

Credits Awarded: 3

Terms Offered: Fall, even years

Prerequisites: Junior standing, Declared engineering major or minor

ENGS 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. Methods and characteristics of the design process appropriate to product design, to system design, or to process design are studied. Exercises are carried out focusing on ethics in the workplace. Students learn oral and written communication skills needed in engineering design and carry out individual product, system, or process design projects focusing on the development of creativity, independent thinking, and the ability to overcome unexpected problems.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Varies by section; see schedule

ENGS 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 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.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: Engs 451 with a grade of C- or better, Junior standing

ENGS 490 - Research in Engineering

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.

Credits Awarded: 0-2

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

ENGS 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. Recent course offerings include microcontroller electronics.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

ENGS 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 or oral department seminar presentation appropriate to the internship experience are required.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

ENGS 501 - Internship in Engineering II

This program provides engineering experience for students and is to be performed off-campus under the supervision of a qualified engineer. It is expected that the participating student will engage in an internship opportunity with increasing responsibility over the position held for their ENGS 499 course or that the new position will be in a different engineering field than their prior position. A written report or oral department seminar presentation appropriate to the internship experience are required.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Engs 499, Permission of chairperson

ENGLISH

The program of the Department of English is designed to meet the needs of students who want to pursue the study of English literature and students who want to develop their skills in creative or expository writing. The two strands are closely related and complement each other fully.

ABOUT THE PROGRAM

Literature enables readers imaginatively to enter and share the stories, feelings and experiences of other persons. It presents, with beauty and power, perennial human situations and issues – problems of identity, purpose, relationship and meaning. The study of literature helps students expand their appreciation and understanding of literary works and their knowledge of the literary world. The English major with a literature emphasis is designed for students interested in secondary teaching, graduate school in literature or careers in such fields as editing and publishing, government service, librarianship, business, law and ministry, as well as students who just love books and want to improve their skills in reading and interpretation.

The study of creative writing enables students to view writing as a process of seeing and re-seeing the world. It helps them learn to value and express their own stories, to reflect on their lives and to believe they have something of use to put into words. The English major with a creative writing emphasis is designed for students interested in graduate school in creative writing or careers in such fields as editing and publishing, government service, librarianship, business, law and ministry, as well as for students who simply enjoy writing creatively and want to develop their skills further.

While the curriculum provides majors who wish to teach or attend graduate school the specialized courses they need, it also seeks to meet the needs of all students pursuing the broad aims of a liberal education. Courses in literature and writing help develop students' abilities to read, to think and to express themselves logically, coherently and imaginatively.

Students 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 a 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. Students preparing for careers in elementary and secondary school teaching should see the section below and consult the Department of Education website for detailed interpretation of major requirements for teacher certification.

English Major with a Creative Writing Emphasis

A minimum of 10 courses distributed as follows:

1. ENGL 248 – Introduction to Literary Studies. 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. ENGL 231 – Western World Lit I or ENGL 233 – Ancient Global Literature IDS 171, 173 or 175 may be substituted for ENGL 231
3. Two four-credit literature courses numbered 270 or above, at least one in British literature and at least one in early literature British pre-1800 or American pre-1850
4. A four-credit course in American ethnic literature (ENGL 282 – Survey of American Ethnic Literatures or a designated 37x or 495 course involving American ethnic literature).
5. ENGL 253 – Introduction to Creative Writing (recommended) or another four-credit creative writing course at the 300 or 400 level.
6. A four-credit creative writing course at the 200 or 300 level.
7. A four-credit creative writing course at the 300 or 400 level in genre different from #6 for students who did not take English 253.
8. A 400-level creative writing workshop.
9. A culminating course to be chosen from the following: another 400-level creative writing workshop; ENGL 360 – Modern English Grammar; ENGL 480 – Introduction to Literary Theory; ENGL 495 – Advanced Studies; or an internship.

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 creative writing courses so that their majors will total at least 44 credits and should participate in the departmental honors program.

English Major with an Emphasis in Literature

A minimum of nine courses, distributed as follows:

1. ENGL 248 – Introduction to Literary Studies. 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. ENGL 231 – Western World Lit I or ENGL 233 – Ancient Global Lit. IDS 171, 173 or 175 may be substituted for ENGL 231 or 233.
3. Four credits in writing courses numbered above 113 . English 253. Introduction to Creative Writing is recommended. ENGL 360 – Modern English Grammar or ENGL 375 -History of the English Language may be substituted.

4. Six four-credit literature courses, numbered 270 and higher. At least three of these courses must be numbered 300 or higher and at least one must be at the 400 level (ENGL 480 – Introduction to Literary Theory or ENGL 495 – Advanced Studies). *In addition, these six courses must fulfill the following distribution requirements:
- At least two of the 4-9 courses is to be in literature pre-1800 (if predominantly British, such as ENGL 270 – British Literature I, ENGL 373 – Shakespeare or a designated 37x or 495 course) or pre-1850 (if predominantly American, such as ENGL 280 – American Literature I or a designated 37x or 495 course). ENGL 375 – History of the English Language may count toward this requirement but cannot be counted toward #3 as well
 - At least one of the 4-9 courses is to be in British literature (ENGL 270 – British Literature I, ENGL 271 – British Literature II, ENGL 373 – Shakespeare or a designated 37x or 495 course)
 - At least one of the 4-9 courses is to be in American literature (ENGL 280 – American Literature I, ENGL 281 – American Literature II or a designated 37x or 495 course)
 - At least one of the 4-9 courses is to be in American ethnic literature (ENGL 282 – Survey of American Ethnic Literature or a designated 37x or 495 course)
 - ENGL 359 – Internship in English may be substituted for one of the 4-9 courses, but whenever possible it should be taken as a 10th course

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 ENGL 480 – Contemporary Literary Theory and ENGL 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 ENGL 213 – Expository Writing II and ENGL 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. They should consult the Boerigter Center for Calling and Career or Professor Cole, the department coordinator for internships, early in their college careers to begin plans for including an internship in their academic programs.

Teacher Certification

In partnership with the Hope College Department of Education, the Department of English offers a teaching major and minor for certification through the State of Michigan.

The English Major for Secondary Teaching

The English major for secondary teaching is a minimum of 36 hours of credit distributed as follows:

1. ENGL 248 – Introduction to Literary Studies. 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. ENGL 231 – Western World Literature I or ENGL 233 – Ancient Global Literature. IDS 171 – Cultural Heritage I may be substituted for ENGL 231 or 233.
3. Three of the following five courses: ENGL 270 – British Literature I, ENGL 271 – British Literature II, ENGL 280 – American Literature I, ENGL 281 – American Literature II, ENGL 282 – Survey of American Ethnic Literature. (Either 281 or 282 may be counted toward the three, but not both).
4. Two four-credit elective courses in literature, numbered 295 or higher. Note: At least two of 3-7 must be courses dealing primarily with literature before 1800 for British literature and before 1850 for American literature. At least two of 3-7 must be in British literature and at least two in American literature.
5. ENGL 375 – History of the English Language or its equivalent or ENGL 360 – Modern English Grammar or LING 364
6. A writing course numbered above 113, chosen from ENGL 213. Expository Writing II or English 253. Introduction to Creative Writing or ENGL 279 – Creative Writing for Teachers or another creative writing course.

ENGL 380 – Teaching of Secondary School English and ENGL 381 – Field Placement are required by the Department of Education for secondary certification but do not count toward the major.

Students preparing for elementary teaching should see the English Language Arts Group Major on the Department of Education website.

MINORS

General English Minor

A minimum of 21 credits, consisting of: 1. 248; 2. 231 or 233 (choosing one of these is recommended). IDS 171, 173 or 175 may be substituted, with two credits counting toward English; 3. a writing course above ENGL 113; 4. 12 credits of literature courses numbered 270 or higher. For further details, consult the advisor for English minors.

Secondary Teaching Minor

A minimum of 24 credits, numbered 200 or above, distributed as follows: 1. 213, 253, 279 or 360; 2. 248; 3. 231 or 233 (recommended) - IDS 171, 173 or 175, may be substituted, with or two credits counted toward English; 4. 271; 5. 281; 6. electives in literature or writing to bring the total credits to at least 24. In addition to the 24 credit minor, ENGL 380 and 381 are required. For further details, consult the advisor for English minors.

Writing Minor

A minimum of 18 credits of courses on writing, not including ENGL 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, assist with the visiting writers series and/or work on the staff of the Klooster Center for Excellence in Writing. 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. Courses counted toward a writing minor may not also be counted toward an English major or another English minor.

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 interim chairperson, Professor Cole. Early application, even in the freshman year, is encouraged.

- [Academic Success Center](#)
- [Klooster Center for Excellence in Writing](#)

COURSES

ENGL 458 - Adv Creative Writng:Nonfiction

An advanced craft workshop that studies and practices creative nonfiction writing. Includes consideration of the history, market, purpose, structure, shape, focus, range of narrative strategies, and structural requirements of literary nonfiction conventions. Students will be expected to produce memoir, personal essay, literary historical nonfiction, and at least one hybrid piece juxtaposing the conventions of two nonfiction subgenres. This course includes attention to style, structure, voice, and audience.

Credits Awarded: 4
 Terms Offered: As Needed
 Prerequisites: Engl 354 or Engl 358 or equivalent

ENGL 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 Engl 113. By placement.

Credits Awarded: 4
 Terms Offered: Fall

ENGL 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, Writing as Intellectual Exploration, Academic Writing, Pop Culture, Stephen King. May be repeated for additional credit, with a different subject matter. Not counted toward an English major or minor.

Credits Awarded: 4
 Terms Offered: Fall, Spring, Summer
 Attribute: Expository Writing (EW)

ENGL 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. This course does not count toward the English major with a creative writing emphasis.

Credits Awarded: 2
 Terms Offered: Spring
 Attribute: The Arts II (FA2)

ENGL 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. This course does not count toward the English major with a creative writing emphasis.

Credits Awarded: 2
 Terms Offered: Fall
 Attribute: The Arts II (FA2)

ENGL 195 - Special Topics in English

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
 Terms Offered: As Needed
 Prerequisites: Permission of instructor

ENGL 213 - Expository Writing II

A course designed to further the student's ability to write effective expository prose. For students in any discipline.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Engl 113 or equivalent

Attribute: The Arts II (FA2)

ENGL 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.

Credits Awarded: 2

Terms Offered: Fall, Spring, Summer

Prerequisites: Engl 113 or equivalent

ENGL 240 - Professional Writing

A course that teaches practical, applicable, real-world writing skills and forms. The course may focus on grant writing, science writing, technical writing, writing for non-profits, multimodal composing, writing for the web, blogging and digital writing, writing in the public sphere, advanced argument, rhetorical studies, literacy studies, or other composition studies, individually or in combination. Intended particularly for the general liberal arts student and/or English elective credits. May be repeated for additional credit in a different focus area.

Credits Awarded: 2-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Engl 113 or equivalent

ENGL 253 - Intro to Creative Writing

An introduction to the craft of poetry, fiction, and creative nonfiction, including reading as a writer. No prior writing experience required.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: The Arts II (FA2)

ENGL 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. Cross-listed with Thea 256.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Permission of instructor

Attribute: The Arts II (FA2)

ENGL 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: The Arts II (FA2)

ENGL 279 - Writing for Teachers

An introduction to the basic techniques of creative writing intended especially for prospective teachers. Topics include writing practice in short fiction, poetry, and nonfiction; evaluating creative writing; and pedagogical methods and curriculum development. Includes attention to the student's understanding of his or her own writing process.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

ENGL 293 - Individual Writing Project

An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing offered to students who have exhausted the regular offering of writing courses in the department. May be repeated for additional credit with a different project.

Credits Awarded: 2-4
 Terms Offered: Fall, Spring
 Prerequisites: Departmental acceptance of application

ENGL 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.

Credits Awarded: 2-4
 Terms Offered: As Needed

ENGL 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.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Engl 253 or equivalent
 Attribute: The Arts II (FA2)

ENGL 355 - Intermediate Creative Writing: Poems

Intensive study of and practice with the techniques of poetry. Students write and critique poems, discuss poems in light of current issues, and practice selection and preparation of poems for publication.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Engl 253 or equivalent
 Attribute: The Arts II (FA2)

ENGL 356 - Intermediate Creative Writing: Additional Genres

Intensive study of and practice with the techniques of a creative writing genre such as the Novel, Graphic Fiction, Translation, or Screenwriting. May be repeated for additional credit.

Credits Awarded: 4
 Terms Offered: Fall, Spring, Summer As Needed
 Attribute: The Arts II (FA2)

ENGL 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.

Credits Awarded: 4
 Terms Offered: Spring
 Prerequisites: Engl 253 or equivalent

ENGL 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 Philadelphia Center, the Chicago Semester, 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 beyond the minimum required for a major or minor. The general guideline for each credit is 3 hours on the job per week for a fifteen-week semester.

Credits Awarded: 1-8

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

ENGL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

ENGL 393 - Individual Writing Project

An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing offered to students who have exhausted the regular offering of writing courses in the department. May be repeated for additional credit with a different project.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

ENGL 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.

Credits Awarded: 4

Terms Offered: Spring

ENGL 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.

Credits Awarded: 4

Terms Offered: Spring

ENGL 493 - Individual Writing Project

An independent, student-designed writing project culminating in a significant and complete body of creative or expository writing offered to students who have exhausted the regular offering of writing courses in the department. May be repeated for additional credit with a different project.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Department acceptance of application

ENGL 231 - Literature of the Western World I

Masterpieces of Western literature through the Renaissance. Meets the Cultural Heritage I requirement.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Cultural Heritage I (CH1)

ENGL 232 - Literature of the Western World II

Masterpieces of Western literature since the Renaissance. Meets the Cultural Heritage II requirement.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Cultural Heritage II (CH2)

ENGL 233 - Ancient Global Literature

Masterpieces of ancient and medieval literature, with emphasis on the epic tradition in western Europe, Africa, India, China, and the Middle East. Attention is given to the historical, philosophical, and cultural contexts of the literary texts. Meets the Cultural Heritage I requirement.

Credits Awarded: 4

Terms Offered: Fall

Attributes: Cultural Heritage I (CH1), Global Learning International (GLI)

ENGL 234 - Modern Global Literature

Masterpieces of literature written in English by non-British and non-US writers since 1600, with emphasis on the historical, philosophical, and cultural contexts of the literary texts. Meets the Cultural Heritage II requirement.

Credits Awarded: 4

Terms Offered: Spring

Attributes: Cultural Heritage II (CH2), Global Learning International (GLI)

ENGL 248 - Introduction to Literary Studies

An introduction to college-level study of literature. This course 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

ENGL 270 - 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, Sidney, Spenser, Shakespeare, Donne, Herbert, Milton, Behn, Swift, Pope, Johnson, Austen) and major genres, forms, and literary movements (e.g., epic, romance, sonnet, devotional poetry, drama, prose, fiction, satire).

Credits Awarded: 4

Terms Offered: Fall, Spring

ENGL 271 - 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).

Credits Awarded: 4
Terms Offered: Fall, Spring

ENGL 280 - 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).

Credits Awarded: 4
Terms Offered: Fall, Spring

ENGL 281 - 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).

Credits Awarded: 4
Terms Offered: Fall

ENGL 282 - Survey of American Ethnic Literature

A historical and cultural study of African American, Asian American, Latino/Latina, and/or Native American literatures. It focuses on the evolving literary consciousness and cultural heritage of American ethnic writers, and major genres, forms, and literary movements.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Global Learning Domestic (GLD)

ENGL 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; Arthurian Literature; Walt Whitman's America; Jane Austen and Her World; Literature and the American Environment; Donne and Milton; Women on Trial; The House of Gothic; Medieval Romance; Old and Middle English. May be repeated for additional credit with a different topic.

Credits Awarded: 4
Terms Offered: Fall, Spring

ENGL 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 Shakespeare's Plays; Short Story Cycles; Exploring Graphic Novels; From Page to Screen: Contemporary Literature and Film Adaptation; The Liar in Literature; Chaucer's Canterbury Tales; War Stories; Telling Lives – Studies in Women's Autobiographical Prose. Literature for Children and Adolescents is offered every semester. May be repeated for additional credit with a different topic.

Credits Awarded: 4

Terms Offered: Fall, Spring

ENGL 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; Asian American Literature; Romanticism and Revolution; Culture and 19th-Century American Novels; American Autobiography; Sentimental Fictions; Banned Books; Literature in an Anxious Age (1865-2003). May be repeated for additional credit with a different topic.

Credits Awarded: 4

Terms Offered: Fall, Spring

ENGL 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. Highly recommended to students considering graduate school.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Permission of instructor

ENGL 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 in English. Does not count toward the English major or minor.

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Declared education major
 Corequisites: Engl 381

ENGL 381 - Field Placement

Must be taken concurrently with Engl 380. Does not count toward the English major or minor.

Credit Awarded: 1
 Terms Offered: Fall
 Prerequisites: Declared education major
 Corequisites: Engl 380

ENGL 395 - Studies in English

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
 Terms Offered: As Needed
 Prerequisites: Permission of instructor

ENGL 290 - Individual Study

An individual research project, by arrangement with a professor, 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.

Credits Awarded: 2-4
 Terms Offered: Fall, Spring
 Prerequisites: Departmental acceptance of application

ENGL 299 - Readings in Literature

A tutorial arranged with a professor, often as a way to fill in gaps in knowledge of important authors and works and of major trends and patterns. May be repeated for additional credit in a different field of study.

Credits Awarded: 2-4
 Terms Offered: Fall, Spring
 Prerequisites: Permission of department

ENGL 390 - Individual Study

An individual research project, by arrangement with a professor, 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.

Credits Awarded: 2-4
 Terms Offered: Fall, Spring
 Prerequisites: Departmental acceptance of application

ENGL 399 - Readings in Literature

A tutorial arranged with a professor, often as a way to fill in gaps in knowledge of important authors and works and of major trends and patterns. May be repeated for additional credit in a different field of study.

Credits Awarded: 2-4
 Terms Offered: Fall, Spring
 Prerequisites: Departmental acceptance of application

ENGL 490 - Individual Study

An individual research project, by arrangement with a professor, 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

ENGL 495 - Advanced Studies

A seminar in a field designated by the instructor. Preparation and presentation of research papers are central to the course. May be repeated for additional credit in a different field of study. Recent offerings include Jane Austen; James Joyce; G.B. Shaw; 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; Shakespeare and Marlowe. Previous work in or related to the topic of the seminar is highly recommended prior to this course; students are urged to consult the instructor if they are doubtful about the nature and quality of their previous work.

Credits Awarded: 4

Terms Offered: Spring

ENGL 499 - Readings in Literature

A tutorial arranged with a professor, often as a way to fill in gaps in knowledge of important authors and works and of major trends and patterns. May be repeated for additional credit in a different field of study.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Departmental acceptance of application

ENVIRONMENTAL SCIENCE

The environmental science program focuses on scientific approaches to solving environmental problems. Students can earn an environmental science minor that complements any major, or they can complete an environmental science major with a concentration in biology, chemistry, or geology.

ABOUT THE PROGRAM

In the most basic terms, environmental science is the scientific study of the environment, particularly with regard to implications for humans. Environmental science therefore is broad in scope and interdisciplinary in nature. It draws on principles from throughout the sciences to understand and improve the ways that humans and the environment interact with one another. It uses systems thinking to help reduce complex natural phenomena into manageable subsets that can be studied and understood. It also incorporates ideas of sustainability as it considers the future of humans in the environment.

Our ability to modify our environment has increased dramatically over the last century, and we now recognize that many of those modifications have negative consequences. A growing number of scientists seek solutions to environmental problems as they work to improve 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 systems 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 fields to study and solve environmental problems.

At Hope College programs in environmental science are administered within the Department of Geological and Environmental Sciences. The department offers a **major in environmental science** as well as a **minor in environmental science** that is open to students with any major. Students with primary interests outside the sciences should compare the environmental science programs listed here with [the environmental studies minor](#), which has a greater focus on humanities and social science aspects of environmental issues.

MAJORS

The Environmental Science major equips students to take a rigorous scientific approach when developing and evaluating effective solutions to environmental problems. It does this by combining four elements:

- a foundation in an environmentally-focused science discipline (biology, chemistry, or geology)

- broader interdisciplinary experiences and systems concepts that enable students to work and communicate across disciplines
- an understanding of political, economic, and regulatory aspects of environmental decision-making
- an outlook informed by tenets of sustainability.

The Environmental Science major supplies students with background knowledge, skills, and intellectual tools that are fundamental to addressing complex and multifaceted environmental problems. Solutions to these problems, however, demand both breadth and depth of knowledge, so students planning a profession in environmental science are strongly encouraged to take courses in one or more science disciplines beyond those required for an Environmental Science major, as well as to choose environmentally-related courses throughout the curriculum.

Students completing the environmental science major choose from one of three concentrations, in biology, chemistry, or geology. Students with interests in computer science, engineering, physics, or other fields in which there is not a designated concentration are strongly encouraged to combine a major in their field of interest with the environmental science minor. All environmental science major degrees are awarded as Bachelor of Science degrees.

Environmental Science Major with a Concentration in Biology (Bachelor of Science)

Ancillary Science and Mathematics Courses (16 credits)

- One year of chemistry or accelerated chemistry and labs, 8 credits
- Math 311–Statistical Methods, 2 credits
- Math 312–Applied Statistical Models, 2 credits
- At least one semester of Calculus, 4 credits

Environmental Science Courses (20 credits)

- GES 130–Introduction to Environmental Science, 4 credits
- GES 211–Local Environmental Systems, 4 credits
- GES 213–Global Physical Systems, 2 credits
- GES 220–Environmental Laboratory Methods, 2 credits
- GES 225–Geographic Information Systems, 2 credits
- GES 310–Environmental Public Policy, 4 credits
- GES 401–Advanced Environmental Seminar, 2 credits

biology courses (8 credits)

- BIOL 105/107–General Biology I and lab

- BIOL 106/108–General Biology II and lab

Organismal Biology (4 credits)

Focus on familiarity with particular groups of organisms. At least one of the following:

- BIOL 301–Microbiology, 4 credits
- BIOL 330–Marine Biology and Biophysics, 4 credits
- BIOL 343–Plant Systematics, 4 credits
- BIOL 374–Biology of Insects, 4 credits
- BIOL 422–Invertebrate Zoology, 4 credits
- BIOL 432–Vertebrate Zoology, 4 credits

Foundations of Ecology (8 credits)

At least two of the following:

- BIOL 315–Principles of Ecology, 4 credits
- BIOL 315–Conservation Biology, 4 credits
- BIOL 315–Population and Community Ecology, 4 credits
- BIOL 315–Plant-animal Interactions, 4 credits
- BIOL 380–Field Studies in Biology, 4 credits
- Approved biology course from off-campus study programs, 4 credits

Analytical/Modeling approaches to environmental biology (4 credits)

At least one of the following:

- BIOL 318/MATH 318–Mathematical Biology, 4 credits
- CSCI 160–Scientific Computer Programming, 4 credits

Total Credits: 60

Environmental Science Major with a Concentration in Chemistry (Bachelor of Science)

Ancillary science and mathematics (16 credits)

- MATH 131–Calculus I, 4 credits
- MATH 311–Statistical Methods, 2 credits
- MATH 312–Applied Statistical Models, 2 credits
- PHYS 121/141–General Physics and lab, 4 credits

- At least one of the following:
 - PHYS 122/142–General Physics II and lab, 4 credits
 - BIOL 105/107–General Biology I and lab, 4 credits
 - GES 251–Surficial Geology and lab, 4 credits

Environmental science courses (26 credits)

- GES 130–Introduction to Environmental Science, 4 credits
- GES 211–Local Environmental Systems, 4 credits
- GES 213–Global Physical Systems, 2 credits
- GES 215–Global Change-Humans & Biological Systems, 2 credits
- GES 220–Environmental Laboratory Methods, 2 credits
- GES 225–Geographic Information Systems, 2 credits
- GES 310–Environmental Public Policy, 4 credits
- GES 401–Advanced Environmental Seminar, 2 credits
- GES 430–Environmental Geochemistry, 4 credits

Chemistry courses (23 credits)

Introductory Chemistry (8 credits)

- CHEM 125/127–General Chemistry I and lab, 4 credits and
 - CHEM 126/128–General Chemistry II and labs, 4 credits
- or
- CHEM 131/132–Accelerated General Chemistry and lab, 8 credits

Advanced Chemistry (15 credits)

- CHEM 221/255–Organic Chemistry I and lab, 5 credits
- CHEM 331/332–Analytical Chemistry and lab, 4 credits

At least 2 of the following:

- CHEM 321–Organic Chemistry II Lecture, 3 credits
- CHEM 311–Biochemistry Lecture, 3 credits
- CHEM 322–Inorganic Chemistry Lecture, 3 credits
- CHEM 343–Physical Chemistry I Lecture, 3 credits

Total Credits: 65

Environmental Science Major with a Concentration in Geology (Bachelor of Science)

Ancillary Science and Mathematics (16 credits)

- CHEM 125/125–General Chemistry I and lab, 4 credits
- **or**
- CHEM 131/132–Accelerated General Chemistry and lab, 8 credits
- One semester of Chemistry, Biology or Physics, 4 credits
- Two semesters of Mathematics or Computer Science, 8 credits

Environmental Science Courses (22 credits)

- GES 130–Introduction to Environmental Science, 4 credits
- GES 211–Local Environmental Systems, 4 credits
- GES 213–Global Physical Systems, 2 credits
- GES 215–Global Change-Humans & Biological Systems, 2 credits
- GES 220–Environmental Laboratory Methods, 2 credits
- GES 225–Geographic Information Systems, 2 credits
- GES 310–Environmental Public Policy, 4 credits
- GES 401–Advanced Environmental Seminar, 2 credits

Geology Courses (26 Credits)

- GES 100/GEMS 157–Planet Earth and lab, 4 credits
- **or**
- GES 125–Michigan Field Geology, 4 credits
- GES 203–Historical Geology and lab, 4 credits
- GES 243–Mineralogy and lab, 4 credits
- GES 251–Surficial Geology and lab, 4 credits
- GES 341–Regional Field Study, 2 credits
- GES 430–Environmental Geochemistry, 4 credits
- GES 450–Hydrogeology and lab, 4 credits

Total Credits: 64

MINORS

The Environmental Science Minor helps students acquire the background they need to be successful environmental scientists or, for those not majoring in science, to use skills learned in their own major to work closely with environmental scientists.

Environmental Science Minor

The Environmental Science minor is open to all students regardless of their major, but it is best suited for those who have some interest in science or engineering. Students should complete a semester of chemistry before taking 200 or 400 level environmental science courses. Chemistry may be taken concurrently with permission of the instructor.

The Environmental Science Minor is designed to equip the students with:

1. A solid preparation in one of the academic majors at Hope College.
2. A broad interdisciplinary understanding of environmental science. Students are required to take at least two interdisciplinary courses in environmental science, which may include GES 130-Intro to Environmental Science, GES 211-Local Environmental Systems, GES 213-Global Physical Systems, or GES 215-Global Change-Human and Biological Systems.
3. Knowledge of how environmental issues affect and are affected by politics and economics. Students meet this goal by taking GES 310 – Environmental Public Policy. This is an interdisciplinary course taught by faculty in the Natural Science Division, Department of Political Science Department and/or Department of Economics.
4. An ability to work in a team with scientists and non-science professionals from other disciplines. To obtain experience with technical aspects of environmental science, students may take GES 220 – Laboratory Methods in Environmental Science, and students are required to take GES 401 – Advanced Environmental Seminar. In this capstone course students work with colleagues from a number of disciplines to choose and study a local environmental problem.
5. An ability to use principles of sustainability when considering environmental problems and solutions. This is addressed formally in GES 130 and 213 and incorporated throughout the minor's other course offerings.

The Environmental Science Minor has two options:

Option 1: Open to all students, consists of 18 credits

- GES 130– Introduction to Environmental Science, 4 credits
- GES 211–Local Environmental Systems, 4 credits

- Four credits chosen from the following courses

GES 213–Global Physical Systems, 2 credits

GES 215–Global Change—Humans and Biological Systems, 2 credits

GES 220–Laboratory Methods in Environmental Science, 2 credits

- GES 310–Environmental Public Policy, 4 credits
- GES 401–Advanced Environmental Seminar, 2 credits

Option 2: Available for students majoring in a natural science discipline or Engineering, consists of 22 credits

- GES 130–Introduction to Environmental Science, 4 credits

or

- Four credits chosen from the following courses

GES 213–Global Physical Systems, 2 credits

GES 215–Global Change—Humans and Biological Systems, 2 credits

GES 220–Laboratory Methods in Environmental Science, 2 credits

- GES 211–Local Environmental Systems, 4 credits
- GES 310–Environmental Public Policy, 4 credits
- GES 401–Advanced Environmental Seminar, 2 credits

- Two courses from the student's major flagged as environmentally relevant (8 credits)
 - BIOL 301–General Microbiology, 4 credits
 - BIOL 315–Advanced Topics in Ecology, 1-4 credits
 - BIOL 343–Vascular Plant Systematics, 4 credits
 - BIOL 356–Genetics, 3 credits
 - BIOL 422–Invertebrate Zoology, 4 credits
 - CHEM 331/332–Analytical Chemistry and Laboratory, 4 credits
 - Chemistry: Environmental Geochemistry or a second Chemistry course chosen in consultation with the Chemistry Department chairperson
 - ENGS 140–Introduction to Electric Circuits, 2 credits
 - ENGS 150–Conservation Principles, 2 credits
 - ENGS 346–Fluid Mechanics, 3 credits
 - GES 225–Geographic Information Systems, 2 credits
 - GES 430–Environmental Geochemistry, 4 credits
 - GES 450–Hydrogeology, 4 credits
 - PHYS 270–Modern Physics, 4 credits
 - PHYS 382–Advanced Laboratory: students must take a semester which involves radiation, 2 credits

Environmental Science Courses

The Environmental Science program is administered through the Department of Geological and Environmental Sciences. Descriptions of each of the GES courses listed above are found under the heading of Environmental Science Courses in the [Geology](#) section of the catalog.

COURSES

ENVIRONMENTAL STUDIES

ABOUT THE PROGRAM

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.

MINORS

The student who minors in environmental studies may major in anything. For students who major in one of the natural sciences, one of the environmental studies GEMS courses may be replaced by other appropriate science courses, with the permission of the program director. For a student who decides to minor in both environmental science and environmental studies, such a double minor does not constitute a major.

Environmental Studies

The minor consists of a minimum of 20 credits.

- Eight credits are required in the Natural Sciences, with courses taken from a particular set of GEMS courses for students who are not natural science majors.
- Four credits are required in the Social Sciences: either Environmental Sociology, Environmental Public Policy, or Managing for Environmental Sustainability.
- Four credits are required in the Humanities: either American Literature and the Environment or Environmental Philosophy and History.

- The final four credits, typically taken in the senior year, consist of a two credit internship in a local work setting (business, non-profit organization, governmental agency) and a two credit research project of the student's choosing.

In addition to the courses in the minor, there are a number of general education courses that address various environmental issues and themes and thus may be of interest for Environmental Studies students.

Requirements

Required Courses (20 credits)

1. Natural Sciences: choose 8 credits from the following courses

GEMS 130: Intro to Environmental Science, 4 credits

GEMS 153: Populations in Changing Environments, 4 credits

GEMS 157: The Planet Earth, 4 credits

GEMS 160: The Chemistry of Our Environment, 4 credits

GEMS 204: Regional Flora and Fauna, 2 credits

GEMS 295: Abrupt Climate Change, 2 credits

2. Social Sciences: choose 4 credits from the following courses

SOC 395: Environmental Sociology, 4 credits

GES 310: Environmental Public Policy, 4 credits

BUS 356: Managing for Environmental Sustainability, 4 credits

3. Humanities: choose 4 credits from the following courses

ENGL 375 (topical course - fulfills requirement when title is American Literature and the Environment), 4 credits

ENVR 377: Environmental Philosophy and History, 4 credit

REL 365: Ecological Theology and Ethics, 4 credits

4. Senior Integration Experience: 4 credits

ENVR 490: Research Project, 2 credits

ENVR 499: Internship, 2 credits (minimum)

Thematically Related Courses in the Core Curriculum

IDS 100: First Year Seminar, 2 credits

The topics will vary depending on the section, but there may be sections with a focus on environmental themes.

REL 100: Earth and Ethics, 2 credits

ENGL 113: Expository Writing, 4 credits

The topics will vary depending on the section, but there may be sections with a focus on environmental themes.

IDS 492: God, Earth, Ethics 4 credits

COURSES

ENVR 295 - Topics Environmental Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

ENVR 377 - Environmental Philosophy and History

An in-depth study of classic and contemporary texts in environmental philosophy and history, including primary sources by Plato, Aristotle, Descartes, Locke, Thoreau, Berry, Carson, and Leopold, as well as secondary studies by Crosby, Ponting, and Steinberg. The cultural heritage general education requirement is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

ENVR 395 - Topics Environmental Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

ENVR 490 - Research Project

An in-depth investigation of some issue or problem of the student's choosing. All minor requirements except for the internship are highly recommended prior to this course.

Credits Awarded: 0-3
Terms Offered: Spring, Fall
Prerequisites: Permission of instructor

ENVR 493 - Independent Study in Environmental Studies

An independent study project investigating an issue or problem of the student's choosing. All minor requirements except for the internship are highly recommended prior to this course.

Credits Awarded: 1-4
Terms Offered: As Needed

ENVR 499 - Internship

A supervised practical experience in a local work setting, e.g., business, non-profit organization, governmental agency, educational institution. All minor requirements except for the research project are highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: Fall, Spring

GENERAL EDUCATION MATH & SCIENCE

The general education requirements for natural science are met by taking a minimum of 10 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.

ABOUT THE PROGRAM

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](#)."

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 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.

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 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.

COURSES

GEMS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Mathematics I (MA1)

GEMS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Mathematics I (MA1)

GEMS 130 - Introduction to Environmental Science

This course introduces students to systems thinking, to concepts of the physical world essential for the study of environmental science, and to sustainability as a lens for considering issues of resource production, resource consumption, and generation of waste. Laboratory exercises will explore general scientific principles relevant to study of the atmosphere, oceans, and solid Earth, as well as aspects of resource use in our daily lives. Three lectures and one three-hour laboratory each week. Cross-listed with GES 130. No prerequisites.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

GEMS 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, cellphones, 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

GEMS 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 is highly recommended prior to or concurrently with this course, except for students who have received college credit for Math 126 or Math 131.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Natural Science I with lab (NSL)

GEMS 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 highly recommended prior to or concurrently with this course, except for students who have received college credit for Math 126 or Math 131.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Natural Science I with lab (NSL)

GEMS 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.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Natural Science I with lab (NSL)

GEMS 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 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. One cultural heritage course is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Natural Science I with lab (NSL)

GEMS 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. One or two Saturday morning field trips are required. Cross-listed as Ges 100.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

GEMS 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.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Natural Science I with lab (NSL)

GEMS 159 - History of Science

This course surveys the history of science from the Renaissance to the present day. In addition to mastering the historical content, students will recreate historic experiments in order to understand scientific theories and methodologies as well as the nature of science itself. The primary objectives of the course are to understand how scientific knowledge expanded and changed over time, individuals developed and practiced the role of “scientist,” science influenced social environments, and social and political changes affected science, as well as why science developed as a particular kind of cross-disciplinary exploration of the universe with certain types of questions and methodologies. Cross-listed with Hist 159.

Credits Awarded: 4

Terms Offered: Fall

Attributes: Global Learning Domestic (GLD), Natural Science I with lab (NSL)

GEMS 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. GEMS 100 or Math 205 is highly recommended prior to or concurrently with this course.

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Natural Science I with lab (NSL)

GEMS 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.

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Natural Science I with lab (NSL)

GEMS 163 - How Computers Work

This course provides an overview of the various layers that make up a modern computer system, including topics such as how computers represent and store information, how the various components of a computer work together to process information, the role of operating systems and computer networks, and basic algorithm design. In the laboratory components of the course, students use common every day applications and computing tasks to help them connect the conceptual with the practical. The course will emphasize the social implications of the technologies that are covered. Credit cannot be given for both CSCI 112 and GEMS 163.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: Natural Science I with lab (NSL)

GEMS 195 - Topics in General Education Mathematics and Science

A course offered in response to student and instructor interest.

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Natural Science I with lab (NSL)

GEMS 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.

Credits Awarded: 2
 Terms Offered: Spring
 Attribute: Natural Science II (NS2)

GEMS 204 - Regional Flora and Fauna

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.

Credits Awarded: 2

Terms Offered: Fall

Attribute: Natural Science II (NS2)

GEMS 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.

Credits Awarded: 2

Terms Offered: As Needed

Attribute: Natural Science II (NS2)

GEMS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Natural Science II (NS2)

GEMS 295 - Topics in Science

A course offered in response to student and instructor interest. Recent offerings have included Exploring Computer Science (CSCI 112), Human Genetics, Abrupt Climate Changes, and sustainability.

Credits Awarded: 2-4

Terms Offered: As Needed

GEOLOGY

The geological sciences play a key role in addressing environmental problems, recognizing and mitigating natural hazards, and procuring natural resources. Furthermore, geoscientists make important contributions to human knowledge in fields as diverse as environmental geology, sustainability, oceanography, planetology, geochemistry, geophysics, plate tectonics and paleontology.

ABOUT THE PROGRAM

Student-faculty research comprises an important part of the geology program at Hope College. In recent years students and faculty have been engaged in research projects such as:

- Experimental investigations on the remediation of contaminated ground water
- Analyzing trace element chemistry of phosphate minerals
- Working out the geological history of coastal dunes along Lake Michigan
- Making 3D computer models and gigapixel panoramas from digital photos to study dune erosion
- Exploring the effectiveness of biochar as a means to improve poor quality soils
- Investigating antibiotics and hormones in local ground water and surface water
- Uncovering the development of early continental crust in India and Sweden
- Documenting 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 issues. 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, and the Ohio River Valley in Indiana and Kentucky. In addition to these trips, each year 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 Colorado Plateau; Big Bend, Texas; Death Valley, California; Southern Arizona; New Mexico; and the Bahamas.

We are well-equipped for teaching and research. In addition to petrographic microscopes, the department has a geographic information system (GIS) computer laboratory, X-ray diffractometer, thin section preparation laboratory, ion chromatograph, gas chromatograph, infrared Fourier transform spectrometer, UV-visible light spectrometer and access to a scanning electron microscope.

The study of the Earth is eclectic so 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, mineral resource companies, or the energy industry, 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 various Big Ten universities.

MAJORS

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 100 – The Planet Earth, 4 credits and GES 111 – How The Earth Works, 2 credits or

Introductory Sequence #2 GES 125 - Michigan Field Geology, 4 credits and GES 111 - How the Earth Works, 2 credits

together with the following courses:

- GES 203 – Historical Geology, 4 credits
- 16 total credits of geology courses selected from GES 225, GES 243, GES 244, GES 251, GES 252, Ges 320, GES 351, GES 430, GES 450, GES 453 or GES 295
- GES 341 – Regional Field Study, 2 credits
- One year, 8 credits, of ancillary science – Biology, Chemistry, Engineering, Environmental Science, 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 100 – The Planet Earth, 4 credits and GES 111 – How The Earth Works, 2 credits or

Introductory Sequence #2 GES 125 – Michigan Field Geology, 4 credits and GES 111 – How The Earth Works, 2 credits

together with the following courses:

- GES 203 – Historical Geology, 4 credits
- 24 total credits of geology courses selected from GES 225, GES 243, GES 244, GES 251, GES 252, GES 320, GES 351, GES 430, GES 450, GES 453 or GES 295
- Two semesters of GES 341 – Regional Field Study, 2 credits apiece for a total of 4 credits
- Two years, 16 credits, of ancillary sciences – biology, chemistry, engineering, environmental science, or physics 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 Chemistry Composite

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. For additional information, please refer to the [Degree section](#) of the catalog.

Geology Education

In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a Geology/Earth Science teaching major through the State of Michigan. The Michigan Certification Code requires that prospective high school teachers complete 30 or more credits of courses in geology for a major. Consult with the Department of Education concerning detailed requirements.

Geology-Physics Composite

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 into top graduate schools in the United States. You will find additional information about composites [here](#).

MINORS

Environmental Science

The Department of Geological and Environmental Science administers the environmental science minor, which is described in detail [here](#).

Geology

A geology minor consists of at least 16 credits, not more than half of which may be numbered 203 or below.

Geology Education

In partnership with the Department of Education, the Department of Geological and Environmental Sciences offers a geology/Earth science teaching minor through the State of Michigan. The Michigan Certification Code requires that prospective high school teachers complete 22 credits in geology for a minor. Consult with the Department of Education concerning detailed requirements.

COURSES

GES 125 - Michigan Field Geology

This course is designed as a hands-on introduction to the broad scope of geology using phenomena found within the state of Michigan. Its goal is to give students direct experience with the ways geoscientists ask and answer questions about the Earth. The class begins with a 10-day field trip during which students will travel, camp, and observe and interpret a variety of sedimentary, igneous, and metamorphic rocks and processes that affect them. The course finishes work at Hope College to further understand processes encountered in the field. This course is one possible introduction to the geology major. A 10-day August field trip is required. A student may not receive credit for both GES 100/GEMS 157 and GES 125.

Credits Awarded: 4

Terms Offered: Fall

Attributes: ADDITIONAL COURSE FEE (+FEE), Natural Science I with lab (NSL)

GES 493 - Independent Study: Geol/Enviro

Course provides opportunity for a junior or senior to engage in an independent study project in an area in which the student has special interest.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of Instructor

GES 130 - Introduction to Environmental Science

This course introduces students to systems thinking, to concepts of the physical world essential for the study of environmental science, and to sustainability as a lens for considering issues of resource production, resource consumption, and generation of waste. Laboratory exercises will explore general scientific principles relevant to study of the atmosphere, oceans, and solid Earth, as well as aspects of resource use in our daily lives. Three lectures and one three-hour laboratory each week. Cross-listed with GEMS 130. No prerequisites.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

GES 211 - Earth Environmental Systems I

This course introduces the scientific study of our planet in terms of natural systems, their interactions, and their modification by human activities, on a local scale. Subjects addressed include air pollution modeling, fate and transport of water pollution, contaminant toxicology, human health risk assessment, soil chemistry and degradation, wastewater and drinking water treatment, and land-use assessment. Learning is facilitated by quantitative problem solving and case studies. Three hours of lecture per week.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Chem 125 or Chem 131

GES 213 - Global Physical Systems

This is the scientific study of physical systems on our planet with a focus on global environmental problems. The course will emphasize analysis of large-scale problems and potential strategies for addressing them. Subjects include biogeochemical cycles, current climate and climate change, human interactions with physical systems, and sustainability.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: GES 130, Chem 125 or Chem 131

GES 215 - Global Change - Humans and Biological Systems

This course focuses on biological systems and how humans have altered them. Topics include ecosystems, biological diversity, population growth, land-use change, disturbance, and invasive species. We also explore how humans can conserve ecosystems and resources in order to provide for the future human global population.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: GES 130

GES 220 - Laboratory Methods in Environmental Science

This laboratory course accompanies GES 211 and GES 212. 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Chem 127 or Chem 132

GES 225 - Introduction to Geographic Information Systems

This course introduces principles and tools for using a Geographic Information System to display and analyze location-based data, along with instruction on where to find freely available data and how to create new datasets. Concepts will include scale, map projections, raster- and vector-based representations of data, and evaluation of spatial relationships between features. Students will receive hands-on instruction with ArcGIS software to learn how to create and analyze maps of any kind of data with a geographic component. Exercises will focus on analysis of real-world datasets to solve problems of local interest.

Credits Awarded: 2

Terms Offered: Spring

GES 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 and Business, Geological and Environmental Sciences, and Political Science, so that students are exposed to the interdisciplinary nature of environmental public policy issues. Four hours of lecture per week. Fulfillment of the NSL general education requirement is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Pol 100

GES 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.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: GES 211 or GES 212 or GES 220

GES 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 environmental change and its implications for our future. This course is one possible introduction to the geology major. Three lectures and one three-hour laboratory each week. One or two Saturday morning field trips are required. Cross-listed as GEMS 157. A student may not receive credit for both GEMS 157/GES 100 and GES 110.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Natural Science I with lab (NSL)

GES 104 - Organisms and Environments

This is the second of a two-semester sequence of courses. The combined courses ("Matter and Energy" and "Organisms and Environments") will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. The courses will also cover the content that is important for future educators in an integrated inquiry-based format. The content in this recommended course sequence will flow from physical science to Earth/space science to life science topics that students will find themselves teaching in the future. This course will primarily include content from the life and Earth/space sciences, though due to the interdisciplinary nature of many of the topics, physical science topics will also be addressed where appropriate.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Natural Science I with lab (NSL)

GES 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.

Credits Awarded: 2
Terms Offered: Fall

GES 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.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: GES 100 or GEMS 157 or GES 111 or GES 125

GES 243 - Mineralogy: Earth Materials I

This course is an introduction to the paragenesis and crystal chemistry of minerals with emphasis on the rock-forming 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. Students may take Chem 125 or Chem 131 prior to enrollment in or concurrently with the course.

Credits Awarded: 4
Terms Offered: Fall, Even Years
Prerequisites: Chem 125 or Chem 131
Corequisites: Chem 125 or Chem 131

GES 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.

Credits Awarded: 4
Terms Offered: Spring, Odd Years
Prerequisites: GES 243

GES 251 - Surficial Geology: Earth Structures I

This is an introduction to the natural processes shaping Earth's surface. Among other topics, the course will stress 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. The laboratory will emphasize the use of maps and other geographic images 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.

Credits Awarded: 4
Terms Offered: Fall

GES 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. The laboratory will emphasize the preparation and interpretation of geological maps and cross-sections. Three hours of lecture and one three-hour laboratory each week. One weekend field trip is required.

Credits Awarded: 4
Terms Offered: Spring, Even Years
Prerequisites: GES 251

GES 295 - Special Topics in Geology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

GES 320 - Introduction to Petroleum Geology

This course is an introduction to the applied sub-discipline of geology called petroleum geology. Emphasis is placed on the techniques and strategies used in the modern energy industry to find, extract and produce petroleum hydrocarbons. Topics will include depositional environments, subsurface mapping, seismic interpretation, wire-line logging, reservoir characterization, onshore and offshore leasing, and exploration economics. Student will gain experience working individually and on teams in the evaluation of subsurface data and the development of exploration-related strategies.

Credits Awarded: 4
Terms Offered: Spring, alternate years
Prerequisites: GES 100 or GEMS 157 or Engs 100

GES 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. Courses may be repeated for credit if fieldwork is conducted in different regions.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: GES 100 or GEMS 157 or GES 111 or GES 125

GES 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: GES 203

GES 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 of geochemical 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 each week. This is a flagged course for the environmental science minor.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Chem 331 or GES 243

GES 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. Emphasis is placed on quantitative problem solving. Three hours of lecture and one three-hour laboratory each week. This is a flagged course for the environmental science minor.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Permission of instructor

GES 453 - Sedimentology

This is the study of the mineralogy, petrology, occurrence, and stratigraphic associations of sedimentary rocks. Thin section examination, textural analysis, and field investigation of sedimentary rocks and unconsolidated sediments will be performed in the laboratory. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips will be required.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Prerequisites: GES 203

GES 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of instructor

GES 495 - Study in Geology

In this course a professor guides students in scholarly readings and discussions focused on a special area of geologic interest.

Credits Awarded: 1-2

Terms Offered: Fall, Spring, Summer

GLOBAL STUDIES

The Major in Global Studies is designed for the student intending to enter a profession in which an international focus is of particular importance.

ABOUT THE PROGRAM

This major will serve as preparation for careers in such fields as international business, economics, government, law, history, sociology and work with non-governmental organizations.

The Global Studies major consists of 34-44 credit hours. These include 22-24 credits of required courses, a modern language successfully completed through the second year level (4th semester) or demonstrated equivalency, and a semester of international study.

Students select one of three major concentrations:

1. A general Global Studies major
2. A Global Studies major with a concentration in Global Political Economy
3. A Global Studies major with a concentration in Global Cultures and Societies

Credits earned during study abroad for the Global Studies major may be substituted for required or elective courses at the discretion of the major's director.

MAJORS

Global Studies Major

Global Studies General Major, total credits 34-36

Global Studies Required Courses, 20 credits

- ECON 211, Principles of Macroeconomics
- POL 151, Introduction to Global Politics
- SOC 151, Cultural Anthropology, or POL 160, Women in a Global Society, or REL 281, Intro to World Religions
- HIST 355, US Foreign Policy or POL 378, American Foreign Policy
- GLBL 400, Capstone Seminar in Global Studies

Research Methods, 2-4 credits

One course from the following courses:

- HIST 140, History Workshop
- POL 242, Research Methods
- SOC 262, Methods of Social Research
- COMM 280, Research Methods
- ECON 306, Econometrics

Students interested in the general major may take any of the five research methods courses listed above. Students interested in the Global Political Economy concentration should take ECON 306 or POL 242. Students interested in the Global Cultures & Societies concentration should take SOC 262, COMM 280 or HIST 140.

Africa, Asia, Europe, Middle East and Latin America, 4 credits

One course from the following courses (subject to available course offerings):

- HIST 221, 225, 260, 263, 270, 280, 312, 321, 365, 370
- PHIL 241, 242
- POL 262, 303, 304, 305

One course from the following, 4 credits

- COMM 371
- ECON 318
- HIST 242, 344, 355
- POL 160, 201, 251, 351, 352, 378

ELECTIVE COURSES, 4 credits

4 hours of coursework (numbered 300 or higher) in globally related courses selected in consultation with the Global Studies Director. 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.

FOREIGN LANGUAGE REQUIREMENT

A modern language successfully completed through the second-year level (4th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT

Participate one or two semesters in a study-abroad program.

Global Studies Major: Global Political Economy Concentration, total credits 44

Global Studies Required Courses, 20 credits

- ECON 211, Principles of Macroeconomics
- POL 151, Introduction to Global Politics
- SOC 151, Cultural Anthropology, or POL 160, Women in a Global Society, or REL 281, Intro to World Religions
- HIST 355, US Foreign Policy or POL 378, American Foreign Policy
- GLBL 400, Capstone Seminar in Global Studies

Research Methods, 4 credits

One course from the following courses:

- POL 242, Research Methods
- ECON 306, Econometrics

Track Required Courses, 8 credits

- ECON 212, Principles of Microeconomics
- POL 251, International Relations

Global Economics, 4 credits

One course from the following courses:

- ECON 304, Economic Growth and Development
- ECON 318, International Economics

Global Political Economy, 4 credits

- POL 352, Global Political Economy

Elective, 4 credits

One course from the following courses:

- HIST 206, 221, 225, 242, 260, 263, 270, 280, 312, 321, 365, 370
- POL 160, 262, 303, 304, 305, 350, 351
- ECON 304, 318

FOREIGN LANGUAGE REQUIREMENT

A modern language successfully completed through the second-year level (4th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT

Participate one or two semesters in a study-abroad program.

Global Studies Major: Global Cultures & Societies Concentration, total credits 42-44

Required Courses, 20 credits

- ECON 211, Principles of Macroeconomics
- POL 151, Introduction to Global Politics
- SOC 151, Cultural Anthropology, or POL 160, Women in a Global Society, or REL 281, Intro to World Religions
- HIST 355, US Foreign Policy or POL 378, American Foreign Policy
- GLBL 400, Capstone Seminar in Global Studies

Research Methods, 2-4 credits

One course from the following courses:

- HIST 140, History Workshop
- SOC 262, Methods of Social Research
- COMM 280, Research Methods

Track Required courses, 8 credits

- SOC 101, Sociology and Social Problems
- SOC 269, Race and Ethnic Relations or IDS 200, Encounter with Cultures or COMM 371, Intercultural Communication

Africa, Asia, Europe, Middle East and Latin America, 4 credits

One course from the following courses:

- HIST 206, 221, 225, 242, 260, 263, 270, 280, 312, 321, 364, 365, 370, 371
- PHIL 241, 242
- POL 262, 303, 304, 305

Electives, 8 credits

Two courses from the following courses:

- COMM 152, 231
- ECON 212, 304, 318
- HIST 344
- IDS 296
- PHIL 237
- POL 160, 201, 251, 350, 351, 352
- REL 366, 389
- SOC 356
- OR up to 2 additional courses from the Africa, Asia , Europe, Middle East and Latin America section

FOREIGN LANGUAGE REQUIREMENT

A modern language successfully completed through the second-year level (4th semester) or demonstrated equivalency.

OFF-CAMPUS STUDY REQUIREMENT

Participate one or two semesters in a study-abroad program.

COURSES

GLBL 400 - Global Studies Capstone Seminar

Students in this class will compile a portfolio and connect it with the academic classes they have taken on Hope's campus, their language proficiency, their study abroad experience, and the current international situation. In addition, they will be expected to formulate an international policy issue and reflect on it in a written research paper. In the paper, they should engage in a literature review, as well as a justification of the methodology they are utilizing. They must integrate the content they have learned with the skills and values they have acquired in the course of their study. They will analyze the data, make a final presentation in class and complete a written paper (15-20 pages long).

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Senior standing

HISTORY

The word history comes from a Greek word meaning “inquiry.” The discipline of history is far more than the compilation of facts. It involves asking questions of various kinds of evidence and using answers to solve problems. Getting valid answers requires students to develop skills of critical thinking and careful evaluation of evidence from a variety of sources—literary, artistic, archeological, oral. History may be the most interdisciplinary of academic disciplines.

ABOUT THE PROGRAM

Hope’s History Department offers courses that cover the globe and span time from the ancient world to the present day, from pre-colonial Africa and the Greek world to modern China, recent America and World War II. From various perspectives the discipline of history seeks to understand how men and women have lived in different times and places, what they have thought and experienced and how to use their records that have come down to us.

Students (and their parents) often ask what they can do with a history major. The answer is simple: almost anything. History’s emphasis on critical thinking and writing gives students skills which are transferable to a wide range of fields. Hope history majors have found careers as teachers, lawyers, journalists, physicians, librarians, editors, researchers, museum curators, ministers and in government and foreign service. On a broader scale a list of history majors includes people such as W. E. B. DuBois, Wolf Blitzer, Elena Kagan, Joe Biden, Martha Stewart, Chris Berman, Antonin Scalia, Katherine Hepburn and five U. S. presidents.

At Hope history can be studied in the classroom, as well as in domestic and foreign off-campus programs. Internships can be arranged; some students have done local history projects that afforded income-earning opportunities.

MAJORS

To accommodate the broad range of interests and career goals of its majors and other interested students, the History Department offers two majors and minors and a formal French/History double major, as well as an honors program.

History

A minimum of 36 credits in history is required for a major. The distribution requirement for the 36 credits in history is as follows:

- HIST 140
- HIST 141
- One history course focused mainly on the period before 1500

- One course in American history
- One course in each of two of the following world regions: Europe, Africa, the Middle East, East Asia, or Latin America
- One course in global history
- Two 200-level courses
- Two 300-level courses
- HIST 490
- Students may count no more than three of the following courses toward the major:
 - HIST 130, HIST 131, HIST 160, HIST 161
 - Either IDS 171 or IDS 172
- No more than two two-credit HIST 200 courses (Historical Snapshots) 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 classical studies combining work in history, classical languages, art and philosophy courses is available. Please see requirements under the Department of Modern and Classical Languages.

History Major for Secondary Teaching

In partnership with the Hope College Department of Education, the Department of History offers a teaching major for certification through the State of Michigan. The history major for certification to teach in secondary schools (grades six-12) consists of a minimum of 38 credits. All students desiring secondary certification must take the following courses:

- HIST 140, 160, 161, 175 and 495, 16 credits
- Students must also take either HIST 130 and 208 *or* HIST 131 and 207
- As well as one American history course flagged for civic engagement – HIST 256, 351, 352, 355 or 357

In addition, they must take at least one course from each of the following areas:

- European history after 1500
- Africa, Asia, Latin America, and Middle Eastern history
- U.S. history course, either HIST 200, 251, 252, 255 or 261
- They must also take EDUC 305, 321 and 322

Students intending to complete this major should consult with the Department of Education as they plan their schedules.

History/French

In addition to on-campus courses in French and History, students interested in a double major in French/History should plan for a semester in Paris, Nantes, or Rennes for a concentration on France, or Dakar (Senegal) for a concentration on Francophone studies. These programs, administered by the Institute for the International Education of Students (IES) in Paris and Nantes and the Council for International Educational Exchange (CIEE) in Rennes and Dakar (Senegal), will prepare a student for a variety of fields including international law, politics, journalism, the foreign service, business, market research analysis, and teaching at the high school and college levels. The program offers the following special features:

- French Immersion Courses at the IES and the CIEE centers in Paris, Nantes, Rennes, and Dakar
- French courses at the local universities
- Housing in local homes as well as independent housing
- Field trips connected with the IES and CIEE programs
- Internships

The Fine Arts I component in Hope's general education requirements may be fulfilled by taking an art history, OR theatre history OR music history class abroad.

Students planning to fulfill their Cultural Heritage II requirement abroad must take both History and Literature abroad. To fulfill Cultural Heritage I they must take on campus either IDS 171 or Phil 230 (Ancient Philosophy). Because classes abroad are usually 3 credit courses, students planning to fulfill their C.H. II requirement abroad must take BOTH History and Literature aboard.

Students interested in this dual major should contact a French and a History professor early to be advised on the proper sequencing of courses.

MINORS

History

The department offers a 20-credit minor. The minimum distribution requirement is as follows:

- HIST 140
- HIST 141

- Courses in three of the four distribution areas:
 - A. pre-1500 period before 1500
 - B. American history course
 - C. Africa, Asia, Latin America, or Middle East course
 - D. global history course
- One course must be at the 300 level
- No more than one 2-credit History 200 course (Historical Snapshots) may be counted toward the minor
- Students may count no more than three of the following courses toward the minor:
 - HIST 130, HIST 131, HIST 160, HIST 161
 - Either IDS 171 or IDS 172

History Minor For Secondary Teaching

In partnership with the Department of Education, the Department of History offers a teaching minor for certification through the State of Michigan. The history minor for certification to teach in secondary schools (grades six-12) consists of a minimum of 26 credits. All students desiring a minor for secondary teaching certification must take the following courses:

- HIST 140
- HIST 160
- HIST 161
- HIST 175
- EDUC 305
- They must also take either HIST 130 and 208 or HIST 131 and 207
- As well as one American History course flagged for civic engagement (HIST 256, 351, 352, 355 or 257)
- EDUC 321 and 322

Students intending to complete this minor should consult with the Department of Education as they plan their schedules.

Honors Program

The Honors Program in History challenges students to enrich the minimum requirements of the major through a focus on vocational discernment. The program recognizes the breadth of options available within the major and supports students in tailoring their co-curricular, academic, and research experiences to meet their vocational and long-term interests. In addition, students who graduate with Honors in History will have demonstrated exceptional academic rigor by

maintaining a high GPA in History courses and working with a faculty mentor to complete a Senior Honors Project, the topic and format of which will complement the student's vocational focus. Detailed information is available on the department's webpage.

COURSES

HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Cultural Heritage I (CH1), Global Learning International (GLI)

HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Cultural Heritage II (CH2), Global Learning International (GLI)

HIST 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

HIST 141 - The Historian's Vocations

This course introduces students to vocational exploration and discernment through the concepts of vocation, calling, and purpose and their intellectual history; connections between historical thinking, research skills, and writing to jobs and careers; and the skills necessary for successful identification and pursuit of experiential learning opportunities. In order to pass the course, each student must develop a clear, detailed plan pursuing experiential learning opportunities that will aid vocational exploration and discernment. Required for History majors and minors.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Hist 140

Corequisites: Hist 140

HIST 159 - History of Science

This course surveys the history of science from the Renaissance to the present day. In addition to mastering the historical content, students will re-create historic experiments in order to understand scientific theories and methodologies as well as the nature of science itself. The primary objectives of the course are to understand how scientific knowledge expanded and changed over time, individuals developed and practiced the role of "scientist," science influenced social environments, and social and political changes affected science, as well as why science developed as a particular kind of cross-disciplinary exploration of the universe with certain types of questions and methodologies. Cross-listed with Gems 159.

Credits Awarded: 4

Terms Offered: Occasionally

Attributes: Global Learning Domestic (GLD), Natural Science I with lab (NSL)

HIST 200 - Historical Snapshots

This course is designed to allow the exploration of some narrow moment in time (early imperial Rome) or some particular historical issue or problem (such as World War II, Christianity in China, or women in early Modern Europe). 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 2-credit HIST 200 courses may be counted toward the major, and no more than one toward the minor.

Credits Awarded: 2
Terms Offered: Fall, Spring

HIST 207 - Introduction to World History to 1500

This introductory world history course surveys developments in global history from prehistory until about 1500. The course focuses on regional, interregional and global interactions from the beginning of written history to the European crossing of the Atlantic.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attributes: Cultural Heritage I (CH1), Global Learning International (GLI)

HIST 208 - Introduction to World History since 1500

This introductory world history course surveys developments in global history since 1500. The course focuses on interregional and global interactions from the European crossing of the Atlantic through the Cold War.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attributes: Cultural Heritage II (CH2), Global Learning International (GLI)

HIST 221 - Colonial and Post-Colonial Africa: African Perspectives on Colonialism

This course explores the colonial experiences of Africans as well as the legacies of European colonial rule in Africa. It highlights the different ways Africans responded to European military conquest and political domination from the mid-1850s to the 1960s. The course also studies how Africans struggled for independence, using specific case studies to show the different paths toward independence. Novels by African authors will be used to examine the social and cultural experiences of colonialism. The course gives voice to the colonized in a variety of contexts across Africa by emphasizing how Africans shaped colonial encounters with Europeans.

Credits Awarded: 4
Terms Offered: Fall, Odd Years
Attribute: Global Learning International (GLI)

HIST 230 - Model Arab League

Students will be assigned to represent one of the member states of the Arab League. They will study current issues in Middle Eastern politics, economics and society, and concentrate on analyzing the interests and positions of their assigned country. They will then participate in the Michigan Model League of Arab States, a two-day conference at which they will engage in an intercollegiate role-playing exercise, working as a team to represent their assigned country. In the process, they will improve their skills of research, writing, persuasion, public speaking, and interpersonal communication.

Credits Awarded: 2
Terms Offered: Spring
Attribute: Global Learning International (GLI)

HIST 260 - History of Latin America Since 1810

This course surveys Latin American history from independence to the present. It examines the social, cultural, economic, and political processes that shaped Latin America. The course pays particular attention to the roots of independence in the colonial order, the legacy of colonialism, the struggle for national identities, U.S.-Latin American relations, and the effects of industrialization, urbanization, and population growth in the 20th century.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning International (GLI)

HIST 263 - Colonial Latin American History

This survey course introduces students to the history of the exploration and colonization of the Spanish and Portuguese dominions in South and Central America from the initial phase of conquest through the consolidation of a colonial regime. The lectures, readings, and discussions offer a broad overview of the European conquests of the region that began in the late 15th century through the 18th-century roots of later independence movements. In addition to a thorough examination of colonial society, the course focuses on the themes of medicine and disease, conquest, religious conversion, and the place of Latin America within the Spanish world empire.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning International (GLI)

HIST 270 - Modern China

This course offers a narrative history of China from its last imperial dynasty to its modern communist regime. The first three weeks of the course are devoted to the Qing dynasty, or the society, institutions and ways of thought of “traditional” China. The remaining 12 weeks are devoted to 20th century China, which spans the republican and communist eras. Building upon the knowledge acquired in the first third of the course, we will seek to comprehend the making of “modern” China, a process that was often violent and tumultuous.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning International (GLI)

HIST 314 - The History of Japan and Korea since 1600: At the Origins of Modernity

In the global economy, Japan is among the world's leading nations driving economic and technological growth and developments. In recent years, too, Korea has emerged as a powerhouse, making its mark in diverse fields from popular culture to modern industries. What are the origins of Japan's and Korea's modern institutions? How did Japan and Korea respond to the rise of Western imperial powers in the 1800s? How was Korea embroiled in Japan's empire-building process of the early 1900s? What were the defining moments in Japanese-Korean international relations since World War II? How have Japan and Korea adapted to the changing times in the 21st century? This course focuses on key issues in Japanese and Korean history in the East Asian and global contexts since 1600 and explores how Japan and Korea have become the modern nations that they are today. Fulfills the regional requirement of the History major.

Credits Awarded: 4

Terms Offered: Occasionally

Attribute: Global Learning International (GLI)

HIST 321 - The Making of Modern Africa

The course will focus on decolonization in Africa since 1940. Colonialism in Africa and the post-colonial period are covered, but the focus of the course is on resistance to colonialism and the process of decolonization, including case studies of South Africa, Nigeria and Algeria. Special emphasis will be placed on the active role of Africans, both men and women, in shaping the political and cultural developments of their continent despite the obvious impact of European colonialism.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning International (GLI)

HIST 365 - Gender and Power in Latin American History

This course explores the relationship between gender and the power necessary to maintain structures of difference in Latin American history. The course examines how people and institutions constructed, assumed, and contested representations of both femininity and masculinity in a variety of sites. Using case studies, the course details how people and institutions invoked and inscribed popular understandings of gender alongside constructions of race and class.

Credits Awarded: 4

Terms Offered: Spring, Even Year

Attribute: Global Learning International (GLI)

HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning International (GLI)

HIST 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.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Global Learning Domestic (GLD)

HIST 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.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning Domestic (GLD)

HIST 175 - Michigan History

This course is a survey of Michigan History to the present and is primarily designed for students majoring in education. The main objective of History 175 is for students to demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of Michigan history from its beginnings to the present. To this end, students will: examine relationships, including cause and effect, among important events from the era; identify the sequence of these events and describe the setting and the people affected; analyze and compare interpretations of events from a variety of perspectives; and assess the implications and long-term consequences of key decisions made at critical turning points in Michigan history.

Credits Awarded: 2

Terms Offered: Fall, Spring

HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning Domestic (GLD)

HIST 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 influenced America's social, political, cultural, and economic development as it prepared to enter the 20th century.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning Domestic (GLD)

HIST 255 - World War I America

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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning Domestic (GLD)

HIST 256 - Recent America: From World War II to 9/11

This course focuses on the United States as a world power. We examine the ways American men and women of different classes, races, regions and religions dealt with the social, cultural, economic and political changes that happened during 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, the economic and foreign policy challenges of the 1990s, the rise of political conservatism in the 1980s, and the challenges of diversity and globalization in the 1990s.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Attribute: Global Learning Domestic (GLD)

HIST 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 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.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Attribute: Global Learning Domestic (GLD)

HIST 352 - Women, Gender and Sex in United States History

This class explores three inter-related issues in United States history. First, the class will examine the ways women of different classes, races, regions, ethnicities, and religions have made social change happen in the United States. Second, the class will examine how American men and women understood and shaped meanings of manhood and womanhood. Finally, the class will explore the ways Americans debated desirable and undesirable sexual behaviors. This class will cover the period from the Revolutionary Era through the twentieth century. Students will also do their own interpretation of primary sources in class discussion and an extensive research paper.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning Domestic (GLD)

HIST 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning Domestic (GLD)

HIST 357 - U.S. Cultural History

Spanning the years from the Civil War through the late 20th century, this course examines the ways both ordinary people and elites created, challenged and shaped American culture. Students will consider cultural history on two levels. First, we will explore changes in the ways American men and women of different classes, races, and regions expressed themselves through popular and high culture - including entertainment forms like vaudeville, world's fairs, novels, and movies as well as movements like the Harlem Renaissance and Fundamentalism. Second, we will analyze the influence of cultural ideas on political, economic and social changes, such as fights for African-American and women's rights, the emergence of consumer culture, debates over immigration restriction, economic struggles during the Great Depression, participation in World War II, protests of the 1960s, and the rise of conservatism in the 1980s.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning Domestic (GLD)

HIST 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.

Credits Awarded: 4

Terms Offered: Spring, Every Third Year

HIST 210 - The Greek World

This course surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Cross-listed with Clas 210. Students who enroll for Hist 210 will write a paper on a historical topic; those who enroll for Clas 210 will write a paper on a literary topic.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning International (GLI)

HIST 215 - The Roman World

This course surveys major historical developments and literary figures from the foundation of the Roman Republic to the fall of the Empire. Cross-listed with Clas 215. Students who enroll for Hist 215 will write a paper on a historical topic; those who enroll for Clas 215 will write a paper on a literary topic.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning International (GLI)

HIST 285 - Gender and Sexuality in Antiquity

This course surveys male and female gender roles in the Ancient Near East, Greece, and Rome. It examines questions of patriarchy/matriarchy, marriage patterns, and attitudes toward sexuality displayed in the literature and art of those cultures. Attention is given to problems of methodology and modern interpretations of ancient sources on this subject, including the Old and New Testaments.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning International (GLI)

HIST 205 - British and Irish History to 1700

A survey of British and Irish civilization from origins to the late 17th century. This course will focus on major events, trends and personalities in Britain and Ireland to 1700 by integrating the histories of the various peoples of the British Isles. Using artistic, literary and other historical sources we will concentrate on the evolution of distinct English and Irish forms of law, culture and society; the clash between kings and parliaments; the role of religion within the two cultures; the development of London; and England's stormy relationship with its neighbors—Ireland, Scotland, Wales and the rest of Europe.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

HIST 206 - British and Irish History Since 1700

A survey of British and Irish civilization from the late 17th century to the present. History 206 will focus on major events, trends and personalities in Britain and Ireland since 1700, exploring Britain's rise as a world power in the 18th and 19th centuries and subsequent decline in the 20th and 21st centuries. Using artistic, literary and other historical sources we will concentrate on British and Irish society and culture, the relationship between the two peoples, the invention and evolution of constitutional monarchy, Irish nationalism, the 20th century world wars and the Ulster Troubles.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

HIST 218 - The Middle Ages: Europe, Byzantium and Islam

Investigate an age of faith, of warfare, of economic and political fragmentation, and of the invention of new institutions. We will begin with the closing years of the Roman Empire and follow political, economic and social developments between the fifth and 15th centuries. Major themes in the course include religion, state formation, social structures, everyday life, commerce, war, and intercultural contact. Besides the conventional topics in Western European history, we will examine the decline and fall of the Byzantine Empire and the rise of Islam.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Attribute: Global Learning International (GLI)

HIST 242 - Twentieth Century Europe

Does each century have a "spirit of the age"? What do the trenches of the First World War, the gas chambers of the Holocaust, the communist experiment, and psychoanalysis reveal about the "spirit" of the twentieth century? This course surveys the history of twentieth-century Europe from three chronologically overlapping vantage points: "the age of catastrophe," "the age of secular ideological extremes," and "the limits of secularism." The events and developments examined in this course are chosen to reflect these concerns. In addition to mastering the main events and developments that have defined the twentieth century, we will seek to answer the question, In what ways are we heirs of the legacy of the twentieth-century Europe as seen from each of these vantage points?

Credits Awarded: 4

Terms Offered: Spring, Even Years

Attribute: Global Learning International (GLI)

HIST 268 - Russian History from Peter the Great to the USSR

Russia is, arguably, one of the most influential nations today on the global stage. With humble beginnings as fragmented principalities, it grew into a vast empire spanning Asia and Europe by the 19th century and, as the core of the Soviet Union, dominated world politics for much of the 20th century. A land of untold riches, it was also a land of enigmas and contradictions. What is Russia's identity today? What are the origins of Russian imperial traditions and institutions? How did its literature convey the political anxieties of the centuries? How did the 1917 Revolution affect the rest of the world? Why did the Soviet Union emerge and then slowly unravel? What lessons does the story of Russia hold for the future of global diplomacy and conflict resolution? This course explores these questions by surveying Russian history from the time of Peter the Great to the dissolution of the Soviet Union and recent developments in the 21st century. Fulfills the regional requirement of the History major.

Credits Awarded: 4

Terms Offered: Occasionally

HIST 280 - 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.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

HIST 341 - World War Two: Collaboration and Resistance

This course explores one specific dimension of 20th-century history, namely how societies and individuals faced the moral ambiguities caused by the Second World War. We will examine the issue of collective and individual choice in history. For example, to what extent is history determined by larger “forces” and to what extent does human agency shape specific historic developments? Our examples for the moral ambiguities presented by the war will come from several case studies of enemy-occupied territories: Greece, France and China.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attribute: Global Learning International (GLI)

HIST 344 - Genocide in the Modern World

The 20th century has been called “The Century of Genocide.” This course will examine case studies of 20th-century genocide, selected from the Holocaust, Armenia, Cambodia, Bosnia and Rwanda, and other less-famous examples. We will analyze different definitions of genocide, examine the international legal structures dealing with genocide and crimes against humanity, and investigate the historical context of the varied genocides in the modern world.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning International (GLI)

HIST 364 - Latino Identities: Ethnic Diversity in Latin American and U.S. History

This course examines the formation of Latino identities in the western hemisphere from European contact and conquest to today’s patterns of economic and cultural globalization. Students will focus on tensions within identity formation in Latin American history linked to the colonial experience and subsequent projects of nationalism, the formation of Latino identity in the United States, the history of Latinos in West Michigan, and understanding their own identity formation as “Americans” against the backdrop of learning about Latino identities. The ability to value others’ culture necessarily requires a firm understanding of one’s own identity, and the overall goal of the course is to prepare students for roles in a global society by strengthening a sense of their own identity and developing an ability to appreciate the identities of others.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning International (GLI)

HIST 371 - Paris and Shanghai: A Tale of Two Cities

This course explores the national histories of France and China from the 19th century to our time by following the historical developments of two important urban centers, namely Paris and Shanghai. Special emphasis will be placed upon diplomatic and cultural relations between France and China in the context of 19th-century imperialism, the wars and revolutions of the 20th century, and the process of globalization that continues to our day. Attention will also be given to expatriate and immigrant communities in these two cities that reflect the relations between France and China as well as important historical developments of the modern world.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Attribute: Global Learning International (GLI)

HIST 372 - Social History in Early Modern Europe: Wanderers, Warriors, and Witches

The early modern period in European history (1450-1800) offers a rich tapestry of religious, cultural, social, and political change. This course will explore the implications of early modern warfare (the Thirty Years War; the English Civil War), religious change (the Protestant and Catholic Reformations), the rise of new sciences, the participation of Europeans in world civilizations, and the dangers of fear and persecution. Students will read both primary and secondary sources, and will write a significant research paper on a topic of their choice.

Credits Awarded: 4

Terms Offered: Occasionally

Attribute: Global Learning International (GLI)

HIST 195 - Studies in History

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

HIST 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.

Credits Awarded: 2-4

Terms Offered: As Needed

HIST 395 - Special Topics in History

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

HIST 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. Formal application and departmental approval of proposed study are required. This designation, with appropriate descriptive title, may be used for Washington Honors Semester credits and study abroad credits.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

HIST 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Hist 140

HIST 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 carried out in museums, businesses, and other institutions. 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. Maximum of four credits can be applied toward the major.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of chairperson

INTERDISCIPLINARY STUDIES

Living well in our complex world involves questioning “outside the lines.” Our future holds increasing, rapid changes.

ABOUT THE PROGRAM

Preparing for the 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.

CULTURAL HERITAGE

The goals of the Cultural Heritage requirement and ways of fulfilling it are explained in “[The Degree Program](#).” Interdisciplinary Cultural Heritage courses enable students to explore relationships among the disciplines of history, literature and philosophy, as well as their connections to the history of religion and the fine arts. Students will consider perennial questions of human life as they study the ways of knowing in multiple humanities disciplines and use them to understand themes and developments in various eras of cultural and intellectual history. Titles of particular sections of each course are given in the course schedule, and descriptions are available on the General Education website.

THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities is an interdisciplinary honors program designed to develop skills in research and creative endeavors in the arts and the humanities. The program trains students for individual and team projects grounded in primary sources, as well as in the intentional use of new media tools and publication platforms. Additionally, the program prepares students for public speaking and professional interaction. Students receive support for summer research projects, conference travel and research materials and equipment. Admission to the [Mellon Scholars Program](#) is competitive; the application process occurs in the second semester of a student’s first year at Hope College.

First Year Seminar

First Year Seminar (FYS) is a highlight and touchstone of the Hope College academic experience. FYS aims to provide an intellectual transition into Hope that parallels in several ways the transition out of Hope offered by the senior seminar. Students take FYS in their first semester and are introduced to college-level ways of active learning as well as skills of self-assessment and reflection. The following objectives guide the FYS experience. Students will...

1. Explore an intellectually important topic with an instructor and with peers.

2. Read primary texts critically and discuss them in a seminar format.
3. Investigate specific topics and communicate their understanding through an appropriate form of writing or other medium (e.g. oral presentation, digital media).
4. Present their ideas for discussion and critical reflection.
5. Learn about the purposes of a liberal arts education, including personal and intellectual development as well as vocational discernment and career preparation.

A variety of engaging FYS topics are offered each year by faculty throughout the college. Some recent titles include *Why Do I Always Get My Best Ideas While Shaving?*, *#adulting*, *Harry Potter and the Flying Dutchmen*, *Choices*, *Friendship and Its Enemies*, *Holistic Health*, *You Believe What? Christianity and the Big Questions*, *Fit Bodies Fat Minds*, *Should I Give A Dollar to the Homeless Person*, *American Obsession: An Exploration of Violence in Film*, and many others.

A further highlight of the *First Year Seminar* experience is the opportunity for students to get to know their professor in a mentoring and advising context. FYS professors serve as the first academic advisor for all students in her or his course. As faculty and students get to know one another in the academic classroom and an advising setting, conversations about academic and life direction, other courses, grades, adjustment issues, and other areas are able to be cultivated. Students remain with their *First Year Seminar* advisor until they declare their major and receive an advisor who teaches in that particular area.

First Year Seminars are two-credit courses and are typically taught in a section of 15-20 students.

THE SENIOR SEMINAR

Senior Seminar is a unique and essential part of a Hope College education. As the milestone of graduation approaches senior students gather in interdisciplinary seminars and forge communities devoted to the exploration of their beliefs and values, worldviews and life goals. Students consider carefully the ideas they hold and the perspectives they trust. They may reflect on the course of their lives and envision their future plans, dreams and sense of calling. In the Senior Seminar, students ponder questions such as: What is a good life and how do I achieve it? What does it mean to be a lifelong learner? What are my abiding beliefs and convictions and how can I live them out? What is my worldview? How can I make a difference in the world? Professors from across campus design and offer a range of fascinating and diverse seminars. Faculty guide students as they bring together the life of the mind, the resources of faith, the lessons of experience and the critical practices of reading and reflection, discussion and writing.

As the historic Christian faith is central to the mission of Hope College, so Senior Seminar explores how Christianity provides vital beliefs, vibrant virtues and a life-giving worldview. Throughout history and around the globe, believers and admirers, scholars and students have turned to the Christian faith for direction and insight. At the same time, Hope College affirms that faculty and students of the Liberal Arts can find valuable understanding and moral reckoning in all places and among all peoples in this world so loved by God. For this reason, the Senior Seminar often draws on many academic fields, varied forms of artistic expression and insights

from daily life. Indeed, every student, regardless of religious background, is an indispensable member of Hope College and the Senior Seminar. Every student brings to the course intellectual expertise and hard won life lessons. In fact, the Senior Seminar only succeeds when each student identifies deep yearnings, asks hard questions and renews personal integrity; when everyone both shares and gains wisdom. The examination and discussion of diverse viewpoints helps students to refine their own convictions even as they learn to comprehend, consider and evaluate perspectives different from their own.

The following objectives animate the Senior Seminar course and experience.

1. Students will articulate and explore Christian ways of knowing and acting, living and learning; their commitments and convictions in conversation with the Christian Faith; and their understanding of the diverse and life-giving purposes and perspectives by which people live.
2. Students will deepen their ability to discuss their differences openly and sensitively, reasonably and honestly.
3. Students will consider, discuss and develop their own philosophy of life and write about it in a compelling, coherent and disciplined manner.

Senior Seminars are four-credit courses. Students may elect from the following courses shown in the courses tab, several of which are offered each semester to fulfill the requirement. 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 Senior Seminar Program.

INTERDISCIPLINARY MINORS

Hope offers a number of interdisciplinary minors. Three examples of such programs follow.

American Ethnic Studies Minor

A minor in [American Ethnic Studies](#) introduces students to critical methodologies and scholarly approaches to understanding the diverse historical and cultural issues relating to race and 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 American Ethnic Studies gain and develop skills to research, analyze and reflect on the heritage of racialized 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.

Peace and Justice Studies Minor

The Peace and Justice Studies Minor prepares students to assume their roles as global citizens and leaders through the development of knowledge and strategies for engaging a global society and promoting a peaceful and just world. The minor takes an interdisciplinary approach to understanding peace theory, application and strategy. The minor introduces students to the academic study of the religious, historical, political, environmental, sociological, cultural

and economic causes of conflict, as well as the psychological, philosophical, religious and communication processes of building peace and justice. Students pursuing the Peace and Justice Studies Minor will gain an understanding of conflict from interpersonal to international contexts, by becoming more aware of their own and others' identities, cultures and communities. Students will be encouraged to supplement their minor with study abroad, internships, conferences and other experiential activities.

Studies in Ministry Minor

The [Studies in Ministry](#) minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. It aims to provide students who have a vocational interest in Christian service with the theological framework, practical experience, spiritual disciplines and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries.

Through coursework, year-long internship, and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations – locally and worldwide. The minor has three different tracks: Youth Ministry, Worship Leadership and Social Witness. Depending on the courses and track chosen, the minor will comprise 25 to 30 hours, to be distributed across required courses, electives and an [internship](#).

COURSES

IDS 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 as applied to differing specific topics. 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.

Credits Awarded: 2

Terms Offered: Fall

Attribute: First Year Seminar (FYS)

IDS 160 - Arts for the Elementary and Middle School 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 and middle schools (K-8).

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: The Arts I (FA1)

IDS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Global Learning Domestic (GLD)

IDS 280 - Contemporary Issues in Japan

Held on the campuses of Meiji Gakuin University in Tokyo and Yokohama, this seminar serves as an introduction to the rich cultural traditions of Japan. A series of lectures and field trips as well as personal contact with Japanese students will give a unique perspective on various aspects of contemporary Japanese society.

Credits Awarded: 2-4

Terms Offered: Summer

Attribute: Global Learning International (GLI)

IDS 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.

Credits Awarded: 2-4

Terms Offered: As Needed

IDS 329 - Transitioning into the Health Professions

This course will help students explore the qualifications and expertise needed for a successful transition to their chosen health profession. Topics covered include values clarification, exploration of ethical issues in healthcare, financial considerations, and an in-depth exploration of the aspects of a successful application and interview for each health profession. Restricted to students with Junior or Senior status.

Credits Awarded: 0-1
Terms Offered: Spring

IDS 395 - Interdisciplinary Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

IDS 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.

Credits Awarded: 3-4
Terms Offered: Fall, Spring
Prerequisites: Departmental acceptance of application
Attribute: Senior Seminar (SRS)

IDS 171 - Cultural Heritage I

Includes all three Cultural Heritage disciplines – history, literature, and philosophy – in the pre-modern period (up to 1500 C.E.). Topics regularly offered include “Real Life and the Good Life from Classical Times to Christian,” “Freedom, Justice, and the Good Life,” “From Virgil to Dante: Late Antiquity and the Middle Ages.”

Credits Awarded: 4
Terms Offered: Fall, Spring, Summer
Attribute: Cultural Heritage I (CH1)

IDS 172 - Cultural Heritage II

Includes all three Cultural Heritage disciplines – history, literature, and philosophy – in the modern period (after 1500 C.E.). Topics regularly offered include “Authority and the Individual,” “Perspectives on Science,” and “Revolutions and Revolutionaries.”

Credits Awarded: 4
Terms Offered: Fall, Spring, Summer
Attribute: Cultural Heritage II (CH2)

IDS 173 - Cultural Heritage I (Lit/Hist)

Literature and history in the pre-modern period (up to 1500 C.E.).

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Cultural Heritage I (CH1)

IDS 174 - Cultural Heritage II (Lit/Hist)

Literature and history in the modern period (after 1500 C.E.). Topics regularly offered include “Native American Literature and History.”

Credits Awarded: 4
Terms Offered: Fall, Spring, Summer
Attribute: Cultural Heritage II (CH2)

IDS 175 - Cultural Heritage I (Lit/Phil)

Philosophy and literature in the pre-modern period (up to 1500 C.E.). Topics regularly offered include “Classical Mythology and Plato’s Republic.”

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Attribute: Cultural Heritage I (CH1)

IDS 176 - Cultural Heritage II (Lit/Phil)

Philosophy and literature in the modern period (after 1500 C.E.).

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Cultural Heritage II (CH2)

IDS 177 - Cultural Heritage I (Hist/Phil)

History and philosophy in the pre-modern period (up to 1500 C.E.).

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Cultural Heritage I (CH1)

IDS 178 - Cultural Heritage II (Hist/Phil)

History and philosophy in the modern period (after 1500 C.E.).

Credits Awarded: 4
 Terms Offered: As Needed
 Attribute: Cultural Heritage II (CH2)

IDS 180 - Mellon Scholars: Interdisciplinary Seminar I

This first of a 2-semester seminar sequence introduces and develops students' intellectual engagement with substantive questions in the arts and humanities and their role in the 21st century. In IDS 180, class discussions readings, and projects foster critical reading non-textual primary sources (art, music, dance, theater), analytical writing, and digital technologies in support of the foundational tools of the liberal arts. The seminar also provides training in presentation skills, scholarly collaboration, and grant writing. The seminars' goals are to equip students with the skills for undertaking innovative collaborative projects, independent research, and creative production for the purpose of bringing the wisdom of the arts and humanities to contemporary culture.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: The Arts I (FA1)

IDS 181 - Mellon Scholars: Interdisciplinary Seminar II

The 2nd course in a 2-semester seminar sequence builds on and continues to develop students' intellectual engagement with substantive questions in the arts and humanities and their role in the 21st century. Class discussions, readings, and projects pay specific attention to the critical reading of textual primary sources. Research, analytical writing and digital technologies are applied to group projects that are related to the seminars' common theme. The seminar also provides training in presentation skills, scholarly collaboration, and grant writing. The seminars' goals are to equip students with the skills for undertaking innovative collaborative projects, independent research, and creative production for the purpose of bringing the wisdom of the arts and humanities to contemporary culture.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Cultural Heritage II (CH2)

IDS 390 - Mellon Scholars: Junior Tutorial and Project

Meeting regularly with a faculty mentor, students develop an intellectually coherent course of study and complete a "junior project," a significant work of scholarship that may serve as an example of the student's capabilities in applications for awards, graduate programs, and other opportunities. Students may petition for disciplinary credit in the relevant department, and special arrangements are available for students engaged in off-campus study programs.

Credits Awarded: 4

Terms Offered: Fall, Spring

IDS 590 - Mellon Scholars: Senior Tutorial and Project

Working with a faculty member (or more than one) on a topic approved by the Mellon Scholars Committee, students produce a substantial work of original scholarship or creative production. Students may petition for disciplinary credit, but Ids 590 may not substitute for departmental capstone courses without the permission of the appropriate department chair. Special arrangements are available for students engaged in off-campus study programs.

Credits Awarded: 4

Terms Offered: Fall, Spring

IDS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Senior Seminar (SRS)

IDS 492 - Senior Seminar

This course is taught topically by faculty from across the campus. Each section raises fundamental questions about human values and engages students in considering, discussing, and writing about their philosophy of life in a compelling, coherent and disciplined manner. Students will also consider how the Christian faith can inform a philosophy of life. This course 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 the Senior Seminar Program.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Senior Seminar (SRS)

IDS 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.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Senior Seminar (SRS)

KINESIOLOGY

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.

ABOUT THE PROGRAM

Graduates of the Department of Kinesiology are leading satisfying careers as:

- Athletic trainers in colleges, high schools, sports medicine clinics, professional athletics, hospitals and industry
- Exercise physiologists
- Professors and coaches in colleges and universities
- Physical therapists / Physical therapy assistants
- Occupational therapists / Occupational therapy assistants
- Teachers and coaches in elementary and secondary schools
- Directors of wellness programs
- Program directors in health facilities
- Athletic directors
- Personal trainers
- Strength and conditioning coaches
- Cardiac and pulmonary rehabilitation specialists
- Physicians
- Physician assistants
- Chiropractors
- Pharmaceutical sales
- Prosthetists/orthotists
- Medical equipment sales
- Childhood obesity specialists
- Public health workers
- Researchers

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. A May Term

partnership with Holland Hospital provides an intense 150-hour experience in all aspects of physical therapy. Other internships are also available. Consult the faculty for a copy of the program for your particular area of interest.

MAJORS

Students currently majoring in the Department of Kinesiology also;

- Assist in laboratory experiences
- Assess fitness of college students, community members and athletes
- Assist in directing the intramural program at Hope College
- Assist coaches in collegiate sports
- Assist Professors as tutors in various courses
- Assist as teaching assistants in various class offerings
- Work as assistants to physical therapists in local schools, hospitals, and private practices
- Serve as camp counselors in scout camps, camps for the handicapped, and church camps
- Provide meaningful experiences for children in elementary physical education
- Gain critical experience as athletic training students in colleges, high schools, clinics, and physician offices and during summer sports camps and professional internships
- Coach or serve as assistant coaches in area junior and senior high schools
- Work in corporate wellness programs
- Teach fitness in private health clubs and school settings
- Work in the Klooster writing center and/or with Kinesiology faculty as writing fellows

APPLICATION PROCEDURES

Major programs of study are available in two areas: physical education and exercise science. Physical and Health Education majors have prerequisite requirements. Consult the department chairperson as soon as possible in your college career. See the department website at www.hope.edu/academic/kinesiology.

Exercise Science

Exercise science majors must take a minimum of 38 credits within the department. Required courses are:

- BIO 221
- CHEM 103, or CHEM 125/127, or CHEM 131/132
- MATH 210, or MATH 311 and 312
- KIN 200, 202, 208, 221, 222, 223, 250, 323, 324, 383, 422, 499 or 299

- One elective from the following list of courses:
 - KIN 301, 308, 325, 326, 330, 340 or 371

Physical and Health Education

Teacher Certification

In partnership with the Hope College Department of Education, the Kinesiology Department offers a degree in physical and health education for grades K-12 through the State of Michigan. This combined Physical and Health Education Major certification is offered through Hope College education program. It is a 45 credit major and the students need to fulfill the education department course requirements as well.

Physical and Health Education Major

The major in Physical and Health Education consists of a minimum of 45 credits. Candidates for certification in physical and health education must pass the Michigan Test for Teacher Certification in physical and health education.

Once a student has declared this as a major field of study and has been accepted into the department, they will be given a course/objective matrix prepared by both the Departments of Kinesiology and Education so the student may be intentional about constructing their own knowledge base in kinesiology and physical and health education. Required courses in addition to Department of Education requirements are:

prerequisite course

- GEMS 158, Human Biology in Health and Disease, 4 credits

Required courses

- KIN 155, Lifeguarding, 2 credits
- KIN 160, Teaching of Rhythm and Movement, 2 credits
- KIN 200, Human Anatomy & Lab, 4 credits
- KIN 204, Exercise Physiology for PE and Health, 4 credits
- KIN 251, Foundations and Theory in Health and PE, 4 credits
- KIN 301, Motor Development, 3 credits
- KIN 330, Principles of Coaching, 3 credits
- KIN 344, Basic Methods of Teaching PE, 3 credits
- KIN 345, Methods in Physical Education, 2 credits
- KIN 346, Clinical Experience in PE, 2 credits
- KIN 350, Adapted & Therapeutic PE, 3 credits

- KIN 352, Clinical Experience in Adaptive PE, 1, credit
- KIN 451, Methods of Teaching Health Ed I, 4 credits
- KIN 453, Health Ed Methods II and Sex Ed, 4 credits
- KIN 455, Data & Assessment in PE and Health, 4 credits

MINORS

Minors in kinesiology and exercise science are also offered.

Exercise Science

An exercise science minor is available at Hope College. Students desiring an exercise science minor must take a minimum of 22 credits to include 18 credits of exercise science courses in the kinesiology department and four credits from Biology 221. Required courses include:

- BIO 221
- KIN 200, 208, 221, 222 and 223
- Three additional credits are required from the exercise science courses listed below:
 - KIN 301, 308, 323, 324, 325, 326, 340, 371, 383

Kinesiology

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.

Consult the Kinesiology website, www.hope.edu/academic/kinesiology, for specific details.

Students cannot take courses for the minor on a pass/fail basis.

COURSES

KIN 101 - Beginning Tennis

This course will afford students the opportunity to learn basic skills related to the game of tennis. Rules, scoring, skill development, strategy and game play will all be components of this course. Students must be physically able to fully participate in drills or activities required by the instructor.

Credit Awarded: 1
Terms Offered: Fall, Spring

KIN 112 - Condition and Weight Training

This course will provide opportunity and instruction for development of physical characteristics such as strength, power, speed, endurance, balance, and agility. Students must be physically able to fully participate in the strenuous level of activities required by the instructor.

Credits Awarded: 0-1
Terms Offered: Fall, Spring

KIN 115 - Dance for Sport

This course is intended to introduce students to the study movement in correlation to dance/sport skills. Throughout the course students will gain experiences of moving in and through space with emphasis on agility, balance, flexibility, transfer of weight, transitions and more. Students will use and incorporate elements of dance: time, space, energy/force to improve movement patterns in sport.

Credit Awarded: 1
Terms Offered:
Attribute: The Arts II (FA2)

KIN 140 - Health Dynamics

This course is part of the General Education Curriculum and will establish the knowledge of diet, stress management, and exercise as they relate 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.

Credits Awarded: 2
Terms Offered: Fall, Spring, Summer
Attribute: Health Dynamics (HD)

KIN 155 - Lifeguard Training

This course provides the student with American Red Cross certification in appropriate water safety and lifeguarding skills as needed for the Michigan Department of Education. There is a heavy emphasis on practical and water safety skills.

Credits Awarded: 2
Terms Offered: As Needed

KIN 160 - Teaching of Rhythm and Movement

Student will study and participate in the essential elements required for the development of rhythmic movement and competency in elementary and secondary school students. These experiences will include fundamental movement skills, rhythmic movement activities, creative dance, groove, fold, square, social and line dances.

Credits Awarded: 2
Terms Offered: Fall

KIN 200 - Human Anatomy

A course where the human body is studied from histological and gross anatomical perspectives. Laboratories include examination of human cadaver prosections, use of models and human specimens. Three lectures and one 3-hour laboratory period per week. Students also register for a Lab section. Cross-listed with Biol 222.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of department

Attribute: Natural Science I with lab (NSL)

KIN 201 - Physical Education: Movement, Meaning and Value

This course is designed to provide introductory theories and philosophies of embodiment, meaningful movement, and physical activity values to physical education major and minor students. The current challenges of physical education and physical activity will be topics of discussion, along with theoretical remedies for those challenges. The required lab experience will provide students with physical and cognitive applications in a variety of activities.

Credits Awarded: 4

Terms Offered: Fall

KIN 202 - Introduction to Writing in Exercise Science

This course is an introduction to resources in exercise science and the various aspects of research within the field. The course will include learning how to use the library to acquire recent research articles, how to read the literature, as well as how to compile the literature into written reviews. The major goal of the course will be to learn how to write and cite the literature within our field. A secondary goal will be to introduce the various career options within the field.

Credit Awarded: 1

Terms Offered: Fall, Spring, Summer

KIN 204 - Exercise Physiology for the Physical and Health Educator

This course is designed to specifically address issues and information related to physiology of exercise for the Physical and Health Educator. Content will cover specialized knowledge as it relates to the adolescent and pre-adolescent population, with emphasis on application principles as they relate to health, fitness, conditioning, nutrition and modifications necessary for successful instruction in K-12 school settings. Labs will focus on transitioning successful students from principles to actual application of skills.

Credits Awarded: 4

Terms Offered: TBD, 2020-2021

Prerequisites: Gems 158

KIN 207 - Sports in Society

This course will help students investigate the ways they perceive race, gender, class, deviance, violence, the media, economy, and education, all through a magnifying glass called sports. Students will think critically about sports as social constructions and phenomenon to identify and understand social problems and solutions by reflecting on how sports affect the ways people feel, think, and live their lives. Students will find a greater sensitivity to the ways they choose to be consumers, leaders, participants, and change agents in society through sports.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Social Science 2 (SS2)

KIN 208 - Introduction to Nutrition

This course is designed to develop student awareness of the nutritional implications of food choices. Students will learn the physiology of ingestion, digestion, and absorption. They will then learn how the nutrients are transported, stored, and used with the body. We will then cover the structure, function, as well as diseases involved with the over-consumption of carbohydrates, proteins and fats. Topics include the history of the current My Plate and Dietary Guidelines, The National School Lunch Program, as well as how to shop effectively in the grocery store. Each student will be required to practically apply all knowledge learned through a three day diet analysis and correction project.

Credits Awarded: 3

Terms Offered: Fall, Spring, Summer

KIN 209 - Medical Terminology for Health Care Professionals

This basic medical terminology course will provide the framework needed before advancing to a more comprehensive pre-health professional graduate program. This course will focus on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix or combining form and/or word root. It is important for students to realize that accurate spelling, pronunciation, and usage of medical terms in context is of extreme importance in the care of a patient regardless of their setting in health care.

Credits Awarded: 2

Terms Offered: Spring, Summer

KIN 212 - Health Advocacy and Care Coordination

This course provides an opportunity to study significant issues concerning health care aimed at developing practical approaches to supporting patients in the community. Students will identify barriers to effective health care as well as strategies for enabling at-risk patients to play a more active role in promoting their own health and well-being. Interactive and thought-provoking group discussions based on class presentations and readings will help prepare students to act as health advocates in the community. Students will learn about population medicine; specific chronic diseases in the community setting; ethical dilemmas about the uninsured and underinsured; methods of improving compliance, and measuring outcomes to name a few topics. This course is a pre-requisite for KIN 214, Health Advocacy Practicum. Recommended for pre-med and pre-health science majors in their sophomore year. Application required.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Sophomore standing

KIN 214 - Health Advocacy Practicum

This course is a health advocacy practicum to provide experiences to students seeking a career in health care. Students will serve as health advocates to patients with chronic diseases within a transdisciplinary care coordination team in the community setting. As part of this course, students will provide healthcare advocacy services either face-to-face or by phone, to unidentified individuals in our community under the direct supervision of a healthcare provider. Students will be responsible for their own transportation. Updated immunizations, background checks, and provider CPR certification required.

Credit Awarded: 1
Terms Offered: Fall
Prerequisites: Kin 212

KIN 221 - Anatomical Kinesiology

The musculoskeletal system and its action is studied in detail, with specialized emphasis given to origin and insertion of skeletal muscles. The primary emphasis of the course is directed toward the health, fitness and medical fields. The laboratory component of the class will focus on palpation, stretching and strength exercises. Additionally, exercises to explore kinesthesia and proprioception, passive vs. active inefficiency, etc. will be covered. Three lectures and one, 1-hour lab section per week.

Credits Awarded: 4
Terms Offered: Fall
Prerequisites: Kin 200 or equivalent

KIN 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.

Credits Awarded: 3
Terms Offered: Fall, Spring, Summer
Prerequisites: Biol 221
Corequisites: Kin 223

KIN 223 - Exercise Physiology Laboratory

Laboratory experience designed to demonstrate physiological principles learned in Kin 222. Required for Kinesiology majors and minors.

Credit Awarded: 1
Terms Offered: Fall, Spring, Summer
Prerequisites: Biol 221
Corequisites: Kin 222

KIN 250 - Research Methods in Kinesiology

This course is an overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in kinesiology. Topics covered include the role of the researcher, research ethics; selecting and developing a research problem; reviewing the literature; developing research hypotheses; writing research proposals; issues in measurement; sources of error, data collection issues; statistical analyses and communicating the results of research.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Math 210 or equivalent

KIN 251 - Foundations and Theory in Teaching Health and Physical Education

This course is designed to provide introductory theories and philosophies of health and physical activity to Health and Physical Education students. Students will explore the collaborative relationship between health and physical education within a school and community setting with the Whole School, Whole Community, Whole Child model. Topics will include basic epidemiology and behavior change theories. The required lab experience will provide students with physical and health applications in a variety of activities.

Credits Awarded: 4

Terms Offered: Fall

KIN 252 - Health and Physical Education for Elementary Teachers

This course covers health and physical education concepts typically found in elementary and middle school PE/health curricula, and discusses how to teach these concepts to elementary and middle school students. Students may take Kin 140 either prior to enrollment in or concurrently with course.

Credits Awarded: 2

Terms Offered: Fall, Spring

KIN 295 - Special Topics in Kinesiology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

KIN 297 - Professional Tennis Management Practicum I

This course will provide instruction and experience in the fundamental concepts that lead to the Professional Tennis Management certification United States Professional Tennis Association (USPTA) and Professional Tennis Registry (PTR). Students will gain experience in the following: lesson set-up and breakdown, teaching group lessons, teaching individual lessons, coaching beginner players, and skills in the pro shop (e.g., stringing, scheduling).

Credits Awarded: 2

Terms Offered: Summer

Prerequisites: Permission of department

KIN 299 - Internships in Physical Education, Exercise Science or Professional Tennis Management

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 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. Students pursuing the Professional Tennis Management certification through USTA or PTR will be required to sign up for this course. PTM students will be required to coordinate their own internships, with the assistance from the staff at the DeWitt Tennis Center. An application for the internship must be completed and approved the semester prior to the experience.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

KIN 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.

Credits Awarded: 3
Terms Offered: Spring

KIN 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.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Kin 208, Kin 222 and Kin 223

KIN 323 - Clinical Exercise Physiology

The purpose of this class is to familiarize the student with specialized knowledge in exercise science and its application to health and fitness. Students will understand the epidemiology and etiology of various disease states & health conditions. Further, students will understand how exercise and behavioral changes can impact disease risk. The course will also introduce an integrated approach to the assessment of physical fitness and the design of exercise programs in normal and special populations.

Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Kin 222 and Kin 223
Corequisites: Kin 324

KIN 324 - Clinical Exercise Physiology Laboratory

The laboratory portion of this class will expand on concepts learned in Kin 223. Aspects of fitness assessment and exercise prescription will be emphasized utilizing health as well as various special populations.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Kin 222 and Kin 223
Corequisites: Kin 323

KIN 325 - Science of Conditioning, Strength and Power

This class is designed to provide the student with specific knowledge about the development of conditioning programs as well as strength and power training programs. Additionally it will cover the adaptations that occur within the body during strenuous conditioning and resistance training, and how these adaptations relate to improved performance. The laboratory experience stresses advanced techniques of performance-based fitness assessment and prescription. It will also provide time for the student to learn advanced lifting and spotting techniques.

Credits Awarded: 4
Terms Offered: TBD
Prerequisites: Kin 222 and Kin 223

KIN 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.

Credits Awarded: 3
Terms Offered: TBD
Prerequisites: Kin 222 and Kin 223

KIN 330 - Principles of Coaching

This engaging course provides students with the knowledge and the essential skills to be a leader in the field of coaching. The teaching of leadership qualities, developing leaders within a team or program, motivation, time management, and overall program development are key concepts taught and essential to coaching profession. Students will be able to learn skills that are transferable to leadership roles outside of athletics as well.

Credits Awarded: 3
Terms Offered: Spring

KIN 340 - Injury Prevention and Care

This course provides the student with the knowledge and skills essential for the proper prevention and care of injuries. It is designed primarily for students contemplating careers in athletic training, sports medicine, coaching, and exercise science.

Credits Awarded: 3
Terms Offered: TBD
Prerequisites: Kin 200 or equivalent

KIN 344 - Basic Methods of Teaching Physical Education

This course emphasizes task analysis, lesson planning, unit planning, styles of teaching, curriculum models, and behavior management in the physical education setting.

Credits Awarded: 3
Terms Offered: Spring

KIN 345 - Methods in Physical Education

This course is taken after KIN 344, Basic Methods of Teaching, and applies the principles learned and mastered in that course to the situations encountered in a K-8 school setting. Prior to Fall 2019, students should follow requirements in their entry catalog.

Credits Awarded: 2
Terms Offered: Fall

KIN 346 - Clinical Experiences in Physical Education

The clinical experience in physical education will be a hands-on educational experience in a K-8 building with Holland Public Schools. Students will attend 21 hours throughout the semester. Each student will develop and teach a minimum of 3 lessons.

Credits Awarded: 2
Terms Offered: Fall

KIN 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 in an adapted physical education lab setting one hour each week. This course transitions from 4 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 3
Terms Offered: TBD

KIN 351 - Planning Coordinated School Health Programs

This course provides prospective school health educators with an understanding of the nature, scope, function, and integration of health instruction and other coordinated school health program components. It allows candidates to develop competencies in assessing needs, planning instruction, and evaluating health programs in schools, as well as specific skills related to using technology and advocating for school health programs.

Credits Awarded: 3
 Terms Offered: Spring
 Prerequisites: Kin 251

KIN 352 - Clinical Experiences in Adaptive Physical Education

The clinical experience in adapted physical education (not adaptive) is designed to give a hands-on educational experience teaching physical education content to students with disabilities. The current group of students are enrolled at West Ottawa High School and the course meets weekly for 14 weeks. Each student is required to develop annual goals and short-term objectives for their matched students. Additionally all students will develop current level of performance standards and design lesson plans in order to meet the objectives. Finally, all students will lead at last three sessions of group instruction.

Credit Awarded: 1
 Terms Offered: Fall

KIN 371 - Sport Performance 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. Must be taken concurrently with KIN 371 lab.

Credits Awarded: 3
 Terms Offered: Spring
 Corequisites: Kin 372

KIN 372 - Sport Performance Psychology Laboratory

The objective of this course is for the student to practice and learn the psychological skills of arousal regulation, confidence, focus, imagery, flexible thinking and goal setting. Utilizing assessments, instructor-led discussion/training, partner accountability, and various drills, students will gain a better understanding of the mind's influence on performance and how to better control cognitive processing to improve results. We will also explore concepts such as flow, vision training, personality and burnout. Must be taken concurrently with KIN 371.

Credit Awarded: 1
 Terms Offered: Fall, Spring
 Corequisites: Kin 371

KIN 383 - Biomechanics

Initially, basic biomechanical principles underlying efficient movement are explored and applied to fundamental physical skills and sport. The second part of the semester is focused on the biomechanics of musculoskeletal injury. Knowledge of physics will make the course more meaningful, but it is not required. Use of mathematical formulae is limited. The laboratory component of the class focuses on practical applications of the material covered in class, including simple machines as applied to the human body. Material mechanics including forces, collisions, bending and rupture of tissue. Center of gravity will be estimated by different formulae, and gait will be explored during both walking and running. Three lectures and one, 1-hour lab section per week. Students must register for laboratory.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Kin 221

KIN 390 - Independent Study

Independent research of an advanced nature can be arranged under the supervision of a designated faculty member. Formal application and departmental approval of proposed study are required.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

KIN 395 - Special Topics in Kinesiology

A course offered in response to student and instructor interest. Topics are not generally covered in regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

KIN 397 - Professional Tennis Management Practicum II

This course will provide instruction and experience in the advanced concepts that lead to the Professional Tennis Management certification United States Professional Tennis Association (USPTA) and Professional Tennis Registry (PTR). Students will gain experience in the following: leading group lessons, coaching USTA travel teams, coaching intermediate and advanced players, designing and conducting youth tournaments, facility management, and legal and ethical behavior.

Credits Awarded: 2
Terms Offered: Summer
Prerequisites: Kin 297, Permission of department

KIN 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, career development and preparation as well as policy and procedures for athletic training facilities, ergonomics and health and wellbeing of the student athlete. Students are assigned to supervised clinical experiences as athletic training students for an individual or team sport. Students may also 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.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Kin 298

KIN 402 - Therapeutic Exercise

This course helps students understand the theory and application of exercise methods and manual therapies commonly used in athletic training and sports medicine clinical settings for the rehabilitation of injuries. It is primarily intended for students in the athletic training education major, but may be of interest to pre-medical and pre-physical therapy students. There is heavy emphasis on use, application of the various techniques covered in class, and the evidence behind their use. Therefore lab and out-of-class access to the exercise equipment in the athletic training room and weight room are required for competence.

Credits Awarded: 3

Terms Offered: Fall, Odd Years

Prerequisites: Kin 200 or equivalent, Kin 222 and Kin 223

KIN 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.

Credits Awarded: 2

Terms Offered: Fall, Odd Years

KIN 422 - 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. Students must register for an accompanying lab section where group research projects with human participants are designed and carried out.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Kin 222 and Kin 223, Kin 250, Chem 103 or equivalent

KIN 451 - Methods of Teaching Health Education I

This lecture/lab course is designed to help health education minors develop competencies in planning and implementing health instruction and related learning opportunities. Attention focuses on developing the following skills: designing grade-level programs; preparing lesson plans and materials utilizing existing resources; applying primary teaching strategies used in health education; and delivering lessons that synthesize student outcomes, specific content, teaching strategies, student activities, and materials for all student abilities. This course also includes a school-based practicum.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Kin 351

KIN 453 - Health Education Methods II & Sexuality Education

This course provides continued development, methodology, management, administrative, and instructional skills needed to plan and implement a health education program within a school setting. Teacher candidates will begin to explore how to teach sexuality education. Different topics related to sexuality will be discussed by teacher candidates in reflective writing. Students will enhance their understanding of human sexuality with knowledge and skills that will enable them to plan, implement, and evaluate developmentally appropriate instruction related to sexuality education. HIV/AIDS certification will be included in this course. A capstone experience with a certified health educator will allow students to actively teach health.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Kin 451

KIN 455 - Data and Assessment in Physical Education and Health

This course provides a forum for developing measurement and evaluation skills relevant to physical and health education in schools and community health. Students will develop competencies related to needs assessment and data collection, evaluation, and presentation, which are aligned with current best practice and available resources. Students will implement appropriate assessments to guide decision-making related to instruction and learning.

Credits Awarded: 4
Terms Offered: Fall

KIN 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. Experience in a research methods course is highly recommended.

Credits Awarded: 1-3
Terms Offered: Fall, Spring

KIN 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, facility design and management, human resources, finance and budgeting. Senior case presentations and the completion of a rehabilitation case from beginning to end will occur. Students will prepare for the Board of Certification examination. Students may be assigned supervised clinical experiences as athletic training students for an individual or team sport clinical experience or 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.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Kin 398

**KIN 499 - Special Studies in Exercise
Science or Athletic Training**

This class is designed to give 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.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Prerequisites: Kin 222 and Kin 223, Kin 250

LEADERSHIP

The purpose of the Center for Leadership (CFL) is to transition and transform students.

ABOUT THE PROGRAM

Through meaningful coursework, practical experiences and mentoring, the Center for Leadership guides students to discern their calling, develop their gifts and grow as servant leaders.

MINORS

Leadership Minor

We engage students academically and experientially with courses in leadership and a [minor in leadership](#).

Required Courses:

Students will complete the following 12 credits of required coursework.

- LDRS 201 - Introduction to Leadership, 2 credits
- LDRS 291 - Theories and Fundamentals of Effective Leadership, 2 credits
- LDRS 292 - Applied Experiential Leadership, 2 credits
- LDRS 399 - Internships in Leadership, 4 credits
- LDRS 401 - Leadership Capstone, 2 credits

Elective courses:

Students are required to complete 8 credit hours in the Communication Department from among the following courses. Substitutions are possible with prior approval from a Center for Leadership Advisor.

- COMM 210 - Interpersonal Communication, 4 credits
- COMM 220 - Task Group Leadership, 4 credits
- COMM 330 - Organizational Communication, 4 credits
- COMM 335 - Leadership Skills and Perspectives, 4 credits

COURSES

LDRS 201 - Introduction to Leadership

Students are introduced to basic theories and concepts in the study of leadership. This course helps students become more self-aware in the context of servant leadership and in viewing leadership in terms of their gifts and calling. Students are challenged to think about leadership from a Christian perspective with the hope that they can use it to inspire, influence and impact their world.

Credits Awarded: 2
Terms Offered: Fall, Spring

LDRS 231 - Leading the Start-up Process

This course helps students learn about how to start a business by actually building one. They will also discern if they want to become entrepreneurs.

Credits Awarded: 4
Terms Offered: Fall, Spring

LDRS 291 - Theories and Fundamentals of Effective Leadership

This course helps students reflect on leadership theory and social identities with the objective of learning to use their own gifts and experiences to become an effective leader. Students explore the concepts of servant leadership. The course is also designed to help students understand others' perspectives so they can be more flexible and understanding leaders.

Credits Awarded: 2
Terms Offered: Fall, Spring

LDRS 292 - Applied and Experiential Leadership

This course examines how to build relationships to better lead and serve. It is an experiential learning opportunity that involves using the skills of problem solving, researching and interacting with a client. Students will learn about themselves, working with a team and other leadership skills. It is designed to give students the opportunity to positively influence clients and team members and to gain real-life leadership experience.

Credits Awarded: 2
Terms Offered: Fall, Spring

LDRS 295 - Studies in Leadership

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

LDRS 299 - Internship: Student Leadership Development

An experience integrating concurrent student leadership experiences with readings and faculty and staff-guided reflections.

Credit Awarded: 1
Terms Offered: Fall, Spring

LDRS 390 - Independent Study in Leadership

An independent study is a program providing advanced students in leadership an opportunity to broaden their perspectives or intensify study in a leadership area of unique interest.

Credits Awarded: 4
Terms Offered: Fall, Spring

LDRS 395 - Studies in Leadership

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

LDRS 399 - Internships in Leadership

Students integrate an internship experience with readings and faculty- and advisor-guided reflections and enhance their cultural, organizational, social, and personal awareness. Enrollment in the class is dependent upon students finding their own internship placements by working with staff in the Boerigter Center for Calling and Career.

Credits Awarded: 4
Terms Offered: Fall, Spring

LDRS 401 - Leadership Capstone Seminar

Students will reflect, synthesize, and articulate what was learned about "leadership" and "self-leadership." Further reflections will occur to guide the student in the transition between college and career. This course is for leadership minors.

Credits Awarded: 2
Terms Offered: Spring

MATHEMATICS

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 in problem solving, critical thinking and clear, concise writing.

ABOUT THE PROGRAM

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, complex analysis, linear algebra, algebra, representation theory, geometry 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 locations such as Oak Ridge National Laboratory.

MAJORS

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 half of our mathematics majors become teachers. We offer a Mathematics Secondary Education Major for students intending to become middle school or high school mathematics teachers. We also offer a Mathematics Elementary Education Major for students going into elementary or middle school 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 34 credits in mathematics as follows:

- MA 280, 331 and 341 must be included

- Additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 *except* 323 and 324
- No more than 16 credits from courses numbered 232 and lower shall be counted towards the 34 required credits

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:

- MA 280, 331 and 341 must be included
- Additional credits chosen from the following courses: MA 126, 131, 132, 231, 232, and all courses numbered above 300 *except* 323 and 324
- No more than 16 credits from courses numbered 232 and lower shall be counted towards the 39 required credits

See individual course descriptions for prerequisites.

Mathematics Elementary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major in the elementary level for certification through the State of Michigan.

The requirement for a major in mathematics with elementary teaching emphasis is a plan for study designed in consultation with a departmental advisor, and includes a total of at least 34 credits in mathematics as follows:

- Complete MA 126 or MA 131
- Complete MA 132, 205, 206, 231, 280, 311, 312, 321 and 351
- Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

Mathematics Secondary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching major in the secondary level for certification through the State of Michigan.

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 34 credits in mathematics as follows:

- MA 132, 231, 280, 311, 312, 321, 331, 341, and 351 must be included
- Additional credits chosen from the following courses: MA 126 or 131, MA 232 and all courses numbered above 300 *except* 323 and 324
- No more than 16 credits from courses numbered 232 and lower shall be counted towards the 34 required credits
- MA 323 and 324 must also be taken (*this counts as education credit, and does not count toward the 34 mathematics credits*).

MINORS

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. We offer 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.

Mathematics

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 and 324. No more than 16 credits from courses numbered 232 and lower shall be counted towards the 19 required credits.

Note: For students desiring an applied focus to their minor (e.g., actuarial studies, statistics, mathematical biology, mathematical modeling, etc.) recommended courses include courses in:

- Calculus (MA 126, 131, 132, 231, 232)
- Statistics (MA 311/312)
- Probability (MA 361)
- Linear Algebra (MA 345)
- Differential Equations (MA 370)
- Numerical Analysis (MA 372)

For more specific recommendations for your proposed career, speak with your advisor or a member of the Department of Mathematics.

Mathematics Elementary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching minor at the elementary level for certification through the State of Michigan.

The requirement for a minor in mathematics with elementary teaching emphasis is a plan of study designed in consultation with a departmental advisor, and includes a total of at least 22 credits in mathematics as follows:

- Complete two courses from MA 123, 125, 126, 131, 132 for a total of 8 credits
- Complete MA 205 and 206
- Complete either MA 210, MA 311 and 312, or MA 311 and MA 0110 – Statistics transfer credit
- Complete at least 4 additional credits selected from MA 207, MA 208, and GEMS courses centered on mathematical topics (GEMS 100 or 105).

Mathematics Secondary Education

In partnership with the Hope College Department of Education, the Department of Mathematics offers a teaching minor in the secondary level for certification through the State of Michigan.

The requirement 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 24 credits in mathematics as follows:

- MA 132, 231, 280, 311, 312, 321, and 351 must be included
- Additional credits chosen from the following courses: MA 126 or 131, MA 232, and all courses numbered above 300 *except* 323 and 324
- No more than 16 credits from courses numbered 232 and lower shall be counted towards the 24 required credits
- MA 323 and 324 must also be taken (*this counts as education credit and does not count toward the 24 mathematics credits*)

Note: a student cannot receive credit for both MA 123 and MA 125, or MA 126 and MA 131.

COURSES

MATH 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. Cannot receive credit for both Math 123 and Math 125.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Mathematics II (MA2)

MATH 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). Cannot receive credit for both Math 125 and Math 123.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Mathematics II (MA2)

MATH 126 - Calculus with Review II

This course is a continuation of Math 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. Cannot receive credit for both Math 126 and Math 131.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Math 125 with grade of C- or better

Attribute: Mathematics II (MA2)

MATH 131 - Calculus I

Topics include functions, limits, continuity, differentiation, integration, and applications of the derivative and integral. Cannot receive credit for both Math 131 and Math 126. ACT Math score of 25+ is highly recommended.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Mathematics II (MA2)

MATH 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Math 126 or Math 131 with a grade of C- or better

Attribute: Mathematics II (MA2)

MATH 205 - Mathematics for Elementary and Middle School Teachers I

The first of a two-course sequence in which prospective K-8 teachers explore the fundamental aspects of the mathematics they will be expected to teach in their future classrooms. Emphasis is on developing a conceptual understanding of the mathematics and the ability to communicate mathematical concepts effectively to K-8 students. Topics addressed: Number Concepts and Operations; Algebraic Thinking, Statistics & Probability. Proficiency in basic mathematical skills is assumed. For prospective elementary and middle school teachers only. Completion of, or concurrent enrollment in, an Educ 200-level course is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Educ 220 and Educ 221

Attribute: Mathematics II (MA2)

MATH 206 - Mathematics for Elementary and Middle School Teachers II

A continuation of Math 205 with a focus on geometry and measurement. For prospective elementary and middle school teachers only.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 205 with a grade of C- or better

Attribute: Mathematics II (MA2)

MATH 207 - K-8 Mathematics Software Applications

A course designed to deepen participants' understanding of mathematical concepts by exploring current information and communication technologies used in K-8 classrooms. As technology rapidly changes, emphasis is on "learning to learn" with different technologies in a project-focused, collaborative setting.

Credits Awarded: 2

Terms Offered: Spring, Odd Years

Prerequisites: Math 205 with a grade of C- or better

MATH 208 - Problem Solving for Elementary and Middle School 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 and middle school teachers only.

Credits Awarded: 2

Terms Offered: Spring, Even Years

Prerequisites: Math 205 with a grade of C- or better

MATH 210 - Introductory Statistics

The course begins by exploring statistical inference for one and two variables using a randomization approach, while reviewing basic descriptive statistical techniques. The course then explores the relationship between randomization methods and traditional inference techniques, estimation using confidence intervals and statistical power and its impact on sample design decisions. Throughout the course there is an emphasis on active-learning using group activities and projects, as well as reading and critiquing research from mainstream and peer-reviewed media sources. Activities, projects and hands-on learning activities are conducted using a variety of approaches but make heavy use of the computer and statistical software. Cannot receive credit for both Math 210 and Math 311.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Attribute: Mathematics II (MA2)

MATH 231 - Multivariable Mathematics I

The study of linear algebra and ordinary differential equations.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Math 132 with a grade of C- or better
 Attribute: Mathematics II (MA2)

MATH 232 - Multivariable Mathematics II

The study of systems of differential equations and multivariable calculus including differentiation, multiple integration, and calculus on vector fields.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Math 231 with a grade of C- or better
 Attribute: Mathematics II (MA2)

MATH 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.

Credits Awarded: 3
 Terms Offered: Spring
 Prerequisites: Math 132

MATH 295 - Studies in Mathematics

A course offered in response to student interest and need. Covers mathematical topics not included in regular courses.

Credits Awarded: 1-3
 Terms Offered: Fall, Spring
 Prerequisites: Permission of instructor

MATH 311 - Statistical Methods

This course has the same content and learning objectives as Math 210 but the material is covered in half the time. The course is designed for students who have a significant prior experience with statistics (e.g., high school statistics course) or calculus. Read the Math 210 course description for course content details. Cannot receive credit for both Math 210 and Math 311.

Credits Awarded: 2
 Terms Offered: Spring
 Prerequisites: Math 131 or statistics transfer credit
 Attribute: Mathematics II (MA2)

MATH 312 - Applied Statistical Models

This course provides a survey of statistical methods students would expect to see utilized across disciplines in peer reviewed research. As such, the course focuses on the design and analysis of studies where the research questions involve more than two variables simultaneously. Topics include multiple and non-linear regression, non-parametric methods, general linear models, and multivariate statistical models. The pedagogical approach is similar to that of Math 210 and Math 311.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 210 or Math 311

Attribute: Mathematics II (MA2)

MATH 318 - Mathematical Biology

An exploration of the ways in which mathematics is used to understand and model biological systems. Using examples from ecology, neuroscience, epidemiology, and molecular evolution, we will focus on continuous and discrete models and their analytical and computational solutions. Systems of differential equations, linear algebra, and statistical methods will figure prominently among the mathematical topics. Students will become familiar with the statistical, graphical & modeling capabilities of the R computer language. Cross-listed with Biol 318.

Credits Awarded: 4

Terms Offered: Spring, Odd years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Or, Math 231

MATH 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Math 132

MATH 323 - Teaching of Mathematics in the Secondary School

Methods of teaching mathematics with emphasis on varied approaches, classroom materials, curriculum changes, and trends in mathematics education. Cross-listed as Educ 323.

Credits Awarded: 3

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Math 324

MATH 324 - Teaching Mathematics in the Secondary School Field Placement

This is a field placement that must be taken concurrently with Math 323.

Credit Awarded: 1

Terms Offered: Fall

Prerequisites: Declared education major

Corequisites: Math 323

MATH 331 - Real Analysis I

Study of the real number system, sequences, functions, continuity, uniform continuity, differentiation, and theory of integration.

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Math 232, Math 280

MATH 332 - Real Analysis II

A continuation of Math 331 including functions of several variables, series, uniform convergence, Fourier Series.

Credits Awarded: 3
 Terms Offered: Spring, Even Years
 Prerequisites: Math 331

MATH 334 - Complex Analysis

The study of the algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping.

Credits Awarded: 3
 Terms Offered: Fall, Odd Years
 Prerequisites: Math 232

MATH 341 - Algebraic Structures I

An introduction to algebraic systems including a study of groups, rings, and integral domains.

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Math 232, Math 280

MATH 342 - Algebraic Structures II

A continuation of Math 341 including topics chosen from Galois theory, advanced linear algebra, group representation theory, and algebraic geometry.

Credits Awarded: 3
 Terms Offered: Spring, Odd Years
 Prerequisites: Math 341

MATH 345 - Linear Algebra

The study of abstract vector spaces, matrices and linear transformations, determinants, canonical forms, the Hamilton-Cayley theorem, inner product spaces.

Credits Awarded: 3
 Terms Offered: Spring, Even Years
 Prerequisites: Math 231, Math 280

MATH 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.

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Math 280

MATH 360 - Combinatorics and Graph Theory

A study of topics in discrete mathematics. Topics may include enumeration, algorithms, graphy theory, graphy planarity, graph coloring, the pigeonhole principle, permutations and combinations, binomial coefficients, search algorithms, generating functions, and recurrence relations.

Credits Awarded: 3
 Terms Offered: Spring, Odd Years
 Prerequisites: Math 280

MATH 361 - Introduction to Probability

This course provides an introduction to both discrete and continuous probability. Topics include conditional probabilities and independence, combinations and permutations, Bayes' theorem, popular discrete and continuous distributions (e.g., binomial, normal, Poisson, exponential), bivariate and multivariate distributions, covariance and correlation, moment generating functions and limit theorems. In addition to serving as preparation for the first actuarial exam, this course also serves as a general introduction to probability for all students interested in applied mathematics.

Credits Awarded: 3
 Terms Offered: Fall, Even Years
 Prerequisites: Math 132
 Corequisites: Math 363

MATH 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.

Credits Awarded: 3
 Terms Offered: As Needed
 Prerequisites: Math 361

MATH 363 - Probability Problem Solving Session

This course runs concurrent to Math 361 and serves as an opportunity to practice probability problems. This course is required for all students in Math 361.

Credit Awarded: 1
 Terms Offered: Fall, Even Years
 Prerequisites: Math 132
 Corequisites: Math 361

MATH 364 - Laboratory for Mathematical Statistics

A computer-based laboratory to aid the learning and understanding of statistical concepts in Math 362.

Credit Awarded: 1
 Terms Offered: As needed
 Prerequisites: Math 361

MATH 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.

Credits Awarded: 3
 Terms Offered: Spring, Odd Years
 Prerequisites: Math 232

MATH 372 - Numerical Analysis

Topics may include the study of the source and analysis of computational error, finding the solution of an equation, systems of linear equations, interpolation and approximation, numerical integration and numerical solutions to differential equations.

Credits Awarded: 3
 Terms Offered: Spring, Even Years
 Prerequisites: Math 232

MATH 395 - Special Studies in Mathematics

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
 Terms Offered: As Needed

MATH 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.

Credits Awarded: 2
Terms Offered: As Needed

MATH 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. Students may take Math 331 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3
Terms Offered: As Needed
Prerequisites: Math 331
Corequisites: Math 331

MATH 490 - Research in Mathematics

Course provides opportunity for a junior or senior mathematics major to engage in a research project in an area of mathematics in which the student has special interest.

Credits Awarded: 0-4
Terms Offered: Fall, Spring
Prerequisites: Permission of chairperson

MATH 493 - Independent Study in Mathematics

Course provides opportunity for a junior or senior mathematics major to engage in an independent study project in an area of mathematics in which the student has special interest.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

MATH 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.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Prerequisites: Permission of chairperson

MELLON SCHOLARS

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities promotes students' intellectual engagement, within and across the disciplines, through original research that combines traditional scholarly methods, creative production, experiential education and the digital liberal arts.

ABOUT THE PROGRAM

Working independently or in teams, with the support of faculty mentors, students build the skills needed to plan, develop and undertake significant projects of research or artistic creation, and carry them through to completion. Mellon Scholars emerge from the program with knowledge and experience that will serve them well in postgraduate study, professional school (e.g. law school) and meaningful employment. They also should be prepared to enter a workforce that expects a combination of critical thinking, research, writing, speaking, initiative, creativity, collaboration and the ability to work effectively with digital technology. Students are trained to apply academic skills to real-world problems, and to acquire experiences that will enable them to see how their values, skills and interests can be well-suited for a variety of career opportunities.

Admission to the Mellon Scholars Program is competitive. Applications from prospective Mellon Scholars are solicited from first- and second-year students at the beginning of the spring semester, and admission to the program is announced prior to fall registration.

The Mellon Scholars Program formally begins with the two-semester, Interdisciplinary Seminar, taken in the sophomore or junior year. Following the seminar, Mellon Scholars engage in intensive academic research in the arts and humanities, which may include individual:

- Study with a faculty mentor
- Upper-division courses enhanced with some individual study
- Participation in a faculty-led team research project
- Off-campus study at The Newberry Library
- Course that supports the integration of technology and the liberal arts

Through these experiences, Mellon Scholars complete significant works of scholarship or creative performance grounded in academic research that may serve as examples of the student's capabilities in applications for awards, graduate programs and other opportunities. Throughout the program, Mellon Scholars seek ways to adopt new and emerging digital technologies for the development, dissemination and preservation of their work. They also present their projects at public events such as the annual Celebration of Undergraduate Research and Creative Production, the Arts and Humanities Colloquia, Posters on the Hill and the National Conference on Undergraduate Research.

The Mellon Scholars Program offers support for student-faculty collaborative summer research projects, conference travel and other student-faculty development opportunities.

For more information about those opportunities and the program, please contact the director or see the [website](#).

COURSE OF STUDY

The Mellon Scholars Program consists of 24 credits. Normally, work undertaken for the program coincides with General Education and required coursework for an arts or humanities major or minor. In the first year of the program, the sophomore or junior year, students take 8 credits (4 credits each semester) of IDS 180-181 – the Mellon Interdisciplinary Seminars. Normally, participation in IDS 180 and IDS 181 confers Fine Arts I and Cultural Heritage II (IDS 174) General Education credits, respectively; however, students who have taken courses for those credits prior to enrolling in the program may petition the director for alternate arrangements. In addition to IDS 180-181, Mellon Scholars must complete four additional 4-credit experiences from the following menu of options:

- **“Mellonized” course.** Students enroll in an upper-division course, meet with the professor regularly in order to engage more deeply with the topic and produce a substantial final project (i.e., a 20-page research paper or the negotiable equivalent in writing and digital or creative production).
- **Team project.** Two to four students enroll in an individual study in the most appropriate discipline (by permission of the chair) or an upper-level arts and humanities course and work on a collaborative project under the mentorship of the course faculty. Such projects may be original to the team or be a significant contribution to an on-going Mellon or faculty project.
- **Individual Study.** Students register for an individual study in the appropriate discipline and produce a substantial final project (i.e., a 20-page research paper or the negotiable equivalent in writing and digital or creative production). Students may complete up to 8 credits of IDS 390 – the Junior Tutorial and Project (4 credits per semester in the junior year) and up to 8 credits of IDS 590 – the Senior Tutorial and Project (4 credits per semester in the senior year). Students may apply for departmental credit for IDS 390 and 590; however, Mellon Scholars may not substitute the IDS 590 for other departmental capstone courses without the permission of the appropriate department chair.
- **A Digital Enhancement Course.** A course in any department that supports the integration of technology and the liberal arts (e.g., “Web Design”). For Mellon credit, the course must be approved in advance by the program director.
- **The Newberry Library, Chicago.** Students receive credit for two 4-credit Mellon experiences for the development of a substantial project in the context of a major research library.

Students entering the program as juniors may enroll in one of those additional experiences concurrently with the Mellon Interdisciplinary Seminar. In all cases, the submission of a completed project is necessary for the conferral of Mellon credit.

Mellon scholars are expected to present their work at the Celebration of Undergraduate Research, as a condition of continuation in the program, unless they are studying off-campus or have a bona fide conflict. Students are encouraged to participate in undergraduate conferences, such as NCUR, and other public venues and symposia. Participation in the program is indicated by the “Mellon Scholars” designation on academic transcripts.

MINISTRY

The studies in ministry minor is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and Christian organizations. It aims to provide students who are discerning a call to Christian ministry with the theological framework, practical experience, spiritual disciplines and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries.

ABOUT THE PROGRAM

Through coursework, year-long internships and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations – locally and worldwide.

This program will prepare students for such ministries as:

- Youth ministry
- Worship leadership; community development, missions and social agencies
- Lay ministry within the church
- Future seminary training and theological education

MINORS

The studies in ministry minor is grounded in a belief in the Triune God, and in a belief that we are called to love others as God has loved us. Thus its goals are to:

- Help students explore Christian ministry as vocation
- Equip students for Christian ministry by nurturing a community of learners who can love, think, discern, serve and pray together
- Foster the development of a theological framework for ministry
- Encourage students to develop spiritual disciplines that will sustain a lifetime of discipleship and service
- Provide all students with the opportunity to begin a lifelong love of theology and commitment to the church
- Serve the church by providing women and men who have been trained to lead and serve in many different aspects of Christian ministry.

The minor has three different tracks; Social Witness, Worship Leadership, (with two sub-tracks: pastoral and musical) and Youth Ministry. Depending on the track and courses chosen, the minor will comprise 25-30 credit hours, to be distributed across required classes, electives and

an internship. Before applying for acceptance into the minor, students are required to take a prerequisite course: a two-credit introductory course (MIN 201 – Foundations for Theology and Ministry). The introductory course is designed to help provide students with a common language for thinking about theology and ministry, as well as to help them in their discernment process as they decide whether to pursue this minor. Students must have taken it to be eligible to apply for acceptance into the Studies in Ministry minor. (Details of the application process will be provided during MIN 201. Applications are reviewed each spring semester).

All students accepted into the minor are required to take one of the following Religion courses: REL 241, REL 261, REL 262, or REL 263; a capstone seminar course sequence; and an internship. The four-credit capstone sequence will meet across one school year—two courses of two credits each. It will, in most cases, be taken at the same time as students are doing their required internship. The four to eight credit internship will require six to twelve hours per week of involvement with a ministry or organization throughout one school year, depending on the number of credits selected. Summer internships are also possible.

In addition, each of the three tracks within the minor has one required concentration course and one or two elective courses, depending on the track.

Each student will be matched with a mentor for the duration of the student's involvement in the minor. Mentors will be chosen in conversation with students, the coordinator of mentoring and internships and the director of the minor.

Required Courses for All Tracks

Prerequisites:

- MIN 201 – Foundations for Theology and Ministry, 2 credits

Required Courses:

One of the following Religion courses and all of the following Ministry courses:

- REL 241 – Introduction to History of Christianity, 4 credits
- REL 261 – Faith Seeking Understanding, 4 credits
- REL 262 – The Prayer, the Creed, the Commandments, 4 credits, or
- REL 263 – Perspectives on Christ, 4 credits

Capstone course sequence of MIN 371, 372 to be taken concurrently with the internship

- MIN 371 – Theology of Ministry I, 2 credits
- MIN 372 – Theology of Ministry II, 2 credits

Year-long internship in a Christian ministry:

- MIN 398 – Internships in Ministry I, 2-4 credits

- MIN 399 – Internships in Ministry II, 2-4 credits

Social Witness

26-30 required credits

For specific training in community development work, social agencies, or mission work, whether national or international.

Additional Required Course:

- MIN 323 – Theology of Social Witness and Mission, 4 credits

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

- COMM 140 – Public Presentation, 4 credits
- COMM 210 – Interpersonal Communication, 4 credits
- COMM 371 – Intercultural Communication, 4 credits
- LDRS 201 – Intro to Leadership, 2 credits **and**
- LDRS 291 – The Influential Leader, 2 credits
- PSY 280 – Social Psychology, 4 credits

Block B:

- HIST 221 – Colonial and Post-Colonial Africa: African Perspectives on Colonialism, 4 credits
- HIST 260 – History of Latin America Since 1810, 4 credits
- POL 151 – Introduction to Global Politics, 4 credits
- POL 262 – Latin American Politics, 4 credits
- POL 305 – African Politics, 4 credits
- POL 348 – Race and American Politics, 4 credits
- SOC 269 – Race and Ethnic Relations, 4 credits
- REL 281 – Introduction to World Religions, 4 credits
- REL 366 – World Christianity, 4 credits
- SOC 356 – Social Movements, 4 credits
- SOC 365 – Sociology of Education and Childhood, 4 credits
- WS 160/POL 160 – Women in a Global Society, 4 credits

Worship Leadership

25-29 required credits

For specific training in music and/or pastoral leadership within worshipping communities, whether traditional or contemporary. Selection requirements and track expectations will differ depending on whether a student is more interested in musical or pastoral leadership.

Additional required courses:

- MIN 321 – Theology of Music and Worship, 4 credits
- MUS 328 – Music in the Church, 3 credits; this course is offered every other fall semester

In addition to the required courses, students must take 4 credits of flagged courses. Flagged courses differ by sub-track. Please note that some of these courses have prerequisites.

Pastoral sub-track:

- COMM 140 – Public Presentation, 4 credits
- COMM 210 – Interpersonal Communication, 4 credits
- LDRS 201 – Intro to Leadership, 2 credits **and**
- LDRS 291 – The Influential Leader, 2 credits
- PSY 280 – Social Psychology, 4 credits
- THEA 110 – Acting for the Non-Major, 2 credits and
- THEA 130 – Oral Interpretation of Literature, 2 credits

Musical sub-track:

- 4 credits of music courses, to be determined on a case-by-case basis depending on skills and interests of student.

Youth Ministry

26-30 required credits

For specific training in youth ministry settings, whether in churches or para-church organizations.

Additional required course:

- MIN 325 – Theology of Youth Ministry, 4 credits

In addition to the required courses, students must take 8 credits of flagged courses, 4 credits from each block. Please note that some of these courses have prerequisites.

Block A:

- PSY 230 – Developmental Psychology, 4 credits
- PSY 280 – Social Psychology, 4 credits
- SOC 233 – Sociology of the Family, 4 credits
- SOC 281 – Sociology of Popular Culture, 4 credits
- SOC 365 – Sociology of Education and Childhood, 4 credits

Block B:

- COMM 140 – Public Presentation, 4 credits
- COMM 210 – Interpersonal Communication, 4 credits
- COMM 220 – Task Group Leadership, 4 credits
- COMM 320 – Family Communication, 4 credits
- LDRS 201 – Intro to Leadership, 2 credits **and**
- LDRS 291 – The Influential Leader, 2 credits

COURSES

MIN 201 - Foundations for Theology and Ministry

This course explores the relationship between Christian theology and ministry. Basic theological concepts and doctrines will be introduced and studied in terms of their relationship to Christian worship, discipleship, and proclamation. The importance of worship, the Church, Christian theology, Christian spirituality, and contemporary culture for the practice of ministry will be explored. This course is required for applying to the studies in ministry minor.

Credits Awarded: 2
Terms Offered: Spring

MIN 321 - Theology of Worship and Music

This course will explore the unique role that music plays in the spiritual growth of a Christian disciple and in a corporate body of believers. We will consider how different types of music may be more or less appropriate for the various movements of worship (exaltation, celebration, confession, supplication, intercession, remembrance) and how the pious practices of the faith intersect with our ordinary and mundane lives by studying the movements of worship in the church calendar, with particular emphasis given to the sacraments and the Trinity.

Credits Awarded: 4
Terms Offered: Fall

MIN 323 - Theology of Social Witness and Mission

An introduction to the intercultural dimension of the church's life and mission, including insights drawn from cultural anthropology, communications theory, mission history, biblical hermeneutics, and mission theology. Special attention is given to developing a theology of cultural plurality with implications for witness, conversion, and ministry.

Credits Awarded: 4
Terms Offered: Fall

MIN 325 - Theology of Youth Ministry

This course will offer an examination of contemporary youth culture and adolescent religious development with a view to developing a faithful Christian ministry to young people, as well as to developing skills to analyze aspects of culture and the ministry of the church.

Credits Awarded: 4
Terms Offered: Fall

MIN 371 - Theology of Ministry I

This course is the first part of a two-part course sequence designed to help integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. Taken concurrently with students' required internship, in most cases, the course will provide opportunity for reflection upon both students' ministry experience and the theological underpinnings for ministry.

Credits Awarded: 2
Terms Offered: Fall

MIN 372 - Theology of Ministry II

This is the second course in a two-part course sequence designed to help students integrate the different classroom, experiential, and spiritually nurturing components of the Studies in Ministry minor within a theological framework for Christian life and ministry. The end result of this course will be the development by each student of a theology and philosophy of ministry that can help to frame and sustain his or her current and future life of ministry.

Credits Awarded: 2
Terms Offered: Spring

MIN 395 - Studies in Ministry

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

MIN 398 - Internships in Ministry I

A closely supervised practical experience in a church, para-church ministry, community development organization, or other relevant setting. This experience will involve nine hours a week of supervised involvement with the ministry or organization for a full academic year. The internship includes regular meetings with an on-site supervisor and bi-weekly meetings between student and mentor, as well as the creation of a Learning Covenant by each student.

Credits Awarded: 2-4
Terms Offered: Fall

MIN 399 - Internships in Ministry II

This course is a continuation of 398. See the course description above for more information.

Credits Awarded: 2-4
Terms Offered: Spring

MUSIC

The Mission of Hope College Department of Music is to grow a community of music-makers who understand and experience the power of music to transform lives, connect across cultures, and engage with society. Through a creative curriculum that bridges western and global, historical and contemporary traditions, the department seeks to develop students' musical skills as well as the curiosity, collaboration, versatility, entrepreneurialism, leadership and community engagement that make those skills relevant for the 21st century.

ABOUT THE PROGRAM

The Department of Music, through rigorous standards in a supportive atmosphere, nurtures students in the pursuit of the highest levels of musical excellence.

Our department invites all Hope College students to participate in music, whether they wish to pursue a professional degree, make music the center of their liberal arts education, perform in an ensemble, or take instrumental or voice lessons for the first time.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- Directing choirs in area churches
- Teaching private instrumental lessons
- Organizing combos and playing in area night spots
- Playing in area symphony orchestras

Graduates of the Department of Music have gone on to careers as:

- Teachers at major universities
- Hornist in the New York Philharmonic Orchestra
- Teachers in elementary and secondary schools
- Leading baritone in a prominent Eastern opera company
- Cellist in a French orchestra
- Staff accompanists with opera companies and at a major university
- Keyboardist and assistant conductor for Broadway production of *Lion King*
- Stage director for Metropolitan Opera Company
- Leading contralto with Lyric Opera of Chicago
- Church musicians

Others have pursued careers in recording/sound engineering, arts administration, law, medicine, psychology, film, theater and other fields.

The Department of Music is accredited by the National Association of Schools of Music.

MAJORS

The Department of Music offers both the Bachelor of Arts with a Major in Music, and the Bachelor of Music degrees in Performance and in Music Education. The goals and objectives of these two degrees are somewhat different, but both are designed to provide a strong basis for the study of music.

The Bachelor of Arts degree with a Major in Music is a liberal arts degree which provides the student with basic professional training in music while offering a large number of elective choices, both music and non-music. This degree is the best choice for a student who is planning a second major outside of music, or desires a combination of study areas that do not merge well with any of the Bachelor of Music curricula. Students pursuing the Bachelor of Arts degree with a Major in Music work closely with their advisors to design a program that matches their individual goals and interests.

The Bachelor of Music in Performance, including the Bachelor of Music in Performance with Jazz emphasis, is a professional music degree that prepares students for professional music involvement, and/or graduate work in music performance. The Bachelor of Music in Music Education (Instrumental or Vocal) prepares students for music teaching at the elementary or secondary level. The General Education requirements for these degrees are reduced in order to accommodate the depth and breadth of music study expected. Curricula are structured to provide the highest possible professional development in technical, analytical, historical and pedagogical areas of the major.

In partnership with the Hope College Department of Education, the Department of Music offers a teaching major for certification through the State of Michigan. The curricula leading to the Bachelor of Music in Vocal Music Education degree, or the Bachelor of Music in Instrumental Music Education degree, include substantial coursework through the Department of Education. Either degree (vocal or instrumental) leads to K-12 certification upon the student gaining Michigan provisional teacher certification. Students work closely with advisors within the Departments of Music and Education as they plan their coursework.

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.

Students pursuing the Bachelor of Music degree are also assessed at the end of the fourth semester for entrance to upperclass work.

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. Students intending to complete a dual degree in music must consult with the chairperson of the Department of Music, and must expect their studies to require nine or ten semesters of course work.

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. If that standard is not met, the student must repeat the course in order to complete the requirement. Online Music courses DO NOT fulfill the requirements for a degree in Music.

All students pursuing a Bachelor of Music degree must participate in ensemble work each semester. Ensemble experiences are vital to a musician's development, and they should include participation in both large and small ensembles as appropriate. When the principal instrument is voice or a band/orchestral instrument, the student must enroll in a large ensemble (MUS 115, 116, 117, 120, 130, 133, 135, 140, 150) each semester. Music education majors are excused from this requirement during the semester of student teaching. Students whose principal instrument is piano, organ or guitar must fulfill their ensemble credits through enrollment in any of the large ensembles listed above. During semesters of degree study when they are not enrolled in a large ensemble for credit, they may enroll in MUS 160 or fulfill the ensemble participation requirement by accompanying in the Department of Music in conjunction with course requirements for MUS 177 or 179.

Bachelor Of Arts With A Major In Music

General education requirements are the same as general education requirements for all other Bachelor of Arts programs ([The Degree Program](#), General Education Requirements).

Electives (non-music):

- 12-24 credits

Electives (music):

- 0-12 credits

Basic Musicianship:

- MUS 080 – Concert Attendance, six semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112 – Theory I, II
- MUS 113, 114 – Aural Skills I, II
- MUS 214 - Aural Skills
- Two Semesters Keyboard Skills (MUS 197-198, 297-298, OR 397-398)
- MUS 321 – Music Literature Before 1750

- MUS 323 - Music Literature After 1750
- MUS 491 – Seminar in Music
- 5 credits Musicianship electives (chosen from MUS 211, 212, 213, 297, 298, 315, 393, 394, or other course approved by the department)

Performance:

- 4 semesters Applied Lessons in Major Area (chose one from MUS 161-182)
- 4 semesters participation in ensembles

Enrollment in applied music must occur in consecutive semesters, and enrollment in ensemble must be concurrent with applied study.

TOTAL CREDITS = 126 credits

Bachelor Of Music In Jazz Performance

GENERAL EDUCATION CURRICULUM:

- First-Year Seminar
- Expository Writing
- One course in Mathematics
- Science I
- Cultural Heritage I
- Cultural Heritage II -- fulfilled by taking MUS 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
- Senior Seminar – IDS 400-level course
- Global Learning - fulfilled by completing MUS 102 (GLI) and MUS 105 (GLD)

Basic Musicianship:

- MUS 080 – Concert Attendance, eight semesters
- MUS 102 – Perspectives in Music
- MUS 111,112,211,212 – Theory I, II, III and IV
- MUS 113, 114 – Aural Skills I, II
- MUS 197,198 – Keyboard Skills

- MUS 323 – Music Literature After 1750
- MUS 491 – Seminar in Music
- MUS 365 – Jazz Literature and Pedagogy

Performance:

24 credits in Applied Major Area

- Choose one jazz instrument from MUS164, 167, 168, 171, 176, 179, 180, 182
- 4 credits in ensembles chosen from MUS 135 and 160 – Jazz Chamber Ensemble
- Students are required to participate in an ensemble each semester
- Two recital performances, one in the junior and one in the senior year. Students should enroll in MUS 392 or MUS 492 (0 credit) concurrently with Applied Lessons for credit in the semester in which they intend to present a recital. Students should consult with their applied instructor and area head for their specific recital requirements.

Jazz Studies:

- MUS 105 – Survey of Jazz
- MUS 179 – Jazz Piano, 6 credits
- MUS 361 – Jazz Theory and Improvisation I
- MUS 363 – Jazz Styles and Analysis
- MUS 366 – Jazz Composition and Arranging I

Electives:

14 credits chosen from the following courses:

- MUS 315 – Counterpoint
- MUS 321 – Music Literature Before 1750
- MUS 341 – Orchestration
- MUS 345 – Conducting Techniques
- MUS 362 – Jazz Theory and Improvisation II
- MUS 367 – Jazz Composition and Arranging II
- MUS 368 – Recording Arts and Techniques

TOTAL CREDITS = 132 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 – One part of the requirement is fulfilled by completing MUS 321, or 323. The other part of the requirement may be fulfilled with any General Education Cultural Heritage course.
- 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
- Senior Seminar – IDS 400-level course
- Global Learning - fulfilled by completing MUS 102 (GLI) and any course flagged GLD

Basic Musicianship:

- MUS 080 – Concert Attendance, eight semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III, IV
- MUS 197-198, 297-298 or 397-398 – Keyboard Skills
- MUS 201, 202 - Eurhythmics
- MUS 321 - Music Literature Before 1750
- MUS 323 - Music Literature After 1750
- MUS 341 – Orchestration
- MUS 345 – Conducting Techniques
- MUS 491 – Seminar in Music
- Courses in Literature and Pedagogy of the principal applied area.
- MUS 347, 348 AND 349 – Diction courses are required for voice majors.

Performance:

- 24 credits in Applied Major Area, choose one from MUS 161-181
- 4 credits in Applied Minor Area for organ and piano majors only

- 4 credits in ensembles. Students are required to enroll in an ensemble each semester
- Two recital performances, one in the junior and one in the senior year. Students should enroll in MUS 392 or MUS 492 (0 credit) concurrently with Applied Lessons for credit in the semester in which they intend to present a recital. Students should consult with their applied instructor and area head for their specific recital requirements.

TOTAL CREDITS = 126 credits

Bachelor Of Music In Vocal Music Education

General Education Curriculum:

- First-Year Seminar
- Expository Writing
- IDS 200
- One course in Mathematics
- Science I
- Cultural Heritage I and II – fulfilled by taking MUS 321 and MUS 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 ED 220, 221 – Educational Psychology/Field Placement
- Senior Seminar – IDS 400-level course
- Global Learning - fulfilled by completing IDS 200 (GLD) and MUS 102 (GLI)

Basic Musicianship:

42 Credits

- MUS 080 – Concert Attendance, seven semesters
- MUS 102 – Perspectives in Music
- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III and IV
- MUS 201, 202 – Eurhythmics
- MUS 298* – Keyboard Skills
- MUS 321 – Music Literature Before 1750
- MUS 323 – Music Literature After 1750
- MUS 341 – Orchestration
- MUS 491 – Seminar in Music

*Placement in Keyboard Skills Courses is by department exam. MUS 197, 198 and 297 are prerequisites for MUS 298. There is a separate departmental exam fee for each course. Please check with the Registrar's Office for the current exam fee.

If you are placed in MUS 198, then, upon successful completion of MUS 198 and the payment of the departmental exam fee (for 1 course), you will also be awarded the official credit for MUS 197 (1 credit) on your transcript.

If you are placed in MUS 297, then upon successful completion of MUS 297 and the payment of the departmental exam fees for both MUS 197 and MUS 198 (fee for 2 courses), you will be awarded the official credit for MUS 197 (1 credit) and MUS 297 (1 credit) on your transcript.

If you are placed in MUS 298, then upon successful completion of MUS 298 and the payment of the departmental exam fees for MUS 197, MUS 198 and MUS 297 (fee for 3 courses), you will be awarded the official credit for MUS 197 (1 credit), MUS 198 (1 credit) and MUS 297 (1 credit) on your transcript.

Performance - Applied Studies:

- 14 credits in one Applied Music instrument, MUS 161-182.
- Enroll in an ensemble in each of 7 semesters; minimum of 4 credits in ensembles
- At least four semesters of private studio voice
- Recital performance either in the junior or senior year with a minimum of 30 minutes of music. Students should enroll in MUS 392 or MUS 492 (0 credit) concurrently with Applied Lessons for credit in the semester in which they intend to present a recital. Students should consult with their applied instructor and area head for their specific recital requirements.

Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching- no exceptions.

Music Education (Secondary certification, K-12 endorsement):

- MUS 300 – Elementary Music Methods
- MUS 337 – Instruments of the Band and Orchestra I & II
- MUS 338 – Instruments of the Band and Orchestra III & IV
- MUS 345 – Conducting Techniques
- MUS 355 – Advanced Choral Conducting
- MUS 376 – Secondary Choral Methods

Professional Education Courses (secondary certification):

- ED 220, 221 – Educational Psychology/Field Placement

- ED 225, 226 – Exceptional Child/Field Placement
- ED 270 – Foundations of Education (when possible, ED 270 should be taken concurrently with either ED 220/221 or ED 225/226)
- ED 275 – Introduction to Secondary Education and Instructional Design (ED 275 must be taken concurrently with another Field Placement. If students take ED 275 concurrently with another field placement, students will not be required to register for ED 276. To fulfill the field placement requirement, when possible, ED 275 should be taken concurrently with either MUS 300 or ED 225/226)
- ED 285, 286 – Literacy in the Content Area/Field Placement
- ED 360, 361 – Secondary Principles and Methods/Field Placement
- ED 500 – Perspectives in Education
- ED 455 – Student Teaching Seminar
- ED 485 – Student Teaching in the Elementary and Secondary Schools K-12

TOTAL CREDITS = 131-135 credits

Bachelor Of Music Instrumental Music Education

GENERAL EDUCATION CURRICULUM:

- First-Year Seminar
- Expository Writing
- IDS 200
- One course in MATH
- Science I
- Cultural Heritage I and II -- fulfilled by taking MUS 321 and MUS 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 ED 220, 221 – Educational Psychology/Field Placement
- Senior Seminar – IDS 400-level course
- Global Learning - fulfilled by completing IDS 200 (GLD) and MUS 102 (GLI)

Basic Musicianship

42 credits

- MUS 080 – Concert Attendance, seven semesters
- MUS 102 – Perspectives in Music

- MUS 111, 112, 211, 212 – Theory I, II, III and IV
- MUS 113, 114, 213, 214 – Aural Skills I, II, III and IV
- MUS 201, 202 – Eurhythmics
- MUS 298* – Keyboard Skills
- MUS 321 – Music Literature Before 1750
- MUS 323 - Music Literature After 1750
- MUS 341 - Orchestration
- MUS 491 – Seminar in Music

*Placement in Keyboard Skills Courses is by department exam. MUS 197, 198 and 297 are prerequisites for MUS 298. There is a separate departmental exam fee for each course. Please check with the Registrar's Office for the current exam fee.

If you are placed in MUS 198, then, upon successful completion of MUS 198 and the payment of the departmental exam fee (fee for 1 course), you will also be awarded the official credit for MUS 197 (1 credit) on your transcript.

If you are placed in MUS 297, then upon successful completion of MUS 297 and the payment of the departmental exam fees for both MUS 197 and MUS 198 (fee for 2 courses), you will be awarded the official credit for MUS 197 (1 credit) and MUS 297 (1 credit) on your transcript.

If you are placed in MUS 298, then upon successful completion of MUS 298 and the payment of the departmental exam fees for MUS 197, MUS 198 and MUS 297 (fee for 3 courses), you will be awarded the official credit for MUS 197 (1 credit), MUS 198 (1 credit) and MUS 297 (1 credit) on your transcript.

Performance - Applied Studies:

- 14 credits in one Applied Music instrument
- Participation in an ensemble in each of 7 semesters; minimum of 4 credits in ensembles
- One semester of ensemble participation for credit must be a vocal ensemble
- Wind/percussion majors are also required to enroll in the Concert Band on a secondary instrument for at least one credit
- Music Education majors are required to perform a recital either in the junior or senior year with a minimum of 30 minutes of music. Students should enroll in MUS 392 or MUS 492 (0 credit) concurrently with Applied Lessons for credit in the semester in which they intend to present a recital. Students should consult with their applied instructor and area head for their specific recital requirements.

Exceptions may be made on an individual basis and must be approved in advance by the head of the music education in consultation with the Department Chair and studio teacher. A student may not perform his/her recital during student teaching - no exceptions.

Music Education:

18 credits required

- MUS 192 - Beginning Voice Class
- MUS 300 – Elementary Music Methods
- MUS 333 – String Methods
- MUS 336, 340 – Woodwind Methods I and II
- MUS 339 – Brass Methods
- MUS 346 – Percussion Methods
- MUS 345 – Conducting Techniques
- MUS 356 – Advanced Instrumental Conducting
- MUS 370 – Secondary Instrumental Methods and Administration

Professional Education Courses:

- ED 220, 221 – Educational Psychology/Field Placement
- ED 225, 226 – Exceptional Child/Field Placement
- ED 270 – Foundations of Education (when possible, ED 270 should be taken concurrently with either ED 220/221 or ED 225/226)
- ED 275 – Introduction to Secondary Education and instructional Design (ED 275 must be taken concurrently with another Field Placement. If students take ED 275 concurrently with another field placement, students will not be required to register for ED 276. To fulfill the field placement requirement, when possible, ED 275 should be taken concurrently with either MUS 300 or ED 225/226)
- ED 285, 286 – Literacy in the Content Area/Field Placement
- ED 360, 361 – Secondary Principles and Methods/Field Placement
- ED 500 – Perspectives in Education
- ED 455 – Student Teaching Seminar
- ED 485 – Student Teaching in the Elementary and Secondary Schools K-12

TOTAL CREDITS = 135 credits

MINORS

In addition, the Department of Music offers a minor in Music and a minor in Jazz Studies, as well as the opportunity for any interested student on campus to enroll in a wide variety of music courses, performance study, and/or ensemble participation.

Jazz Studies

The requirements for the optional minor in jazz studies are as follows:

- MUS 080, four semesters
- MUS 111, 112, 8 credits
- MUS 113, 114, 2 credits
- MUS 361, 3 credits
- MUS 179 – Jazz Piano, 4 credits
- MUS 102, 4 credits
- MUS 105 - Survey of Jazz, 4 credits

One applied Jazz instrument chosen from

- MUS 164, 167, 168, 171, 176, 179, 180, 182 - 4-6 credits

Two semesters in ensembles chosen from

- MUS 135 and 160 – Jazz Chamber Ensemble, 0-2 credits

TOTAL: 29 credits

Music

The requirements for the optional music minor are as follows:

- MUS 080, four semesters
- MUS 111, 112, 8 credits
- MUS 113, 114, 2 credits
- MUS 197-198 or 297-298 or 397-398, 2 credits
- MUS 102, 4 credits

Choice of one Music History Course:

- MUS 105, 321, 323, 328, 3 or 4 credits

One applied instrument chosen among

- MUS 161-181, 4-6 credits

Two semesters in ensembles chosen among

- MUS 115, 116, 117, 120, 130, 133, 135, 140, 150, 0-2 credits

TOTAL: 24-27 credits

COURSES

MUS 080 - Concert Attendance

Attendance at weekly departmental convocation (Thursdays, 11:00 a.m.), including departmental recitals, performance classes, and guest speakers on topics such as careers in music, musician health, performance, etc. Attendance at four additional concerts in which the student is not a participant. Four semesters required for music minors, five for B.A. Music, six for B.Mus. Vocal and/or Instrumental Music Education, seven for B.Mus. Performance and Performance (Jazz). Pass/Fail.

Credits Awarded: 0

Terms Offered: Fall, Spring

MUS 101 - Introduction to Music

Introduction to the art of listening to music, emphasizing European and American art music from the Middle Ages through the present, with selected examples from jazz, popular, and world music traditions. The course will build tools for active listening and basic musical analysis, but not musical notation or performance skills. In addition to hearing pieces of music as timeless as works of art, students will explore connections between music and its cultural context. This course does not count toward the music major or minor.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: The Arts I (FA1)

MUS 102 - Perspectives in Music

An introduction to music as it is experienced, the historical development of music, and the skills necessary in listening to music from Euro-American Western musical styles to non-Western musical traditions. People listen to music in diverse settings for a range of reasons. This course examines music from a variety of historical eras and cultures through experiences in Western and non-Western music: religious observance; music for the stage (opera and musical theatre); music for dancing; music for singing; music for mourning; music for celebration, inspiration, and commemoration; music for the concert hall; music for the movies; an insight into improvisation. This course is designed for specialists in music and others with an extensive music background – a working knowledge of musical theory and notation is assumed. Required for all music majors and minors.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: The Arts I (FA1), Global Learning International (GLI)

MUS 104 - World Music

Introduction to the sounds and social activities of musical traditions from around the globe. Specific topics vary, but may include musics of Africa, Asia, Europe, the Middle East, and the Americas. Students will develop listening skills and basic vocabulary for describing music, with opportunities for active participation in music-making. The course will explore the evolving roles of music in myth, religion, politics, and economics; the formation of class, ethnic, and gender identities; and the processes of globalization.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: The Arts I (FA1), Global Learning International (GLI)

MUS 105 - Survey of American Music (Jazz | Folk | Blues to Pop)

The purpose of the course is to introduce the students to the art and diversity of American music and its related cultural and historical developments. Each section will examine a genre of American music and its significant figures in a forum that is sensitive to the ethnic and societal underpinnings at the heart of each style. Emphasis will also be placed on the cognitive listening skills necessary to better understand and appreciate these unique branches of American music. In order to satisfy the requirements for the Bachelor of Music in Jazz Studies, this course must be taken on campus, and not online.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: The Arts I (FA1), Global Learning Domestic (GLD)

MUS 111 - Theory I

This course is the first of four core courses in music theory. The course will include a thorough grounding in music fundamentals and an introduction to diatonic harmony, species counterpoint, musical form, and composition.

Credits Awarded: 4

Terms Offered: Fall

MUS 112 - Theory II

This course is the second of four courses in the music theory core. The course will continue the study of diatonic harmony, form, species counterpoint, and composition begun in Mus 111 and will also introduce chromatic harmony and modulation.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Mus 111 with a grade of C or better

MUS 113 - Aural Skills I

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. Mus 111 is highly recommended either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall

MUS 114 - Aural Skills II

A continuation of Mus 113, adding dictation in several parts. Mus 113 with a grade of C or better is highly recommended prior to this course. Mus 111 is highly recommended either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Spring

MUS 197 - Keyboard Skills IA

Designed for students with little piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.

Credit Awarded: 1
Terms Offered: Fall

MUS 198 - Keyboard Skills IB

A continuation of Mus 197. A grade of C or better in Mus 197 is highly recommended prior to this course.

Credit Awarded: 1
Terms Offered: Spring

MUS 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.

Credits Awarded: .5
Terms Offered: Fall

MUS 202 - Eurhythmics II

A continuation of Mus 201. Mus 201 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: .5
Terms Offered: Spring

MUS 211 - Theory III

This course is the third of four courses in the music theory core. The course will continue the study of chromatic harmony, form, and composition begun in Mus 112, and will do so in the context of the analysis of longer musical excerpts and complete pieces.

Credits Awarded: 4
Terms Offered: Fall
Prerequisites: Mus 112 with a grade of C or better

MUS 212 - Theory IV

This course is the fourth course in the music theory core. The course will focus entirely on 20th- and 21st-century post-tonal music and appropriate theoretic and analytic models.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Mus 112 with a grade of C or better

MUS 213 - Aural Skills III

A continuation of Mus 114. Mus 114 with a grade of C or better is highly recommended prior to this course. Mus 211 is highly recommended either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
Terms Offered: Fall

MUS 214 - Aural Skills IV

A continuation of Mus 213. Mus 114 with a grade of C or better is highly recommended prior to this course. Mus 212 is highly recommended either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
Terms Offered: Spring

MUS 295 - Studies in Music

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

MUS 297 - Intermediate Keyboard Skills

Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight reading techniques. Mus 198 with a grade of C or better is highly recommended prior to this course. Enrollment may be granted by instructor placement.

Credit Awarded: 1
Terms Offered: Fall

MUS 298 - Keyboard Skills

A continuation of Mus 297. Mus 297 with a grade of C or better is highly recommended prior to this course.

Credit Awarded: 1
Terms Offered: Spring

MUS 300 - Elementary Music and Classroom Management

This course provides an in-depth study of how to teach elementary general music. Students develop and exercise teaching skills for engaging students in pattern instruction, singing, chanting, moving, playing of instruments, and listening activities. Students reflect on their own teaching by intentionally examining pedagogy, materials, and personal resources. Students plan developmentally appropriate elementary general music lesson plans and curricula. Students learn how to evaluate student achievement through the use of appropriate tests and performance measures. Required for both instrumental and vocal music education majors. Sophomore standing is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall

MUS 315 - Counterpoint

A study of the basic techniques of eighteenth-century counterpoint using a modified species approach. Mus 212 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring

MUS 321 - Music Literature Before 1750

Survey of Western music from the time of the ancient Greeks through the 17th century, including music of the church, court, and theater. Composers to be studied include Hildegard of Bingen, Machaut, Dufay, Josquin, Palestrina, Monteverdi, and Lully, Bach and Handel. Mus 102 is highly recommended prior to this course. Mus 112 is highly recommended to be taken prior to or concurrently with the class.

Credits Awarded: 4
Terms Offered: Spring

MUS 323 - Music Literature After 1750

Continues from Music 321 with history and literature after 1750, extending to the present. Mus 102 and Mus 112 are highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall

MUS 327 - Organ Literature

A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works.

Credits Awarded: 2
Terms Offered: Fall, Odd Years

MUS 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.

Credits Awarded: 3
Terms Offered: Fall, Even Years

MUS 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. Non-music majors may register upon consent of the piano staff.

Credit Awarded: 1
Terms Offered: Fall, Even Years

MUS 330 - Piano Pedagogy II

A continuation of Mus 329.

Credit Awarded: 1
Terms Offered: Spring, Odd Years

MUS 331 - Piano Literature I

A survey of piano literature from 1700 to the present day, including listening to and performing representative works. Required for piano performance majors and strongly recommended for instrumental music education majors whose principal instrument is piano.

Credit Awarded: 1
Terms Offered: Fall, Odd Years

MUS 332 - Piano Literature II

A continuation of Mus 331. Required for piano performance majors and strongly recommended for instrumental music education majors whose principal instrument is piano.

Credit Awarded: 1
Terms Offered: Spring, Even Years

MUS 333 - String Methods

A course in the fundamentals of playing and teaching string instruments. Required for instrumental music education majors.

Credit Awarded: 1
Terms Offered: Spring, Even Years

MUS 334 - Organ Pedagogy

A study of methodologies for teaching organ, from the beginning through advanced levels. The course may contain individualized practicum experience. Required for organ performance majors.

Credits Awarded: 2

Terms Offered: Spring, Even Years

MUS 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.

Credits Awarded: 3

Terms Offered: Fall, Odd Years

MUS 336 - Woodwind Methods I & II

A course in the fundamentals of playing and teaching woodwind instruments. Course consists of two half-semester courses under the same number (336-01A and 336-01B), each of which is a half credit. Both the A and B section of the course are required for a total of 1 credit. Required for instrumental music education majors.

Credits Awarded: 0.5

Terms Offered: Fall, Even Years

MUS 337 - Instruments of the Band and Orchestra I & II

A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on woodwinds and strings. Course consists of two half-semester courses under the same number (337-01A and 337-01B), each of which is a half credit. Both the A and B section of the course are required for a total of 1 credit. Required for vocal music education majors.

Credits Awarded: 0.5

Terms Offered: Fall, Even Years

MUS 338 - Instruments of the Band and Orchestra III & IV

A course in the fundamentals of playing and teaching the instruments of the band and orchestra, focusing on brass and percussion. Course consists of two half-semester courses under the same number (338-01A and 338-01B), each of which is a half credit. Both the A and B section of the course are required for a total of 1 credit. Required for vocal music education majors.

Credits Awarded: 0.5

Terms Offered: Spring, Odd Years

MUS 339 - Brass Methods

A course in the fundamentals of playing and teaching brass instruments. Course consists of two half-semester courses under the same number (339-01A and 339-01B), each of which is a half credit. Both the A and B section of the course are required for a total of 1 credit. Required for Instrumental Music Education majors.

Credits Awarded: 0.5

Terms Offered: Spring, Odd Years

MUS 340 - Woodwind Methods III & IV

A continuation of Mus 336. Course consists of two half-semester courses under the same number (340-01A and 340-01B), each of which is a half credit. Both the A and B section of the course are required for a total of 1 credit. Required for instrumental music education majors.

Credits Awarded: 0.5
Terms Offered: Fall, Even Years

MUS 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 and recordings. Final projects employ Finale and/or Sibelius software.

Credits Awarded: 3
Terms Offered: Fall, Odd Years

MUS 345 - Conducting Techniques

A practical study of the fundamentals of conducting.

Credits Awarded: 2
Terms Offered: Fall

MUS 346 - Percussion Methods

A course in the fundamentals of playing and teaching percussion instruments. Required for instrumental music education majors.

Credit Awarded: 1
Terms Offered: Fall, Odd Years

MUS 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 Mus 181. Required for voice performance majors.

Credit Awarded: 1
Terms Offered: Spring, Even Years

MUS 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 voice performance majors.

Credit Awarded: 1
Terms Offered: Fall, Even Years

MUS 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 voice performance majors.

Credit Awarded: 1
Terms Offered: Fall, Odd Years

MUS 350 - Service Playing

Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Recommended for organ performance majors. One and a half years of organ is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Spring, Odd Years

MUS 351 - Voice Literature

A survey of standard solo voice literature. Guided independent work will require approximately 2-3 hours weekly outside of class. Required for Voice Performance majors; recommended for Vocal Music Education majors

Credits Awarded: 2
Terms Offered: Spring, Odd Years

MUS 352 - Voice Pedagogy

Required 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.

Credits Awarded: 2
Terms Offered: Fall, Odd Years

MUS 353 - Literature and Pedagogy

A course designed to provide advanced knowledge of the history and repertoire of the specified instrument, the art of teaching the specified instrument, and the appropriate orchestral literature. Offered for the following instruments: flute (353-01), oboe (353-02), clarinet (353-03), saxophone (353-04), bassoon (353-05), horn (353-06), trumpet (353-07), trombone (353-08), percussion (353-09), harp (353-10), cello (353-11), guitar (353-12), double bass (353-13). The course/section corresponding to the primary instrument is required for Performance majors in these instruments.

Credits Awarded: 3
Terms Offered: As Needed

MUS 355 - Advanced Choral Conducting

A course designed to further the study of conducting technique begun in Mus 345, with special attention to choral music. Required for vocal music education majors.

Credits Awarded: 2
Terms Offered: Spring

MUS 356 - Advanced Instrumental Conducting

This course is designed to further the study of conducting technique begun in Mus 345, with special attention to band and orchestral music. Required for instrumental music education majors.

Credits Awarded: 2
Terms Offered: Spring, Odd Years

MUS 361 - Jazz Theory and Improvisation I

The purpose of the course is to introduce the student to the art of improvisation. Through performance and the study of theory, composition, history, solos, and piano, the student will acquire a basic knowledge of improvisation in a variety of styles.

Credits Awarded: 3
Terms Offered: Fall

MUS 362 - Jazz Theory and Improvisation II

The purpose of the course is to continue the skill building process established in Mus 361. This course will introduce the student to advanced techniques and practices of improvisation in a variety of styles. The course will cover tune/solo analysis as well as developing a more definitive concept of chord/scale relationships. A variety of contemporary performance practices will be discussed, including the use of synthetic scales, free improvisation, and advanced stylistic performance practice. Mus 361 is highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring

MUS 363 - Styles and Analysis

The course offers students the opportunity to study the stylistic traits of the seminal figures in music 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 the student's stylistic area of study, the student will gain an understanding for the lineage, language, and stylistic developments within their chosen area of emphasis.

Credits Awarded: 3
Terms Offered: As Needed

MUS 365 - Literature and Pedagogy (Jazz | Folk | Contemporary)

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 the student's area of emphasis. The course will place an emphasis on the pedagogy and literature of teaching of jazz, folk, or contemporary music at the secondary and college levels.

Credits Awarded: 3
Terms Offered: As Needed

MUS 366 - Jazz Composition and Arranging I

The purpose of the course is to acquaint the student with the notational practices, instruments, basic theoretical and technical skills, and historical stylistic perspectives necessary to begin successfully arranging and composing a small ensemble. The course is designed to develop arranging and/or compositional skills in the student's chosen area of emphasis through the study of orchestration and harmonic and melodic practices. Upon completing the reading, listening, and score analysis assignments, students will score several fully realized compositions. All music will be performed and recorded.

Credits Awarded: 3
Terms Offered: Fall

MUS 367 - Jazz Composition and Arranging II

The purpose of the course is to continue the skill building process established in Mus 366. The course will expose students to more advanced concepts of composition and arranging in the student's area of emphasis. All music will be performed and recorded.

Credits Awarded: 3
Terms Offered: Spring

MUS 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. Mus 189 is highly recommended prior to this course.

Credits Awarded: 2

Terms Offered: Fall

MUS 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, arranging music for instrumental ensembles, and 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 instrumental music education majors.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

MUS 376 - Secondary Choral Methods

This course provides an in-depth study of how to teach secondary choral music. Students develop and exercise teaching skills in the choral conducting context. Students reflect on their own teaching by intentionally examining pedagogy, materials, and personal resources. Students develop a philosophical basis for teaching; explore teaching as imagination; examine relevant developmental, social, and vocal issues in the secondary choral classroom; and experiment with various teaching transactions, including vocal warm-ups, sight-reading, teaching from the keyboard, and rehearsal of repertoire. Required for vocal music education majors.

Credits Awarded: 4

Terms Offered: Spring

MUS 393 - Studies in Music Theory

Advanced studies at the upperclass level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertoire. Topics vary from year to year. Mus 212 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: As Needed

MUS 394 - Studies in Music History

Advanced studies at the upperclass level in music history, focusing on a particular period, composer, critical approach, or repertoire. Topics vary from year to year. May be repeated for credit. Mus 102 with a grade of C or better and Mus 112 with a grade of C or better are highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: Spring

MUS 395 - Studies in Music

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

MUS 397 - Keyboard Skills for Piano and Organ Students

Open to students whose major instrument is piano or organ, or who possess comparable keyboard skill. Emphasis on harmonization, score reading, sight-reading transposition, and improvisation. May be taken twice for credit.

Credit Awarded: 1
Terms Offered: Fall

MUS 398 - Keyboard Skills for Piano and Organ Students

A continuation of Mus 397. Mus 397 with a grade of C or better is highly recommended prior to this course.

Credit Awarded: 1
Terms Offered: Spring

MUS 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 chairperson.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of chairperson

MUS 491 - Seminar in Music

A required capstone music course designed to allow students to investigate specialized topics in music, including historical, analytical, and pedagogical. Each student designs and carries out an independent project culminating in a 20-page senior paper, and public presentation of the project. Mus 321 is highly recommended prior to this course. Mus 324 or Mus 326 is highly recommended either prior to enrollment in or concurrently with the class.

Credits Awarded: 2
Terms Offered: Fall

MUS 493 - Studies in Music Theory

Advanced studies at the senior level in music theory analysis, focusing on a particular analytic technique, musical parameter, critical approach, or repertory. Topics vary from year to year. May be repeated for credit. Mus 212 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: As Needed

MUS 494 - Studies in Music History

Advanced studies at the senior level in music history, focusing on a particular period, composer, critical approach, or repertory. Topics vary from year to year. May be repeated for credit. Mus 102 with a grade of C or better and Mus 212 with a grade of C or better are highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: As Needed

MUS 495 - Studies in Music

A lecture or class in a special topic for music majors.

Credits Awarded: 1-4
Terms Offered: As Needed

MUS 499 - Music Internship

Supervised professional experience in a music-related business or organization, such as a recording studio, performing ensemble, performance venue, church, or educational institution.

Credits Awarded: 1-4
Terms Offered: As Needed

MUS 161 - Flute

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 162 - Oboe

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 163 - Clarinet

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 164 - Saxophone

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 165 - Bassoon

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 166 - Horn

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 167 - Trumpet

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 168 - Trombone

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 169 - Baritone

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 170 - Tuba/Euphonium

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 171 - Percussion

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 172 - Harp

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 173 - Violin

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 174 - Viola

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 175 - Cello

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 176 - String Bass

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 177 - Organ

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 178 - Harpsichord

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 179 - Piano

Private instruction. Students who have not previously taken Applied Piano at Hope should register for Mus 050 and will be placed in the appropriate section at the beginning of the semester. Students with no prior experience in piano are encouraged to take Mus 190 - Beginning Piano. Additional course fee.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 180 - Guitar

Private instruction. Available to all students from beginners to advanced. Audition required with professor prior to placement. Additional course fee. Declared music education majors must register for a specific section.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 181 - Voice

Private instruction. Students who have not previously taken Applied Voice at Hope should register for Mus 060 and will be placed in the appropriate section at the start of next semester. Students with no prior experience in voice study are encouraged to take Mus 192 - Beginning Voice Class. Additional course fee.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 182 - Jazz and Contemporary Voice

Private instruction. Available to all students from beginners to advanced. Emphasis is placed on American musical idioms (Jazz, Popular, and Contemporary). Additional course fee.

Credits Awarded: 1-3

Terms Offered: Fall, Spring

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 188 - Applied Composition

Individualized instruction in music composition. The student is responsible for composing a full-length composition over the course of the semester. Weekly lessons give the student and professor a chance to meet and discuss the progress of the composition. The nature, instrumentation, and length of the composition will be mutually agreed upon between the student and the professor at the beginning of the semester. Unless other methods are agreed upon, the final score of the composition will be notated using Sibelius, Finale, or some other comparable notation software. Every Spring, a concert of student compositions will be presented at Hope College giving student composers a chance to have their music performed and recorded. This course is designed to be a laboratory environment. All experience levels and styles of music are welcome and encouraged in this course.

Credits Awarded: 1-3

Terms Offered: As Needed

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 189 - Applied Computer Music

Individualized instruction. Open to students interested in exploring the technical and aesthetic sides of recording and manipulating digital audio. This course will build basic audio signal flow knowledge, DAW (Digital Audio Workstation) familiarity, and explore the palate of tools commonly utilized in the recording arts.

Prerequisite: Mus 368 or permission of instructor.

Credits Awarded: 1-3

Terms Offered: As Needed

Attributes: ADDITIONAL COURSE FEE (+FEE), The Arts II (FA2)

MUS 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.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

MUS 191 - Piano Class, Intermediate

A continuation of Mus 190.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

MUS 192 - Beginning Voice Class

This course is intended for students with little or no prior singing experience. We will focus on understanding and improving vocal technique, sight-singing, creating healthy practice habits, gaining confidence in front of a group, and acquiring a personal appreciation for the art of singing. A one-credit section is offered for Bachelor of Music Instrumental Music Education Majors only.

Credits Awarded: 1-2

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

MUS 193 - Voice Class, Intermediate

This course will focus on contemporary musical theatre and commercial music. Students study and explore vocal technique, styles, and performance practices in a wide range of commercial music. Students will gain an understanding of their own vocal technique as it pertains to contemporary styles and genres.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

MUS 194 - Classical Guitar Class, Beginning

Open to all students. A classical (nylon-string) guitar is required. The student shall learn the elements of notation, holding position, left and right hand techniques, the notes in the first position, and be able to play early preludes and etudes. A foundation course for further private study.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

MUS 196 - Folk-Style Guitar Methods

Open to all students. The student shall learn basic major, minor and 7th chords, strumming and finger picking techniques, bar chords and how to read tablature. These techniques, using folk song repertoire, will be used to accompany the singing voice. Complete in one semester.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

MUS 392 - Junior Recital

Music performance majors should register for this course in the semester in which they intend to present a recital required for their degree. The date for the recital should be set in the previous semester, in consultation with the applied lesson instructor. Students must register concurrently for applied lessons on the appropriate instrument or voice.

Credits Awarded: 0
 Terms Offered: Fall, Spring
 Prerequisites: Junior standing or permission of department
 Corequisites: Applied lessons

MUS 492 - Senior Recital

Music performance majors should register for this course in the semester in which they intend to present a recital required for their degree. The date for the recital should be set in the previous semester, in consultation with the applied lesson instructor. Students must register concurrently for applied lessons on the appropriate instrument or voice.

Credits Awarded: 0
 Terms Offered: Fall, Spring
 Prerequisites: Mus 392
 Corequisites: Applied lessons

MUS 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.

Credits Awarded: 0-1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

MUS 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.

Credits Awarded: 0-1
 Terms Offered: Fall, Spring
 Attribute: The Arts II (FA2)

MUS 117 - Women's Chamber Choir

The Choir is open to all women by audition. The ensemble explores choral literature for treble voices.

Credits Awarded: 0-1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

MUS 120 - Orchestra

Open to any student on campus regardless of major, the Symphony Orchestra provides an opportunity to perform a variety of repertoire from Baroque to 21st century music. Advanced players will be selected to be in the Chamber Orchestra, which tours both nationally and internationally and performs at the Christmas Vespers. String players should register for Mus 030; interested wind, brass and percussion players should register for Mus 020. Auditions are held the first week of classes.

Credits Awarded: 0-1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

MUS 130 - Wind Ensemble

An ensemble of 35-50 players open to music majors and non-majors by audition, which performs standard band literature as well as utilizing the concept of one player per part. Performs two-three concerts per semester on campus as well as tours every other year. Interested wind, brass, and percussion players should register for Mus 020. Auditions are held the first week of classes.

Credits Awarded: 0-1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

MUS 133 - Concert Band

A full band open to all students, the Concert Band rehearses and performs standard repertoire and allows Music Education students to work on secondary instruments and rehearsal techniques. The Concert Band is open to community musicians. Wind, brass, and percussion Music Education majors are expected to participate every semester starting sophomore year. String Education majors are expected to participate starting their junior year.

Credits Awarded: 0-1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

MUS 135 - Jazz Arts Collective

The Jazz Arts Collective is the premier large jazz ensemble at Hope College. The Collective places a creative focus on ensemble communication and improvisation. Comprised of a flexible instrumentation, this select group performs compositions and arrangements from across the full spectrum of music. The Collective's repertoire ranges from the great historical jazz composers such as Duke Ellington and Charles Mingus, to works by modern jazz masters like Vince Mendoza, Jim McNeely and John Hollenbeck. The group also frequently performs commissions, works by emerging young composers, and originals by Hope College faculty and students. The ensemble also collectively reinterprets and re-imagines the music from the 20th century classical repertoire.

Credits Awarded: 0-1
Terms Offered: Fall, Spring
Attribute: The Arts II (FA2)

MUS 140 - Collegium Musicum - Vocal

The Collegium is a chamber ensemble open to all students by audition. Annual performances include a Madrigal Dinner in December featuring music from the Medieval, Renaissance and Baroque periods. Auditions are held during the first week of each semester. Collegium will also serve as a conducting practicum for all vocal music education majors the semester after they successfully complete Mus 355.

Credits Awarded: 0-1

Terms Offered: Fall

Attribute: The Arts II (FA2)

MUS 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.

Credits Awarded: 0-1

Terms Offered:

Attribute: The Arts II (FA2)

MUS 160 - Chamber Ensembles

Various faculty members coach chamber ensembles in classical, jazz and folk repertory. Offerings often include String Quartet, Woodwind Quintet, Percussion Ensemble, Brazilian Drumming Ensemble, Brass Quintet, and Folk Ensemble.

Credits Awarded: 0-.5

Terms Offered: Fall, Spring

Attribute: The Arts II (FA2)

NEUROSCIENCE

Neuroscience is one of the fastest growing interdisciplinary fields of study, combining biology, chemistry, computer science, psychology, physics, mathematics and philosophy.

ABOUT THE PROGRAM

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. Students trained in neuroscience go on to successful careers in medicine, clinical psychology, scientific research, pharmacy, public health, science advocacy, law, and public policy.

Neuroscience students at Hope have been very successful in gaining admission to graduate programs in neuroscience and clinical psychology, dental school and other professional health programs. Many of our students also have been successful in gaining employment immediately after graduation as research technicians in both academic and industrial settings.

MAJORS

The vision of the Neuroscience Major program is to teach students the fundamental principles of neuroscience in the context of a research-focused curriculum so that each student will be well prepared to pursue a career in the field of neuroscience, cognitive psychology or an allied health field. Neuroscience students are broadly trained in the foundational disciplines of biology, psychology, chemistry and statistics while also providing depth in training at multiple levels of neuroscience in four neuroscience courses: 1) Intro to Neuroscience, 2) Neurochemistry and Neuropharmacology, 3) Neuroanatomy and Neurophysiology and 4) Cognitive Psychology/ Neuroscience. Students then have the opportunity to tailor their major by selecting 1) the most appropriate cognate courses in computer science, engineering, physics and philosophy and 2) upper level biology or psychology courses, which best suite their specific career goals. Finally, students have the opportunity to apply their foundational knowledge to novel problems in neuroscience in a collaborative research capstone experience in their junior or senior year.

DEGREE REQUIREMENTS FOR BACHELOR OF ARTS IN NEUROSCIENCE

In order to maximize student's interdisciplinary training, we offer a **Bachelor of Arts in Neuroscience**. The B.A. in neuroscience requires completion of 63-67 credits. As noted above, students have several options within the curriculum to tailor their degree program to fit their specific interests. Therefore, it is important that all students considering a major in neuroscience talk with a faculty member in the Neuroscience program as early as possible when planning their degree program.

Fundamental Disciplinary Courses (24-28 credits):

- PSY 100 – Introduction to Psychology, 4 credits
- PSY 200 – Research Methods, 4 credits
- MATH 311/312 – Statistical methods/Applied Statistics, 4 credits
- BIOL 105/107 – General Biology I, 4 credits
- BIOL 106/108 – General Biology II, 4 credits
- CHEM 103 – Introduction to Biological Chemistry, 4 credits
- Or CHEM 125/126/127/128 – General Chemistry I, 8 credits
- Or CHEM 131/132 – Accelerated General Chemistry I, 4 credits

Important Considerations:

1. Students interested in pursuing graduate studies in cellular, molecular, or systems neuroscience or professional studies in a health-related field should take the following to fulfill admission requirements for their intended post-graduate program:
 - the General Chemistry series, either CHEM 125/126, 127/128 OR CHEM 131/132. Sophomore students with prior experience in high school chemistry are encouraged to enroll in CHEM 131/132.
 - one year of Organic Chemistry, CHEM 221/255, 231/256
 - at least one semester of Biochemistry, CHEM 311
2. Those students intending to seek advanced degrees in clinical psychology or other cognitive-related disciplines should consider taking CHEM 103.
3. Some neuroscience graduate programs may also require Calculus, MATH 131
4. Students who choose not to take Calculus should take MATH 311/312 after they have completed Research Methods or the General Biology Series.

Required Core Neuroscience/Psychology Courses (23 credits)

- NSCI 211 – Introduction to Neuroscience, 4 credits
- NSCI 312 – Neuroanatomy and Neurophysiology, 4 credits
- NSCI 335 – Neurochemistry and Disease, 4 credits
- PSY 340 – Cognitive Psychology, 4 credits
- NSCI 411 – Advanced Neuroscience Research I, 4 credits
- NSCI 412 – Advanced Neuroscience Research II, 3 credits

Advanced Psychology, Biology or Neuroscience Electives (Choose 8 credits from the following):

- BIOL 221 – Human Physiology, 4 credits
- BIOL 355 – Developmental Biology, 4 credits
- BIOL 348/349 – Cell Biology and lab, 4 credits
- BIOL 370 – Animal Behavior, 4 credits
- BIOL/PSY 395 – Psychoneuroimmunology, 4 credits
- BIOL 442 – Advanced Topics in Animal Physiology, 4 credits
- PSY 310 – Behavior Disorders, 4 credits
- PSY 325 – Health Psychology, 4 credits
- PSY 395 – Sleep Seminar, 2 credits

Important Considerations

1. Students wishing to take BIOL 355, 348/394, 370 or 442 must have taken the Introductory Biology Sequence. BIOL 105/106, 107/108.
2. Students may apply 1-4 credits of BIOL 490, CHEM 490, PSY 490, NSCI 490, Independent Research Credit toward this elective.

Physics/Engineering/Computer Science Elective (Choose 4 credits from the following):

- BIOL 318 – Mathematical Biology, 4 credits
- CSCI 195 – Introduction to Programming with Python / BIO 195 Introduction to Bioinformatics (two 1/2 semester courses, taken as a sequence for 4 credits total)
- CSCI 225 – Software Design and Implementation, 4 credits
- PHYS 122/142 – General Physics II, 4 credits*
- PHYS 106/8 – College Physics II, 4 credits*
- ENGS 140 – Introduction to Electrical Circuits, 2 credits
- ENGS 295 – Introduction to Engineering Computing, 2 credits
- ENGS 382 – Bioelectric Systems, 2 credits

Important Considerations

1. *PHYS 106/108 has a prerequisite of PHYS 105/107 and PHYS 122/142 has a prerequisite of PHYS 121/141.
2. Students interested in pursuing professional studies in a health-related field are highly recommended to take one year of physics. Some neuroscience graduate programs require one year of physics.

- Those students interested in computational neuroscience are highly encouraged to take the CSCI 195/BIOL 195 courses or CSCI 225.

PHILOSOPHY eLECTIVE (cHOOOSE 4 CREDITS FROM THE FOLLOWING):

- PHIL 325 – Philosophy of the Mind, 4 credits
- PHIL 360 – Philosophy of Science, 4 credits
- PHIL 295 – Medical Ethics, 4 credits

MINORS

The neuroscience minor is structured on the existing disciplinary course infrastructures. The minor consists of a total of 23 credit hours, combining three core neuroscience courses listed below with flagged courses from multiple disciplines, thus allowing students to tailor their own specialized program to match their interests.

The core courses will consist of:

- NSCI 211 – Introduction to Neuroscience, 4 credits
- NSCI 411 – Advanced Neuroscience Research I, 4 credits
- NSCI 412 – Advanced Neuroscience Research II, 3 credits

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:

- BIOI 221 – Human Physiology, 4 credits
- BIOL 335 – Neurochemistry and Disease, 4 credits
- BIOL 348 – Advanced Topics in Cell Biology, 4 credits
- BIOL 355 – Developmental Biology, 4 credits
- BIOL 370 – Animal Behavior, 4 credits
- BIOL/PSY 395 – Psychoneuroimmunology, 4 credits
- BIOL 442 – Advanced Topics in Animal Physiology, 4 credits

CHEMISTRY:

- CHEM 335 – Neurochemistry and Disease, 4 credits

ENGINEERING:

- ENGS 140 – Introduction to Electrical Circuits, 2 credits
- ENGS 240 – Electrical Circuits, 2 credits
- ENGS 351 – Signal Analysis and Communications, 3 credits
- ENGS 382 – Bioelectrical Systems, 4 credits

NEUROSCIENCE:

- NSCI 312 – Neuroanatomy and Neurophysiology, 4 credits

nursing:

- NURS 320 – Pathophysiology, 4 credits
- NURS 325 – Psychiatric Mental Health Theory and Practicum, 3 credits

PHILOSOPHY

- PHIL 325 – Philosophy of Mind, 4 credits
- PHIL 360 – Philosophy of Science, 4 credits

PSYCHOLOGY

- PSY 310 – Behavior Disorders, 4 credits
- PSY 325 – Health Psychology, 4 credits
- PSY 340 – Cognitive Psychology, 4 credits
- PSY 395 – Sleep Seminar, 2 credits
- PSY 395 – Learning and Learning Strategies, 4 credits
- PSY/BIOL 395 – Psychoneuroimmunology, 4 credits

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 as their flagged course in neuroscience
3. Students can receive credit for taking BIO 221 or BIO 442, but not for both classes.
4. Students must take NSCI 411 and NSCI 412 in the same academic year.
5. Students should attempt to take as many of their flagged courses as possible prior to enrolling in NSCI 411.

COURSES

NSCI 195 - Studies in Neuroscience

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered:

Prerequisites: Permission of instructor

NSCI 211 - Introduction to Neuroscience

This interdisciplinary course covers basic information from biology, chemistry, psychology, and philosophy that is relevant for understanding the nervous system and its role in behavior.

Topics include structure and function of neurons, brain anatomy, sensory and motor systems, and the neuroscience of motivation, emotion, sleep, memory, language, and consciousness.

Laboratory projects expose students to research methods in neuroscience, including monitoring the activity of individual neurons and recording physiological responses from humans. Three hours of lecture plus one 3-hour lab session per week.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

NSCI 295 - Studies in Neuroscience

A topical lecture, seminar, or laboratory course designed to supplement the regular course offerings in neuroscience. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

NSCI 312 - Neuroanatomy and Neurophysiology

This course is focused on structure/function relationships of the vertebrate nervous system, using a systems-based approach. After a brief overview of neuroanatomy principles, students will study the physiology and functional anatomy of motor control, somatosensory function, pain, vision, audition, olfaction, vestibular function, memory, reward and emotion. This course will use clinical cases in order to emphasize how the fundamental neuroanatomy and neurophysiological principles relate to the human nervous system function.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: NSCI 211 or equivalent, Or, Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

Attribute: Natural Science I with lab (NSL)

NSCI 335 - Neurochemistry and Disease

The biochemistry of the brain and how it influences nervous system function, specifically of motor and cognitive processes, will be studied. The relationship between altered neurochemical activity and disease states will be explored using a case study approach. The laboratory component will introduce several neurochemistry techniques and a novel neurochemistry research project. Lecture, 3 hours per week; laboratory, one 3-hour session per week. Cross-listed with Biol 335 and Chem 335.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent, Or, Chem 311 or NSCI 211

Attribute: Natural Science I with lab (NSL)

NSCI 390 - Independent Study in Neuroscience

A special course to allow students to study an area of neuroscience not included in the regular curriculum or an in-depth study of a selected neuroscience topic.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: NSCI 211 or equivalent, Permission of instructor

NSCI 395 - Studies in Neuroscience

A topical lecture, seminar, or laboratory course designed to supplement the regular course offerings in neuroscience. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: NSCI 211 or equivalent

NSCI 411 - Advanced Neuroscience Research I

An interdisciplinary course in which students with different academic majors work together as a team to complete a self-designed neuroscience research project supervised by the instructor. This course is the first half of the capstone project for the Neuroscience minor program. Students will read and discuss primary research literature, write a formal research proposal, then design and conduct a study on a neuroscience topic. One 3-hour lab session plus 3 hours of discussion per week.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: NSCI 211 or equivalent

NSCI 412 - Advanced Neuroscience Research II

This is the second semester of the capstone project for the neuroscience minor program. In this course, students with different academic majors work together as a team to complete the self-designed neuroscience research project that was initiated in NSCI 411. Students will continue to examine and discuss the relevant neuroscience literature, finish any remaining data collection and data analysis, and prepare a formal scientific report and research presentation. Three hours of discussion per week.

Credits Awarded: 3

Terms Offered: Spring

Prerequisites: NSCI 411

NSCI 490 - Research in Neuroscience

This course is designed to give students majoring in neuroscience a chance to do research in an area in which they have a special interest. Requires permission of the instructor with whom the student will work.

Credits Awarded: 0-2

Terms Offered: Fall, Spring

Prerequisites: NSCI 211 or equivalent, Permission of instructor

NSCI 493 - Independent Study in Neuroscience

Course provides opportunity for a junior or senior neuroscience major to engage in an independent study project in an area in which the student has special interest.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: NSCI 211 or equivalent, Permission of Instructor

NSCI 495 - Advanced Studies in Neuroscience

A special course, sometimes taught as a seminar, which deals with a specific area of neuroscience at an advanced level. May be repeated for credit under different topics.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: NSCI 211 or equivalent, Permission of instructor

NSCI 499 - Internship in Neuroscience

This program provides practical experience for students and is usually done off-campus. It requires formal application and permission of the department chairperson. The student will write a report or give an oral department seminar presentation following the internship experience.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: NSCI 211 or equivalent, Permission of department chair

NURSING

Nursing is a scholarly, altruistic profession that focuses on the practice of holistic, multidimensional care to promote the optimal health of persons, within the context of the Christian faith. The goal of the department is to prepare professional nurses with essential knowledge, competencies, attitudes and values necessary for effective nursing practice.

ABOUT THE PROGRAM

The Hope College Nursing Department 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 multidimensional, compassionate and culturally sensitive care for individuals, families, groups, communities and populations.

Student Outcomes: Upon completion of the program, the Hope College Department of Nursing graduate will:

- Provide value-based nursing care within the context of the Christian faith.
- Engage in the roles of the professional nurse to promote the optimal health of persons across the lifespan.
- Practice evidence-based professional nursing care using critical thinking to provide safe, quality patient care.
- Utilize the nursing process to provide complex, multi-dimensional, holistic care.
- Engage in effective intra-professional and inter-professional communication and collaboration to advocate for the optimal health of persons.
- Assume accountability for planning and/or providing community-based nursing care for individuals, families, groups, communities, or populations.
- Provide culturally competent care for individuals, families, groups, communities, or populations.
- Engage in continuous professional development through advanced education and/or activities of life long learning.

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. Practicum experiences occur in acute care and community sites. These sites include, but are not limited to:

- Helen DeVos Children's Hospital
- Holland Hospital

- Mary Free Bed Rehabilitation Hospital
- Ottawa County Health Department
- Pine Rest Christian Mental Health Services
- Spectrum Health

The research practicum will occur in the location where the research study is taking place. Students are responsible for their own transportation for all practicum experiences.

Upon completion of all requirements, a Bachelor of Science in Nursing (BSN) is awarded. The program meets the requirements for licensure in Michigan. Students seeking licensure in other states are responsible to verify existence of special requirements for that particular state. 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 licensing examination (NCLEX-RN®). 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). The Hope College Nursing Program is also approved by the Illinois Board of Nursing (100 W. Randolph St., Chicago, IL 60601) to provide internship placements in collaboration with the Chicago Semester internship program. The baccalaureate degree in nursing at Hope College is accredited by the Commission on Collegiate Nursing Education (655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791, ccneaccreditation.org).

MAJORS

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 semester 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. Exceptional high school graduates, eligible for pre-acceptance into the nursing major, will be notified by the Hope College Admissions Office.

The nursing application includes a nursing program student admission application form and references from professional people (non-family), one of which must be from a Hope College professor. In a proctored environment at Hope College, all applicants will write an essay and take the Test of Essential Academic Skills (TEAS). Students will pay a fee for the pre-nursing exam. Consideration is given to cumulative grade point average, grade point average in prerequisite courses, ACT and SAT scores, TEAS score, mid-term grades and achievement in individual courses.

Applications will be accepted at any time. Items described 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 website](#). 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 be eligible for admission to the nursing program, students must have successfully completed one prerequisite natural science course. At the time of program application, students must also be enrolled or have completed an additional prerequisite natural science course and one prerequisite social science course. To be eligible for admission to the nursing major, a minimum overall cumulative grade point average of 3.2 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. Transfer students must complete 12 credits at Hope College before applying to the Nursing program, including at least one prerequisite natural science course. The number of transfer students will be limited to 10% per semester.

Acceptance into the nursing program and continuation in the nursing program are contingent on passing a criminal background check, drug screening, and meeting clinical agency requirements. Students will be charged a fee for the background check and drug screening.

Bachelor of Science in Nursing

The B.S.N. degree requires 42 credits as prerequisite or corequisite courses. Additionally, there are 49 required credits in nursing. A minimum of a C (2.0) is required for the nursing courses and the prerequisite or corequisite courses, and an overall GPA of 2.5 must be achieved throughout the program to meet nursing major graduation requirements.

A student can receive less than a C (2.0) or withdraw for academic reasons from only one non-nursing prerequisite/corequisite course one time. A student can fail or withdraw, for academic reasons, from only one nursing course one time. If a student fails or withdraws from a prerequisite, co-requisite or nursing course due to academic reasons a second time, he/she must withdraw from the nursing major. This student would not be eligible to reapply to the nursing major at Hope College. Any prerequisite, corequisite or nursing course for which a student receives a grade of less than a C (2.0) must be repeated. A student must withdraw from the nursing major if the cumulative GPA is less than 2.5, and the student would no longer be eligible for the nursing major.

Prerequisite and Corequisite Courses (39 credits):

- BIO 103 – Introduction to Cellular Biology, 4 credits

- BIO 221 – Human Physiology, 4 credits
- BIO 222/KIN 200 – Human Anatomy, 4 credits
- BIO 231 – Microbiology, 4 credits
- CHEM 103 – Introduction to Biological Chemistry, 4 credits
- KIN 208 – Introduction to Nutrition, 3 credits
- MAT 210 – Introductory Statistics, 4 credits
- PSY 100 – Introduction to Psychology, 4 credits
- PSY 230 – Developmental Psychology, 4 credits
- SOC 101 – Sociology and Social Problems, 4 credits
- ENGL 113 – Expository Writing, 4 credits

The Hope College general education requirements have some adaptations.

General Education Courses:

- IDS 100 – First Year Seminar, 2 credits
- KIN 140 – Health Dynamics, 2 credits
- REL 100 – Religion I only, 2 credits
- Arts I only, 4 credits
- Cultural Heritage I & II, 8 credits - At least one course will be interdisciplinary
- Second (Foreign) Language – Courses 102, 122 or 172
- Senior Seminar, 4 credits

Social Science, Mathematics and Natural Science requirements are met through the nursing prerequisite and corequisite courses.

Students who plan to complete both the Bachelor of Science in Nursing (B.S.N.) degree and another Bachelor of Science or Bachelor of Arts degree must complete the full B.S./B.A. general education requirements.

NURSING MAJOR COURSES

Evidence of the following items is required for nursing major courses:

- Health and immunization reports
- American Heart Association BLS for Health Care Provider CPR card
- Health insurance

Students must have their own transportation for practicum experiences. Students will be required to purchase a nursing uniform and equipment for lab and clinical 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 49 credits of nursing courses include the following. Any deviation from the listed prerequisites or corequisite courses must be approved by the instructor.

COURSES

NURS 210 - Introduction to Professional Nursing

This course introduces professional nursing within the context of the Christian faith. The course content includes nursing theory, critical thinking, professional nursing roles, community-based nursing, nursing process and holistic nursing care for individuals, families, groups and communities across cultures. Open to non-nursing majors by permission of the chairperson.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major or permission of chairperson

NURS 222 - Basic Skills Laboratory

This course will develop introductory healthcare psychomotor skills through laboratory practice. Skills will be examined with a focus on the provision of introductory evidence-based care to individuals across the lifespan and across cultures. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Open to non-nursing majors by permission of the chairperson. Meets the first half of each semester. Students may take Biol 222 or equivalent either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major or permission of chairperson, Biol 222 or equivalent with a grade of C or better

Corequisites: Biol 222 or equivalent, Nurs 242

NURS 242 - Advanced Skills Laboratory

This course will develop advanced professional nursing psychomotor skills through laboratory practice. Skills will be examined with a focus on the provision of care to individuals across the lifespan and across cultures. Laboratory, one 3-hour session per week and 3 hours of independent study/skills practice per week for a half semester. Not open to non-nursing majors. Meets the second half of each semester. Students may take Biol 222 or equivalent either prior to enrollment in or concurrently with the class.

Credit Awarded: 1

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Biol 222 or equivalent with a grade of C or better

Corequisites: Biol 222 or equivalent, Nurs 222

NURS 255 - Health Assessment

This course presents the process of health assessment for individuals, families, groups, and communities. Physical, psychological, social, spiritual, and cultural assessment skills and techniques are developed, focusing on lifespan application within the context of the Christian faith. This course is a combination of theory and applied experiences in the laboratory and community. Theory, one hour per week; Laboratory/Community, three hours per week. Open to non-nursing majors by permission of the chairperson. Biol 221, Biol 222 or equivalent, and Psy 100 may be taken either prior to enrollment in or concurrently with the class. Open to non-nursing majors by permission of the chairperson.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major or permission of chairperson, Biol 221 with a grade of C or better, Biol 222 or equivalent with a grade of C or better, Psy 100 with a grade of C or better

Corequisites: Biol 221, Biol 222 or equivalent, Psy 100

NURS 260 - Pharmacology

This course provides a study of medication and their interactions with individuals across the lifespan and across cultures. A focus will be placed on roles of the professional nurse and other health professionals in using a problem solving process for the promotion of optimal health. Open to non-nursing majors by permission of the chairperson. Biol 103, Biol 221, Biol 222 or equivalent, Biol 231, and Chem 103 may be taken either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered:

Prerequisites: Declared nursing major or permission of chairperson, Biol 103 or equivalent with a grade of C or better, Biol 221 with a grade of C or better, Biol 222 or equivalent with a grade of C or better, Biol 231 with a grade of C or better, Chem 103 or equivalent with a grade of C or better

Corequisites: Biol 103 or equivalent, Biol 221, Biol 222 or equivalent, Biol 231, Chem 103 or equivalent

NURS 295 - Studies in Nursing

A special theory, seminar, or practicum course in a specific study in nursing.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, May, June, July

Prerequisites: Permission of chairperson, Declared nursing major

NURS 310 - Special Topics in Professional Nursing

This course will explore topics common within professional nursing practice including lab/diagnostic testing, care of patients with chronic illnesses, inter-professional collaboration, end of life care, and care of patients with addictive disorders. Topics will be examined with a focus on the provision of care for individuals across the lifespan and across cultures. This course will analyze the professional nursing roles performed in the provision of evidence-based care within the context of the Christian faith. Students may take Nurs 222, Nurs 242, Nurs 320, Kin 208 and Psy 230 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered:

Prerequisites: Declared nursing major, Nurs 210 with a grade of C or better, Nurs 222 and Nurs 242 with a grade of C or better, Nurs 255 with a grade of C or better, Nurs 260 with a grade of C or better, Nurs 320 with a grade of C or better, Kin 208 with a grade of C or better, Psy 230 with a grade of C or better, Soc 101 with a grade of C or better
Corequisites: Nurs 222 and Nurs 242, Nurs 320, Kin 208, Psy 230

NURS 315 - Family Health Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based health care for families in the community. Students will utilize and implement the nursing process as it pertains to families. Emphasis will be placed on health promotion, health education and disease prevention with community-based healthy families across cultures. A focus will be placed on developing partnerships with families for their health care. This course is a combination of theory and practicum experiences. Theory, 7 hours per semester; practicum, 21 hours per semester. Completion of one additional theory and practicum course is required prior to this course.

Credit Awarded: 1

Terms Offered: Spring

Prerequisites: Declared nursing major, Nurs 210 with a grade of C or better, Nurs 255 with a grade of C or better, Nurs 260 with a grade of C or better, Nurs 310 with a grade of C or better

NURS 320 - Pathophysiology

A study of the physiologic dysfunction in disease processes across the lifespan and across cultures. Etiology, predisposing/risk factors, pathogenesis and clinical manifestations will be discussed in relation to alterations in health. Open to non-nursing majors by permission of the chairperson.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Declared nursing major or permission of chairperson, Biol 103 or equivalent with a grade of C or better, Biol 221 with a grade of C or better, Biol 222 or equivalent with a grade of C or better, Biol 231 with a grade of C or better, Chem 103 or equivalent with a grade of C or better

NURS 325 - Psychiatric Mental Health Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based psychiatric mental health nursing care across the lifespan and across cultures. 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. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Students may take Nurs 310 and Nurs 242 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 242 with a grade of C or better, Nurs 310 with a grade of C or better

Corequisites: Nurs 242, Nurs 310

NURS 335 - Maternity and Women's Health Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based maternity and women's health nursing care for the woman from menarche through post-menopause, including care of the perioperative patient.

Emphasis will be placed on utilizing a variety of nursing roles in the provision of care to promote or restore optimal health in the child-bearing family across cultures. This course is a combination of theory and practicum experiences. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Students may take Nurs 242, Nurs 310 and Psy 230 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 310 with a grade of C or better, Psy 230 with a grade of C or better

Corequisites: Nurs 310, Psy 230

NURS 345 - Pediatric Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based pediatric nursing care for the neonate through the adolescent, across cultures. 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. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Nurs 310 and Nurs 320 may be taken either prior to enrollment in or concurrently with the class. Completion of one theory and practicum course is required prior to this course.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better

Corequisites: Nurs 310, Nurs 320

NURS 365 - Adult Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based, adult nursing care across cultures. 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. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Completion of one theory and practicum course is required prior to this course.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better

NURS 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 of critically evaluating, utilizing, and participating in nursing research for recipients of care across the lifespan and across cultures will be analyzed. Completion of one theory and practicum course is required prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Declared nursing major, Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better, Engl 113 with a grade of C or better, Math 210 or equivalent with a grade of C or better

NURS 385 - Gerontological Nursing Theory and Practicum

This course provides an opportunity to integrate concepts of evidence-based gerontological nursing care across cultures. 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. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Students may take Nurs 310 and Nurs 320 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 310 with a grade of C or better, Nurs 320 with a grade of C or better

Corequisites: Nurs 310, Nurs 320

NURS 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 the course. Practicum, three hours per week. One credit required for Nursing major. Additional credits optional with permission of the chair. Course can be repeated for additional credit with permission of the chairperson. Completion of two theory and practicum courses is required prior to this course.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Prerequisites: Declared nursing major, Nurs 380 with a grade of C or better

NURS 420 - Community Health Nursing Theory and Practicum

This course provides an opportunity to evaluate concepts of evidence-based and population-based community health care across cultures. An emphasis will be placed on utilizing a variety of nursing roles to improve the 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. This course meets both first and second half of each semester. Theory, 14 hours; practicum, 84 hours per rotation for a half semester. Completion of two theory and practicum courses is required prior to this course.

Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Declared nursing major, Nurs 315 with a grade of C or better
Attribute: Global Learning Domestic (GLD)

NURS 465 - Advanced Adult Nursing

This course provides an opportunity to analyze advanced concepts of caring for the complex, high acuity adult client across cultures. Emphasis will be placed on exploring the provision of evidenced-based nursing care for adults with multisystem dysfunction to promote or restore optimal health. This theory course meets the second half of each semester. Students may take Nurs 365 either prior to enrollment in or concurrently with the class.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared nursing major, Nurs 365 with a grade of C or better, Nurs 385 with a grade of C or better
Corequisites: Nurs 365

NURS 480 - Nursing Management and Transitions

This course provides an in-depth examination of issues essential to nursing leadership and management roles and professional nursing practice. An emphasis will be placed on integration of critical thinking skills and management skills necessary for providing evidence-based care for patients across the lifespan and across cultures in a variety of health care settings. This theory course meets the first half of each semester. Completion of three theory and practicum courses is required prior to this course.

Credits Awarded: 2
Terms Offered: Fall, Spring
Prerequisites: Declared nursing major

NURS 486 - Clinical Reasoning in Nursing

This course provides a comprehensive evaluation of clinical reasoning in nursing. An emphasis will be placed on the critical evaluation of specialty content areas, with a focus on the integration of critical thinking skills necessary for providing evidence-based care to patients across the lifespan and across cultures in a variety of health care settings. This course also includes in-depth preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students must reach a benchmarked score on an NCLEX-RN practice exam (3 hours in length) or complete remediation work as part of this course. Students may take Nurs 480 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 480 with a grade of C or better

Corequisites: Nurs 480, Nurs 488

NURS 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 roles of the professional nurse in the provision of evidence-based care. The student will have a minimum of 150 hours of clinical experience while being mentored by a professional nurse. Students may have the option to have their nursing internship as a part of the Chicago Semester program. This is a half-semester course that meets both first half and second half. Students may take Nurs 480 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Declared nursing major, Nurs 480 with a grade of C or better

Corequisites: Nurs 480

NURS 490 - Research in Nursing

This course is designed to give students majoring in nursing a chance to do research in an area in which students and faculty have a special interest. Students are expected to attend weekly seminars and/or submit an appropriate report at the end of the semester. Requires formal application and permission of the instructor with whom the student will work.

Credits Awarded: 0-2

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson, Declared nursing major

NURS 493 - Independent Study in Nursing

This course provides an opportunity for in-depth study in an area of special interest in nursing. Students are expected to attend weekly seminars and/or submit an appropriate report at the end of the semester. Requires formal application and permission of the instructor with whom the student will work.

Credits Awarded: 1-3

Terms Offered: As Needed

Prerequisites: Permission of chairperson, Declared nursing major

NURS 495 - Advanced Studies in Nursing

This advanced studies seminar course provides an opportunity to evaluate options for graduate nursing education and advanced nurse roles. The course will focus on evaluating the professional nurse roles of research team member, utilizer of research, educator, advanced care provider, collaborator, designer of care, manager/leader, advocate for patients, member and advocate of the nursing profession, and life-long learner. Completion of two theory and practicum courses is required prior to this course.

Credits Awarded: 1-4

Terms Offered: Fall

Prerequisites: Permission of chairperson

PEACE AND JUSTICE

The Peace and Justice Studies Minor prepares students to assume their roles as global citizens and leaders through the development of knowledge and strategies for engaging a global society and promoting a peaceful and just world.

ABOUT THE PROGRAM

The minor takes an interdisciplinary approach to understanding peace theory, application and strategy. It introduces students to the academic study of the religious, historical, political, environmental, sociological, cultural and economic causes of conflict, as well as the psychological, philosophical, religious and communication processes of building peace and justice.

Graduates will be positioned to pursue post-graduate work with:

- The Peace Corps
- Non-Government Organizations (NGO's)
- Religions Organizations
- International Agencies and Corporations
- Political Organizations
- Environmental Groups
- Economic and Development Organizations
- Peace and Justice Foundations

MINORS

Peace and Justice Minor

Students pursuing the Peace and Justice Studies Minor will gain an understanding of conflict from interpersonal to international contexts, by becoming more aware of their own and others' identities, cultures and communities.

REQUIRED COURSES

IDS 296 - Introduction to Peace Studies, 4 credits

REL 460 – Christianity and the Quest for Peace, 4 credits

ELECTIVES

12 credits of approved electives (course descriptions and details are listed with the corresponding department) selected from:

AES 210	COMM 231	COMM 240	COMM 340
COMM 341	ENGL 113 (approved topics)	ENGL 233	ENGL 234
ENGL 282	ENGL 375	ENVR 377	HIST 206
HIST 252	HIST 255	HIST 256	HIST 321
HIST 344	HIST 351	HIST 361	HIST 370
IDS 200 (approved topics)	IDS 495 (approved topics)	MIN 323	PHIL 245
PHIL 343	POL 110 (approved topics)	POL 151	POL 160
POL 251	POL 262	POL 303	POL 305
POL 378	PSY 110	REL 100 (approved topics)	REL 265
REL 295	REL 324	REL 345	REL 389
REL 490	SOC 281	SOC 356	SOC 395 (approved topics)
WGS 200	WGS 350		

Students will be encouraged to supplement their minor with study abroad, internships, conferences and other experiential activities.

Other Requirements

- When selecting electives for the minor, students should keep in mind they may only count one course towards both their major and minor.

- Students are required to select electives from at least 2 different departments and programs to achieve the broadest possible perspectives on the conditions that affect the processes of peace and justice.
- No more than two courses can be from the same department.
- Students may only take one elective that is also a general education course.
- At least 2 of the electives must be at the 200-level or above.

PHILOSOPHY

Philosophy comes from two Greek words meaning ‘love of wisdom.’ This may still be the best short definition of philosophy.

ABOUT THE PROGRAM

“Philosophy” is a word that means “love of wisdom.” That might sound broad, and that’s because it is. Every academic discipline was once a part of philosophy, which is why professors in most other disciplines have a “Ph.D.,” an abbreviation for “doctor of philosophy.” Why is philosophy so broad? Because it asks the most fundamental questions behind everything we know. Like Socrates, perhaps the quintessential philosopher, philosophers ask questions like “what is love?,” “what is justice?,” and “what is a person?” Often you’ve already answered those questions by the time you enter a laboratory or a courtroom, but that doesn’t mean you’re right. Because of this, philosophy is often countercultural, because it asks us to think and rethink our assumptions so that we can live more reflective and meaningful lives.

Why study philosophy? Here are three reasons: first, the study of philosophy gives you valuable transferable skills, like critical thinking, that employers expect and generally don’t get. How do we know? Because philosophy-bound students consistently outperform every other major on the Graduate Record Exam (GRE), and every non-STEM field in every other major standardized test, like the GMAT, LSAT, and even MCAT. Second, if you’ve ever felt like a speck of dust in our vast universe, we can relate. Philosophers ask the ultimate questions, questions that never get old and never get boring. Third, every religion, and certainly Christianity, is grounded in a response to these big philosophical questions. If you want to grow in faith, or you just want to know what all the fuss is about, many philosophers through the ages have sought to understand their faith through philosophy.

Hope’s Philosophy Department offers courses in applied ethics, philosophy of law, political philosophy, philosophy of mind, philosophy of religion, philosophy of science, as well as courses in major philosophical movements (such as existentialism and postmodernism), cultures (such as those of India, Tibet, China, and Japan), and time periods (such as ancient, medieval, and modern).

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

Philosophy

GENERAL REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

- PHIL 200–Informal Logic, 2 credits or PHIL 201–Logic, 4 credits
- PHIL 230–Ancient Philosophy or PHIL 237–World Philosophies, 4 credits
- PHIL 232–Modern Philosophy or a Philosophy course flagged as CH2, 4 credits
- PHIL 450–Capstone Seminar in Philosophy, 4 credits
- Global Learning flag on at least 1 course

Electives

- List I (Knowledge and Reality), 4 credits
- List II (Values and Human Condition), 4 credits
- Eight additional Philosophy credits (or 10 if Informal Logic taken for Logic Requirement)

Total Credits Required: 32 minimum in Philosophy

Note: Only one cross-listed course (4 credits) offered by another department may count toward the major.

Dual MAJOR IN PHILOSOPHY

Majors in Philosophy can complement and enrich other areas of study in a way that makes good sense of a student's vocational perspective.

Required Courses for the Dual Major

- PHIL 200–Informal Logic, 2 credits or Philosophy 201 – Formal Logic, 4 credits
- PHIL 450–Capstone Seminar in Philosophy, 4 credits
- One course from List II (Values and Human Condition), 4 credits
- One from List III (History), 4 credits
- One from List IV (Special Topics), 4 credits
- At least one other elective, minimum 4 credits

Note: Only one cross-listed course (4 credits) offered by another department may count toward the major.

Total Credits Required: 24 minimum in Philosophy

Specific examples of courses which might appeal to students with particular interests include the following:

PRE-SEMINARY STUDENTS

- PHIL 230 – Ancient Philosophy
- PHIL 320 – Knowledge and Belief
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 370 – Metaphysics

PRE-LAW STUDENTS

- PHIL 201 – Logic
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 343 – Twentieth Century Political Thought
- PHIL 345 – Ethics
- PHIL 375 – Philosophy of Law

PRE-MEDICAL STUDENTS

- PHIL 245 – Applied Ethics
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 360 – Philosophy of Science

FUTURE EDUCATORS IN LITERATURE AND THE ARTS

- PHIL 331 – Philosophy of Religion
- PHIL 373 – Aesthetics
- PHIL 380 – Existentialism
- PHIL 385 – Postmodernism

FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS

- PHIL 245 – Applied Ethics
- PHIL 320 – Knowledge and Belief
- PHIL 325 – Philosophy of Mind
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 360 – Philosophy of Science
- PHIL 373 – Twentieth Century Political Thought

MINORS

Philosophy

GENERAL REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

A minimum of 18 credits from Department of Philosophy courses, following these guidelines:

- PHIL 200 or 201–Informal Logic or Logic, 2 or 4 credits
- PHIL 230, 232, or 237- Ancient, Modern or World Philosophy, 4 credits
- Two additional courses from List I, Knowledge & Reality or List II, Values/Human Condition, 8 credits
- Total of at least two 300-level courses or at least one 400-level course
- With department permission, an IDS Cultural Heritage class may count for 2 credits toward a minor (usually when the professor is a Philosophy faculty member)

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:

PRE-SEMINARY STUDENTS

- PHIL 230 – Ancient Philosophy
- PHIL 320 – Knowledge and Belief
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 370 – Metaphysics

PRE-LAW STUDENTS

- PHIL 201 – Logic
- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 343 – Twentieth Century Political Thought
- PHIL 345 – Ethics
- PHIL 375 – Philosophy of Law

PREMEDICAL STUDENTS

- PHIL 245 – Applied Ethics
- PHIL 331 – Philosophy of Religion
- PHIL 345 – Ethics
- PHIL 360 – Philosophy of Science

FUTURE EDUCATORS IN LITERATURE AND THE ARTS

- PHIL 331 – Philosophy of Religion
- PHIL 373 – Aesthetics
- PHIL 380 – Existentialism
- PHIL 385 – Postmodernism

FUTURE SOCIAL SCIENTISTS AND PSYCHOLOGISTS

- PHIL 245 – Applied Ethics
- PHIL 320 – Knowledge and Belief
- PHIL 325 – Philosophy of Mind

- PHIL 341 – Ancient and Medieval Political Thought
- PHIL 342 – Modern Political Thought
- PHIL 360 – Philosophy of Science
- PHIL 373 – Twentieth Century Political Thought

COURSES

PHIL 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. Past topics included "Sexual Ethics," "Animal Rights," "Liberal Democracy and Islam," and "Philosophy of Race."

Credits Awarded: 2
Terms Offered: As Needed

PHIL 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.

Credits Awarded: 2
Terms Offered: Spring

PHIL 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 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.

Credits Awarded: 4
Terms Offered: Fall
Attribute: Mathematics II (MA2)

PHIL 320 - 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?"

Credits Awarded: 4
Terms Offered: Spring

PHIL 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.

Credits Awarded: 4
Terms Offered: Fall, Spring

PHIL 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 Rel 364.

Credits Awarded: 4
Terms Offered: Spring

PHIL 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, what science tells us about the nature of the physical and biological universe, and how science affects us and our future.

Credits Awarded: 4
Terms Offered: Fall, Spring

PHIL 370 - Metaphysics

An examination of foundational philosophical issues about the nature of reality and the subject of ontology or what sorts of things are in the world. Examples of topics to be discussed include necessity and possibility, causation, free-will and determinism, personal identity, the mind-body problem, universals, and the relationship between language and reality.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 241 - Philosophies of India and Tibet

An introduction to the philosophical traditions of India and Tibet focusing primarily on the classical texts of these traditions -- the Vedas, Upanishads, Bhagavad-Gita, and the Hindu and Buddhist Sutras -- as well as the systems of thought they produced. Many of the ideas we will consider will have spiritual as well as philosophical significance. Issues to be explored include the nature of the divine, ultimate reality, the self, happiness, ethics, the just society, knowledge, and spiritual liberation. We will also consider more recent representatives of these traditions, such as Mohandas Gandhi of India and the contemporary political and spiritual leader of the Tibetan People, the Dalai Lama. Comparisons to Western philosophical and religious conceptions will be made where appropriate.

Credits Awarded: 4
Terms Offered: As Needed
Attribute: Global Learning International (GLI)

PHIL 242 - Philosophies of China and Japan

An introduction to the philosophical traditions of China and Japan. While these philosophies continue to influence the world view of contemporary East Asia, we will be mostly concerned with the classical thought of these traditions. The philosophies to be considered include Confucianism, Neo-Confucianism, Taoism, Legalism, the Yin-Yang and Five Elements School, and Chinese Buddhism, as well as Shinto and forms of Japanese Buddhism, including Zen Buddhism. Throughout the course, we will consider comparisons to Western philosophical and religious thought where appropriate.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

PHIL 245 - Applied Ethics

An introduction to the application of philosophical theories on ethics to concrete ethical questions. Possible topics include: euthanasia, abortion, professional (e.g., medical or business) ethics, human cloning, just war theory, military ethics, sexual ethics, animal rights, duties to the poor, and so on. Each instance of the course will begin with a brief discussion of philosophical theories on ethics and utilize these theories in the treatment of the topics to be discussed.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

Attributes: Cultural Heritage II (CH2), Global Learning International (GLI)

PHIL 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 Pol 343.

Credits Awarded: 4

Terms Offered: Fall, Spring

PHIL 345 - Ethics

An examination of the nature and point of ethics through a consideration of major classical and contemporary ethical theories and ethical issues. Examples of theories to be considered include the ethics of duty, utilitarianism, divine command theory, natural law theory, virtue ethics and feminist perspectives on ethics. Examples of issues to be considered include the relationship between religion and morality, moral relativism, anti-theory in ethics, and different views of what it is to live a good human life. Attempts to apply different ethical theories to practical moral problems stemming from everyday life will also be examined.

Credits Awarded: 4

Terms Offered: Fall

PHIL 373 - Philosophy of Art

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.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 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 Pol 375.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 377 - Environmental Philosophy

An in-depth study of classic and contemporary texts in environmental philosophy and history, including primary sources by Plato, Aristotle, Descartes, Locke, Thoreau, Berry, Carson, and Leopold, as well as secondary studies by Crosby, Ponting, and Steinberg. Cross-listed with Environmental Studies.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 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.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 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.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 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.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Cultural Heritage I (CH1)

PHIL 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, 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Cultural Heritage II (CH2)

PHIL 237 - World Philosophies I

An introduction to philosophy in a global context. We will consider the classical philosophical traditions of Greece and Rome, India, China, and Japan. We will be mostly concerned with the great texts of these philosophical traditions and what they have to say about humanity's perennial questions: What is real? Who am I? What can I know? What is happiness? What is justice? What is the nature of the Divine? How should I live? We will attempt to understand the answers offered to these questions by the great minds and texts of these traditions with some attention to each tradition's cultural and historical context. We will also compare and contrast the answers provided by each tradition with an eye to what each one has to offer us today for our own quest for wisdom. Partial fulfillment of the Cultural Heritage Requirement.

Credits Awarded: 4

Terms Offered: Spring

Attributes: Cultural Heritage I (CH1), Global Learning International (GLI)

PHIL 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 Pol 341.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

PHIL 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.

Credits Awarded: 4

Terms Offered: Fall, Even Year

PHIL 393 - Philosophical Greats

This course is devoted to the thought of one great thinker or set of thinkers in the philosophical tradition. Attention will be given to major "canonical" figures (such as Aristotle or Kant) and other figures based on student interest as well as the representation of underrepresented groups in the philosophical tradition. Readings will be drawn from the primary texts as well as the secondary scholarship on each thinker.

Credits Awarded: 4
Terms Offered: As Needed

PHIL 295 - Studies In Philosophy

A lecture or seminar class in a special topic of philosophy.

Credits Awarded: 2, 4
Terms Offered: As Needed

PHIL 395 - Studies in Philosophy

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

PHIL 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. Topics of the seminar vary and have included "Philosophies of Affection and Desire," "God and Morality," and "James and Wittgenstein on Religion." 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.

Credits Awarded: 4
Terms Offered: Fall
Prerequisites: Permission of instructor

PHIL 490 - Independent Study

Such a project might be an internship; but in any case it would include a significant piece of philosophic writing. Refer to General Academic Regulations, statement about Honors Independent Study or Research. A student intending to enroll in this course should plan ahead to study with the professor whose expertise and interests most clearly correspond to the student's interests and intentions. Departmental approval of a student-proposed project is required prior to enrollment in the course.

Credits Awarded: 2-4
Terms Offered: Fall, Spring
Prerequisites: Permission of department

PHIL 495 - Topical Seminars

Seminars in topics not ordinarily offered in the department curriculum, focusing upon philosophic writing and the critique of papers in class.

Credits Awarded: 4

Terms Offered: As Needed

Prerequisites: Permission of instructor

PHYSICS

The Department of Physics offers several majors. The course structure allows students to tailor their programs to their main interests.

ABOUT THE PROGRAM

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
- Material analysis with scanning electron microscopy (SEM) and atomic force microscopy (AFM)
- Heavy ion physics experiments at national laboratories
- Surface analysis using alpha particle beams from the Hope accelerator
- Chemical analysis using proton beams from the Hope accelerator
- Superconductivity
- Plasma physics
- Microwave science
- Electrochemistry
- Nanoscale science

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 alongside 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
- Scanning electron microscope
- Atomic force microscope
- Nuclear physics laboratory
- Superconductivity/microwave laboratory
- Electrochemistry/nanoscale laboratory
- 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 faculty members. Summer stipends for such activity are often available.

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. PHYS 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 determined in agreement with the faculty mentor, approved by the department members, and recorded in department meeting minutes. 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.

DUAL MAJORS

In case of a dual major, the physics courses required are those listed in the major/minor tab 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.

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 speak with the chairpersons of each department.

HEALTH PROFESSIONS

Medicine, Dentistry, Physical Therapy, Veterinary Medicine

Students considering one of the health professions may enroll either in PHYS 105, 106, 107, 108 or PHYS 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 PHYS 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.

MAJORS

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.

Programs for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, materials physics, radiation physics, environmental physics, medical physics, please see the major/minor tab.

Bachelor of Arts Degree

A minimum of 27 credits in physics courses numbered 121 and higher including 122, 141, 142, 270, 280, 281 and 382. In addition, 6 credits from courses numbered 340 or higher are required. Two semesters of PHYS 080 (Seminar) are required. In addition, MATH 232 and an additional laboratory science course, designated for science majors, in chemistry, biology, or geology are required. Computer programming competence is expected by the beginning of the junior year. This requirement may be satisfied by CSCI 225, 245 or by demonstrating competence on a problem chosen by the department.

Bachelor of Science Degree

A minimum of 36 credits in physics and 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 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. This requirement may be satisfied by CSCI 225, 245 or by demonstrating competence on a problem chosen by the department. For those planning graduate work, MATH 334, 361 or 370, as well as other physics courses and research are recommended.

Physics Education

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching major for certification through the State of Michigan. This includes a 30-credit major leading to a Bachelor of Arts degree. A listing of the requirements can be found on the education website. Students interested in teaching physics at the secondary level should begin working with the Department of Education as early as possible.

MINORS

Physics

A minor in physics consists of 20 credits. PHYS 121, 122, 141, 142, 270 and at least one 300-level course numbered 340 or higher 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.

Physics Education

In partnership with the Hope College Department of Education, the Department of Physics offers a teaching minor for certification through the State of Michigan. This includes a 20-credit minor leading to a Bachelor of Arts degree. A listing of the requirements can be found on the education website. Students interested in teaching physics at the secondary level should begin working with the Department of Education as early as possible.

COURSES

PHYS 080 - Seminar

All students interested in physics and engineering are encouraged to attend departmental seminars. Registered students are required to attend at least 80% 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.

Credits Awarded: 0
 Terms Offered: Fall, Spring
 Prerequisites: Junior standing

PHYS 104 - Matter and Energy

One of a two-semester sequence of courses, along with Biol 104. The combined courses will satisfy the natural science laboratory general education requirements only for elementary education teacher candidates. Cross-listed with Chem 104. A full description may be found there.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Attribute: Natural Science I with lab (NSL)

PHYS 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).

Credits Awarded: 3
 Terms Offered: Fall
 Prerequisites: Math 123 or equivalent
 Corequisites: Phys 107 or Phys 141
 Attribute: Natural Science I with lab (NSL)

PHYS 106 - College Physics II

A continuation of Phys 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.

Credits Awarded: 3
 Terms Offered: Spring
 Prerequisites: Phys 105
 Corequisites: Phys 108 or Phys 142
 Attribute: Natural Science I with lab (NSL)

PHYS 107 - College Physics Laboratory I

The laboratory is designed to accompany Phys 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 Phys 105.

Credit Awarded: 1
 Terms Offered: Fall
 Corequisites: Phys 105

PHYS 108 - College Physics Laboratory II

A continuation of Phys 107. The laboratory accompanies Phys 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.

Credit Awarded: 1
 Terms Offered: Spring
 Prerequisites: Phys 107
 Corequisites: Phys 106
 Attribute: Natural Science I with lab (NSL)

PHYS 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. Students may take Math 125 or Math 131 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2
 Terms Offered: Fall
 Prerequisites: Math 125 or Math 131
 Corequisites: Math 125 or Math 131
 Attribute: Natural Science II (NS2)

PHYS 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. Students may take Math 132 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2
 Terms Offered: Fall
 Prerequisites: AP credit for Phys 122, Math 132
 Corequisites: Math 132
 Attribute: Natural Science II (NS2)

PHYS 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. Students may take Math 126 or Math 131 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Math 126 or Math 131

Corequisites: Math 126 or Math 131, Phys 141

Attribute: Natural Science I with lab (NSL)

PHYS 122 - General Physics II

A continuation of Phys 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. Students may take Math 132 either prior to enrollment in or concurrently with the class.

Credits Awarded: 3

Terms Offered: Fall, Spring

Prerequisites: Phys 121 with a grade of C- or better, Math 132

Corequisites: Math 132, Phys 142

Attribute: Natural Science I with lab (NSL)

PHYS 141 - Physics Laboratory I

The laboratory is designed to accompany Phys 105 and Phys 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Corequisites: Phys 105 or Phys 121

Attribute: Natural Science I with lab (NSL)

PHYS 142 - Physics Laboratory II

A continuation of Phys 141. This laboratory accompanies Phys 106 and Phys 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.

Credit Awarded: 1

Terms Offered: Fall, Spring

Corequisites: Phys 106 or Phys 122

Attribute: Natural Science I with lab (NSL)

PHYS 195 - Topics in Physics

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different. Permission of instructor is required.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

PHYS 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 discussed. Experiments as well as theory will be examined.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Phys 122, Math 132

PHYS 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. Students may take Math 232 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Math 232

Corequisites: Math 232

PHYS 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.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Phys 270

PHYS 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.

Credits Awarded: 1-2

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

PHYS 295 - Studies in Physics

A lecture and/or laboratory course in a physics area of current interest.

Credits Awarded: 2-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

PHYS 330 - Marine Biology and Biophysics

An interdisciplinary course focusing on the biology of marine organisms and the physicochemical and geological factors that govern their distribution, abundance, and characteristics. Cross-listed with Biol 330. A full description may be found there.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Biol 105 and Biol 106, Biol 107 or equivalent, Biol 108 or equivalent

PHYS 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.

Credits Awarded: 4

Terms Offered: Spring, Even years

Prerequisites: Phys 122, Phys 280

PHYS 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. Cross-listed with Engs 352.

Credits Awarded: 3

Terms Offered: As Needed

Prerequisites: Phys 122, Phys 280

PHYS 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 Phys 280. 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. Cross-listed with Engs 361.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Phys 121, Phys 280

PHYS 362 - Thermodynamics and Statistical Mechanics

The prominent states of matter are examined from classical and quantum mechanical points of view. A thorough overview of thermodynamics and statistical mechanics is given. Nonidealities in gases are treated in order to examine cooling and phase transitions. 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 discussed. Students may take Phys 280 either prior to enrollment in or concurrently with the class.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Phys 270, Phys 280

Corequisites: Phys 280

PHYS 372 - Quantum Theory

A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schrodinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schrodinger 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.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Phys 270, Phys 280

PHYS 380 - Mathematical Physics and Engineering II

This is a continuation of Phys 280. Additional mathematical methods, primarily for physics, are considered, including complex analysis, numerical methods, probability and statistics, additional special functions, and more partial differential equations.

Credits Awarded: 2

Terms Offered: Fall, Odd Years

Prerequisites: Phys 280

PHYS 382 - Advanced Laboratory

This laboratory builds on the skills learned in Phys 281 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, semiconductors, saturated absorption, spectroscopy, 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.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Phys 270, Phys 281, Math 232

PHYS 395 - Studies in Physics

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

PHYS 490 - Research

With departmental approval, students 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.

Credits Awarded: 0-3

Terms Offered: Fall, Spring

Prerequisites: Permission of Instructor

PHYS 495 - Advanced Studies in Physics

A lecture or seminar in an area of special interest or experience. Department chairperson's approval required.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of department chairperson

PHYS 499 - Internship

The internship program provides an opportunity to gain practical experience in the work place, typically off campus. The student will have a qualified supervisor at the site of this experience as well as a faculty advisor. It provides physics training and skill development for the student. Written reports appropriate to the internship experience are required. Consultation and a formal application with permission of the physics faculty advisor are required. Once an internship host is secured, complete the "Academic Internship Registration" form (<https://hope.edu/offices/boerigter-center/prepare/internships/index.html>).

Credits Awarded: 1-3

Terms Offered: As Needed

Prerequisites: Permission of instructor

POLITICAL SCIENCE

The academic program of the Department of Political Science seeks to provide students with a systematic understanding of government, political behavior and political institutions at the local, state, national and global levels. To accomplish these goals, students majoring in political science take coursework across the primary fields of political science – Political Theory, Comparative Government, American Politics and International Relations.

ABOUT THE PROGRAM

In addition to in-class instruction, the department seeks to provide students with rich opportunities for hands-on and experiential encounters with political processes in the United States and abroad. For example, the Washington, D.C. Honors Semester Program is an interdisciplinary program that enables students to intern in the nation’s capitol and allows them to meet and interact with key political and governmental officials. Other Hope students intern or work in governmental and political offices in Holland, Grand Rapids or Lansing.

The political science major provides a broad-based training for those who might wish to work in government or the private sector, pursue careers in law, teach political science, or do graduate work in political science. Political science students who supplement their study with appropriate electives in other disciplines may also be equipped for eventual careers in journalism, public relations, industry, small business, personnel administration and many more. Hope College political science majors have taken part in such varied activities as:

- Directing the campus radio station
- Meeting with prominent campus visitors such as Jennifer Granholm, George H. W. Bush, Gerald Ford, Elizabeth Dole, Terri Lynn Land, John Engler, John McCain, Robert Kennedy Jr., Peter Hoekstra, Bill Huizenga, Rick Snyder, Rick Santorum.
- Organizing a “get-out-to-vote” campaign among college students
- Serving as youth chairpersons of county, congressional district and state political party committees
- Managing political campaigns

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
- Pastor in the Reformed Church in America
- VP/Chief of Staff for the Chief Executive Officer of the New York Stock Exchange.
- Sr. Policy Consultant, Blue Cross and Blue Shield Association.
- Michigan Secretary of State

SOCIAL SCIENCE REQUIREMENT:

Students who are interested in fulfilling the college social science requirements have the option of taking Political Science 100, 110 or 151.

MAJORS

Political Science

GENERAL PROGRAM FOR MAJORS

The program for political science majors, consisting of not fewer than 32 classroom 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, teach political science, or do graduate work in political science.

To assure a good balance of course work, majors are required to complete

- POL 100- Intro to American Politics, 4 credits
- POL 151 - Intro to Global Politics, 4 credits
- POL 242 - Research Methods in Political Science, 4 credits

Majors must complete at least one elective course (4 credits) in each of the following areas:

- Political Theory
- American Government
- Comparative Politics
- International Relations

In addition to the classroom coursework requirements, each major must also complete a 4-hour experiential/internship course. Finally each major must complete POL 494, the Capstone Seminar.

MINORS

Political Science

A minor in Political Science consists of a minimum of 20 credits in Political Science. Students must complete at least one 4 credit survey course (100 level). The remaining 16 credits should include courses from both the “American” and “International” offerings of the Department.

Political Science Education

In partnership with the Hope College Department of Education, the Department of Political Science offers a secondary teaching minor for certification through the State of Michigan. Requirements for the 24-credit minor in political science can be found on the education website.

COURSES

POL 100 - Introduction to American Politics

This course provides an introduction to American political institutions. Topics surveyed include the U.S. Constitution, parties and elections, Congress and the Presidency, the impact of interest groups and the media, and public policy debates on such issues as U.S. foreign policy, social issues, economic policy, and more.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Attribute: Social Science 1 (SS1)

POL 110 - Topics in Political Science

This eight-week course is offered to fulfill the General Education Social Science II requirement. It provides a brief introduction to issues, debates, and challenges in political life. Themes and course activities will vary depending on the instructor.

Credits Awarded: 2
 Terms Offered: Fall, Spring
 Attribute: Social Science 2 (SS2)

POL 151 - Introduction to Global Politics

This is an introductory survey course in the study of Global Politics. It will focus on the twin themes of Globalization and Democratization. While critically examining these dominant phenomenon, students will examine the roles of security for governmental and non-governmental actors, human rights, the environment, ethnic conflict, role of religion in politics and culture, international political economy, and movements for change.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Attributes: Global Learning International (GLI), Social Science 1 (SS1)

POL 160 - Women in a Global Society

The purpose of this course is to examine the politics of women's location in various parts of the world. It will examine women both in emerging and developing countries. We will look at many different perspectives and viewpoints that determine women's status in society today. Students will become familiar with various/alternative views of women specifically in the third world. Cross-listed with WGS 160.

Credits Awarded: 4
 Terms Offered: Fall
 Attributes: Global Learning International (GLI), Social Science 1 (SS1)

POL 195 - Studies in Political Science

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
 Terms Offered: As Needed
 Prerequisites: Permission of instructor

POL 201 - Political Geography

This course confronts traditional topics such as geopolitical regions and spatial dimensions of political behavior. The course has an integrative character and requires basic knowledge about international affairs, global locations, and current events. Available to Political Science majors and minors, International Studies majors, and to candidates for teacher education.

Credits Awarded: 4
 Terms Offered: Fall

POL 212 - Parties, Interest Groups & 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.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 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 Pol 235 Pol 391.

Credits Awarded: 4
Terms Offered: Fall, Odd Years

POL 235 - Public Policy and Administration

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 Pol 294 or Pol 391 or a Washington Honors Semester internship (Pol 392 or Pol 393).

Credits Awarded: 4
Terms Offered: Spring, Odd Years

POL 237 - The Judicial Process

This course examines the fundamentals of the American judicial process, with an emphasis on courts as political institutions and on the political forces which shape and determine judicial behavior and legal outcomes. Special attention is devoted to the criminal justice and civil litigation systems, and the role of the Supreme Court in American life.

Credits Awarded: 4
Terms Offered: Spring, Odd Years

POL 242 - Research 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.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Pol 100 or Pol 151

POL 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.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Pol 151
Attribute: Global Learning International (GLI)

POL 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 is 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Global Learning International (GLI)

POL 274 - The Practice of Law & 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.

Credits Awarded: 4

Terms Offered: As Needed

POL 295 - Studies in Political Science

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

POL 301 - Religion and Politics

This course offers a survey of key issues arising at the intersection of religion and politics. The first part of the course will survey the variety of Christian responses to engaging the political order, with special attention paid to the American context. The second part of the course will examine the interplay between Christianity and policy alternatives, paying close attention to the behavior of political and social groups. Finally, the course will examine the increase of religious pluralism and its effect on American politics and jurisprudence.

Credits Awarded: 4

Terms Offered: As Needed

POL 303 - Asian Politics

This course will focus on the economic, political, social, and cultural processes in Asia with a particular emphasis on China, India, and Japan. The students will become familiar with the interplay between these dominant Asian economies and the U.S. Issues of security, foreign policy, and globalization and its impacts will be discussed.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

POL 304 - Politics and Society of the Middle East

The purpose of this course is to examine the way in which politics and society plays out in the Middle East and North Africa. We will be looking at the region through the lenses of economics, politics, and culture. The course is meant to give you a more in-depth understanding of the Middle East but will focus more on contemporary issues and the impact that Middle-Eastern nations have on international politics and society as a whole.

Credits Awarded: 4
Terms Offered: Fall, Spring

POL 305 - African Politics

This class provides students with the conceptual framework necessary to understand the complexity, variety, and fluidity of contemporary politics in Africa. While not glossing over the depth and recurrence of crises in Africa, this course seeks to uncover our commonly-held assumptions and go beyond simple stereotypes. We will situate current political realities in Africa, with a focus on sub-Saharan Africa (SSA), among the historical factors internal and external to Africa that have shaped the continent's current and future political possibilities. We will also keep an eye on current events, situating Africa in a global context, and therefore, not only will we learn about Africa, but we will investigate how Africa can test and refine broader theories about governance, democracy, state-building, political economy, etc., Thus, this class examines comparative political science through the specific focus on Africa as part of the larger global political arena.

Credits Awarded: 4
Terms Offered: Spring, Odd Years
Attribute: Global Learning International (GLI)

POL 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 and Business, Geological and Environmental Sciences, and Political Science, so that students are exposed to the interdisciplinary nature of environmental public policy issues. Four hours of lecture per week. Fulfillment of the NSL general education requirement is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Pol 100

POL 332 - Congress and the Presidency

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.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 339 - American Constitutional Law

This course is a topical and developmental survey of the principles of the U.S. Constitution. The primary focus of the course is on the development of civil rights and liberties jurisprudence--religion, speech, press, due process and privacy rights, equal protection under the law, rights of the accused and more. The course also examines structural questions of constitutionalism--separation of powers, assertions of executive authority, limits on federal power, federalism--with a particular focus on contemporary controversies and applications.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 341 - Ancient and Medieval Political Thought

We will examine such thinkers as Plato, Aristotle, Cicero, Augustine, Aquinas, Luther, and others 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 ancient and medieval views differ from modern political thought. Cross-listed with Phil 341.

Credits Awarded: 4
Terms Offered: Fall, Odd Years

POL 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 Phil 342.

Credits Awarded: 4
Terms Offered: Spring, Even Years

POL 343 - Contemporary 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. Cross-listed with Phil 343.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 345 - Politics and Mass Media

This course is an introduction to the dynamics of mass media in American democracy. It examines how mass media shape Americans' political attitudes, beliefs and behaviors. The course discusses a) the major theoretical frameworks which structure our thinking about politics and media systems, b) the social function of mass media and its impact on politics and c) methodological and substantive problems in measuring the influence of media on the social world. Special attention is given to the growing politicization of the Internet by both political elites and the mass public.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 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 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.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Prerequisites: Sophomore standing

POL 348 - Race and Politics

We all come to the topic of race and politics in America with a wealth of knowledge and varied experience regarding the interaction between racial identity and the political order. This class formalizes this knowledge and offers an introduction to the study of race in American Politics. Often the study of race and politics is narrowly approached. This class moves beyond the Black/White paradigm and the study of African American politics to examine issues in Latino and Asian politics as well as the politics of Whiteness in America. Specifically, this class focuses on four core issues: the significance of race; racial theories; race in American political culture, and mass media; and contemporary case studies in race and politics in America.

Credits Awarded: 4

Terms Offered: Spring, Even Years

Attribute: Global Learning Domestic (GLD)

POL 349 - Contemporary Topics in Political Thought

An exploration of more specialized subjects in political thought. Possible topics include: Abraham Lincoln and U.S. Constitutionalism, Shakespeare's Politics, Capitalism and Socialism, Just War Theory and Pacifism, Catholic and Protestant Political Thought, Liberal Democracy, and Islam. Within the context of these topics, we will consider the fundamental questions about human nature, justice and equality, liberty and oppression, and freedom and authority that make up the perennial concerns of political thought.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

POL 350 - United Nations

This course gives the student an appreciation and understanding of the United Nations. Through study and simulation, the student will recognize the reasons for the UN, its various functions, partners, and procedures. The role of the United Nations in conflict resolution will be emphasized in class discussion.

Credits Awarded: 2

Terms Offered: Spring

Attribute: Global Learning International (GLI)

POL 351 - International Law and Organization

This course examines the formal and informal organizational structure of the international community, as well as international legal norms, customs, and practices. Contemporary international systems and organizations are studied as part of an extensive Model United Nations simulation.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning International (GLI)

POL 352 - Global Political Economy

An exploration of the impact of development and economic globalization after World War II. Students will be introduced to the role of transnational and multinational corporations, as well as international financial institutions, such as the World Bank and International Monetary Fund. The course will examine the importance of economic integration and regionalism. It will also explore topics including international trade and its impact, and the role of the World Trade Organization.

Credits Awarded: 4
 Terms Offered: Fall
 Prerequisites: Pol 151

POL 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 Phil 375.

Credits Awarded: 4
 Terms Offered: Spring, Even Years

POL 378 - U.S. 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.

Credits Awarded: 4
 Terms Offered: Fall, Odd Years

POL 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 or her field experience.

Credits Awarded: 1-4
 Terms Offered: Fall, Spring

POL 392 - Washington Semester Internship

These internships are offered under the Washington Honors Semester Program (see Pol 496). Students typically 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.

Credits Awarded: 4-8
 Terms Offered: Spring

POL 393 - Washington Semester Internship

These internships are offered under the Washington Honors Semester Program (see Pol 496). Students typically 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.

Credits Awarded: 4-8
Terms Offered: Spring

POL 395 - Studies in Political Science

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

POL 397 - Campaign Management

Campaign management studies the methods and techniques of managing a campaign for public office. Topics 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 choose between a Democratic Party or a Republican Party lab when doing field work. Individual campaign plans are prepared at the end of the course.

Credits Awarded: 4
Terms Offered: Fall, Even Years

POL 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.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor, Senior standing

POL 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.

Credits Awarded: 1-4
Terms Offered: Fall, Spring, Summer
Prerequisites: Permission of instructor

POL 492 - Washington Semester Preparation

This course provides an orientation for accepted Washington Honors Semester students. The course examines current public policy issues, seeks to sharpen written and oral communication skills, and prepares students for a semester of living and working in Washington, D.C.

Credits Awarded: 1-2
Terms Offered: Fall

POL 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.

Credits Awarded: 4
Terms Offered: Fall, Spring

POL 496 - Washington Semester Program

This program enables superior students from all disciplines to study in Washington, D.C., and 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 seminars with congressmen and legislative staff, executives, lobbyists, political party officials, and journalists; intern for twelve weeks or two six-week periods in Congress, the executive branch, or with political interest groups; and prepare extensive research papers based upon their semester's work.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Permission of Program Director

PSYCHOLOGY

The Department of Psychology provides its students with significant learning opportunities through integrated coursework, research, and service for effective and faithful engagement in a diverse world.

ABOUT THE PROGRAM

By learning psychology's core concepts, methods, findings, and applications, students are equipped for bachelor's level positions and graduate degree programs--needed for careers as psychologist and professionals in related areas.

The department equips students for lives of leadership and service in a global society through formation in coursework, research collaborations with faculty, internships in the community, perspective-taking courses, advising meetings with faculty and co-curricular learning opportunities through the Psychology Club and Psi Chi honor society. They have opportunities in the major to engage in collaborative research with faculty and internships in the community.

The department offers students opportunities to experience psychology in action, thereby shaping their personal visions. Several of the department's courses offer the opportunity for research experience. The department also offers many internships with Holland area human-service agencies and businesses. Other internships and research opportunities are available on campus and through off-campus study programs at The Philadelphia Center and the Chicago Semester.

The department's exceptional facilities include multimedia instruction, an animal laboratory, an EEG machine, a psychophysiology laboratory, a psychoacoustics 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.

Hope's Department of Psychology is nationally recognized. The international honor society in psychology has awarded regional research awards to 31 student research projects in the past 20 years; approximately 20 are awarded per year out of more than 250 applicants from the 11-state Midwest region. 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 psychologists. Additional information about psychology faculty and their research interests and about alumni is available on our website.

MAJORS

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., masters or doctorate) should consider courses aimed at developing helping skills through the PSY 265 - Theory and Practice of Helping course. Students who aim to pursue masters and doctoral degrees ought to take the Advanced Research Lab PSY 390, and pursue additional research opportunities (e.g., PSY 290, 490, and 493). Students intending to enroll in an MSW program can choose either the social work major or the psychology major.

Students considering work in probation and the criminal justice system might want to take POL 237 and 339 and SOC 221 and 222.

Human service professions related courses include SOC 101, 232 and 233 and IDS 200 – Encounter with Cultures.

Students interested in human resources and/or business should take PSY 350 and MGMT 222.

Consultation with your psychology advisor is recommended in making choices from among the courses listed above.

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 [website](#) .

Psychology

The psychology major is composed of a minimum of 32 credits plus a statistics course. Only one psychology course may be transferred into the major (unless the student is a transfer student). The major requirements are broken down into the following elements:

Fundamental Courses

All majors must take:

- PSY 100 – Introduction to Psychology
- MATH 210 or MATH 311 – Statistics
- PSY 200 – Research Methods/Survey Courses

Students must take four of the following courses:

- NSCI 211 – Introduction to Neuroscience & Research Lab
- PSY 230 – Developmental Psychology & Field Placement
- PSY 310 – Behavior Disorders (includes Research Lab)

- PSY 330 – Social Psychology (includes Research Lab)
- PSY 340 – Cognitive Psychology (includes Research Lab)

Topical Seminar

- PSY 308 – Multicultural Psychology, 4 credits
- PSY 325 – Health Psychology, 4 credits
- PSY 350 – Industrial/Organizational Psychology, 4 credits
- PSY 382 – Psychology of Gender, 4 credits
- PSY 390 – Advanced Research, 4 credits
- PSY 395 – Studies in Psychology, 2 or 4 credits
- PSY 410 – Clinical Psychology, 4 credits
- PSY 435 - Psychological Science and Religion, 4 credits

Electives

Four additional credits in psychology are required, and these credits may be from another survey course, seminar course, or one of the following courses:

- PSY 110 – Race in America, 2 credits
- EDUC 225/226, 4 credits and KIN 371, 3 credits, will also count toward the major.
- PSY 235 does not count toward the major.

Perspective Taking

The Psychology Department believes it is essential for students to develop cultural perspective-taking. Students are required to take six credits of courses identified as having a Global Learning focus. These courses do not need to be psychology courses. However, PSY 110 - Race in America, PSY 395 - Psychology and Culture, and PSY 308 - Multicultural Psychology incorporate Global Learning.

Service Learning or Field Experience

Students are required to participate in one service-learning course. This can be fulfilled by taking PSY 230 - Developmental Psychology or PSY 496 - Psychology Internship.

Students interested in a career in the helping professions are encouraged to take PSY 265 - Theory & Practice of Helping.

Research skills development

Students who are interested in attending a research-based graduate program are encouraged to take PSY 390 – Advanced Research. The department also offers through PSY 290 - Supervised Research, Psy 490 - Special Studies, and PSY 493 - Honors Research opportunities that enhance students' skills for the workplace and equip them for graduate study.

Students who have questions about whether the prescribed 32-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. A 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.

MINORS

Psychology

The psychology minor consists of a minimum of 20 credits of psychology. Only one psychology course may be transferred in to count toward the minor (unless the student is a transfer student). The minor includes the following required courses:

Fundamental Courses

All minors must take:

- PSY 100 – Introduction to Psychology
- PSY 200 – Research Methods

Survey Courses

Students must take two of the following courses:

- NSCI 211 – Introduction to Neuroscience
- PSY 230 – Developmental Psychology
- PSY 310 – Behavior Disorders
- PSY 330 – Social Psychology
- PSY 340 – Cognitive Psychology

Elective Course

Students must take 4 credits of elective course work. Courses must be in the psychology curriculum, with recommendation to take a Survey, Seminar, Psychology Internship, Theory and Practice of Helping, or Race in America.

Courses that cannot be taken for the minor include PSY 235 - Brain and Cognition, EDUC 225 - Exceptional Child, KIN 371 - Sport and Performance Psychology, PSY 290 - Supervised Study and PSY 490 - Special Studies.

Psychology Education

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 teaching minor in psychology. See the Department of Education [web page](#) for more information about courses required for this minor.

COURSES

PSY 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 (introducing most of the content areas covered in other psychology courses). Laboratory experiments and exercises provide hands-on experience comprising the fourth credit.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Social Science 1 (SS1)

PSY 110 - Race in America

Social understandings of race in the United States have changed dramatically over the last 500 years, but race still determines many of our life experiences and shapes our personal, social, and political views. In this course, students will read psychological research and other literature on the role of race in twenty-first century America and explore how we can work together toward greater justice, respect, and appreciation in an increasingly diverse society.

Credits Awarded: 2

Terms Offered: Fall

Attributes: Global Learning Domestic (GLD), Social Science 2 (SS2)

PSY 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. Students are advised to take Math 210 or equivalent prior to taking this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Psy 100

PSY 211 - Introduction to Neuroscience

Course must be taken as NSCI 211. The course description is listed in the Neuroscience section of the catalog.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Natural Science I with lab (NSL)

PSY 225 - The Exceptional Child and Adolescent

See course description under Educ 225. This may be used as an elective for the psychology major, but not the psychology minor.

Terms Offered:

PSY 230 - Developmental Psychology

This course introduces theories, research methods, and findings related to physical, 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. Psy 100 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring

PSY 235 - Brain and Cognition

This course is designed for Special Education Learning Disabilities majors. It will explore the rapidly expanding fields of cognition and brain function. It combines topics from two fields of psychology, physiological psychology and cognitive psychology. The course covers the basic anatomy and physiology of the brain, and then this material will be used in learning about the remaining course topics. Psy 235 does not count for psychology major or minor credit.

Credits Awarded: 4
Terms Offered: Spring

PSY 240 - Human Sexuality

This course will provide an overview of human sexual behavior. The course will cover developmental, biological and neurological explanations of sexual behavior, cultural and social explanations, and clinical conditions related to sexuality. In addition, the course will attempt to integrate historical, philosophical, and theological understandings of human sexual behavior.

Credits Awarded: 2
Terms Offered: Spring

PSY 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 teaches concepts and skills that are designed to help the student develop specific competencies in helping relationships. Psy 100 is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Fall

PSY 290 - Supervised Study in Psychology

Designed to give the psychology student first-hand learning in laboratory settings or in a field placement under faculty supervision. It is the student's responsibility to obtain prior approval of the project from the faculty supervisor. One to four credits may be taken for a grade (0 credit pass/fail option available for 3 hours per week). The general guideline for credit is 3 hours per week for each credit enrolled during that semester. May be repeated for credit but no credit can be applied to the 20-credit psychology minor.

Credits Awarded: 0-4
Terms Offered: Fall, Spring
Prerequisites: Psy 100, Permission of instructor

PSY 295 - Studies in Psychology

A 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 20-credit Psychology minor. Psy 100 is highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: As Needed

PSY 308 - Multicultural Psychology

This course will address how culture influences the individual's thinking and behavior. It is designed to address both the universality and cultural specificity of psychological principles and theories. The course will cover general topics such as: What is culture? How does it influence the individual? And what is multiculturalism? The course will address theories of multicultural psychology, research and assessment in biological, social, developmental and personality psychology. The course will also examine multicultural issues by learning about the four major minority groups in the USA. Psy 100 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning Domestic (GLD)

PSY 310 - Behavior Disorders

This course focuses on the major psychological/psychiatric disorders. Information regarding the diagnostic criteria, causes, treatment, and attitudes toward people who have disorders will be explored. This course includes a research lab in which data will be collected, analyzed, and reported in a research paper using APA style. Psy 100 and Psy 200 are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

PSY 325 - 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. Psy 100 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

PSY 330 - Social Psychology

This course addresses 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. Psy 100 and Psy 200 are highly recommended prior to this course. Cross-listed as Soc 330.

Credits Awarded: 4

Terms Offered: Fall, Spring

PSY 340 - Cognitive Psychology

This course addresses 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. Psy 100 and Psy 200 are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

PSY 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 (reducing stress in the work environment). Course contains psychological theories, research, and practical applications (involving interviews and data analysis). Complements a Management major. Psy 100, Psy 200, and Math 210 or equivalent are highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring

PSY 375 - Mental Health Policies and Practices in the United States and the United Kingdom

Students in this June term course will study and contrast the mental health policies and practices in the U.S. with those in the U.K. The first two weeks of the class will take place at Hope College where students from Hope College and Liverpool Hope University will learn about the laws, civil liberties, treatment, and funding for mental health care in the U.S. The second two weeks will take place at Liverpool Hope University where students will similarly learn about laws, civil liberties, treatment, and funding for mental health care in the U.K. Students will learn through readings, visits to mental health facilities, and presentations by mental health professionals and individuals with a chronic mental illness. Learning will be assessed by engagement in classroom discussions, small reaction papers, presentations, and a large integrative paper comparing the two mental health systems. Cross-listed with SWK 375.

Credits Awarded: 4
Terms Offered: June Term
Prerequisites: Psy 100 or Swk 241

PSY 382 - Psychology of Gender

This course examines gender from a psychological perspective and is designed to provide students with a critical analysis of evidence for sex differences and similarities, the development of gender roles and identity, and the effect of gender on traditional issues in psychology. Using gender as a primary lens for inquiry, students examine a variety of topics, including family and close relationships, work and achievement, sexual orientation, personality and emotion, and power. Throughout the course, particular attention will be paid to the personal and societal construction and consequences of gender and its intersections with social class, ethnicity, and sexuality. Psy 100 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning Domestic (GLD)

PSY 390 - Advanced Research

This is 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. Typically, 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. It is highly recommended that the course be taken no later than during the junior year. This course may be taken only once.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Psy 200, Permission of instructor

PSY 395 - Studies in Psychology

This course number is used for a 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 20-credit psychology minor. Psy 100 and Psy 200 are highly recommended prior to this course.

Credits Awarded: 1-4

Terms Offered: As Needed

PSY 410 - Introduction to Clinical Psychology

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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Psy 200, Psy 310

PSY 435 - Psychological Science and Religion

This seminar course will explore the ways that psychological scientists, neuroscientists, and theologians think about human nature and explain human behavior. The course will highlight points of difference between religious teachings and secular science, but also offer possibilities for collaboration between psychologists and theologians in the search for the truth about what it means to be human. Although the course will focus on Christianity, readings and examples from other religions will be included. Students who take this course will benefit from a strong background in psychology, and likely will also have a strong interest in and knowledge of the principles of Christian faith or another religious tradition. This course will provide an opportunity for students to explore the interface between those domains of knowledge and to make progress toward building a worldview that incorporates insights from both domains.

Credits Awarded: 4

Terms Offered: Spring, Alternate Years

Prerequisites: Psy 100

PSY 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, initiative and high motivation. Special Studies credit requires departmental approval. 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 20 credits. If the proposed research involves data collection, Psy 390 is highly recommended prior to this course.

Credits Awarded: 0-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Psy 200, Permission of instructor

PSY 493 - Honors Research

Honors Research is for students with the intellect, maturity, and drive to carry out an approved research project, typically in preparation for future graduate training or a research lab post after graduation. After a student has taken Supervised Studies and Advanced Research Lab, the student may work under faculty supervision to develop an independent research project. Prior to registering for PSY 493 for the upcoming term, the student and faculty person develop a working title and abstract that the faculty person shares with all department colleagues, inviting input from those who wish to contribute insights, concerns, and guidance. The shared abstract may draw on Human Subjects Review Board submission materials for the project. Psy 390 highly recommended prior to enrolling in this course.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Psy 200

PSY 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 Senior standing. May be repeated for credit, but no more than four credits may be applied to the 20-credit Psychology minor requirement.

Credits Awarded: 2-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Psy 100, Permission of instructor

PSY 496 - Psychology Internship

This is 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 each credit enrolled during that semester. Students typically enroll in 2-4 credits. Summer internships require a minimum of 40 applied hours per credit enrolled. Summer internships are registered for July term and grades will be assigned at the end of the summer. This course may be repeated for credit but no more than four credits may be applied to the 20-credit psychology minor. Psy 100, Psy 200, Psy 230, and Psy 370 are highly recommended prior to this course.

Credits Awarded: 1-10

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of instructor

RELIGION

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.

ABOUT THE PROGRAM

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 students concentrate in one of those areas and develop 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

Students in Religion often go on to remarkable and accomplished careers as:

- Youth ministers, pastors, priests, and chaplains (hospital, military, hospice)
- Lay church workers, summer camp directors, and immersion trip leaders
- Serving as a counselor with a Christian agency
- Missionaries, translators, and leaders in non-profit organizations
- College Professors in Religion, Theology, Biblical Studies, History and Philosophy

Graduates with Religion as second major or Minor attract the attention of Graduate Schools and Employers looking for critical thinking, breadth of perspective, and cultural sensitivity and competence.

Hope Religion graduates have excelled in the following fields among others:

- Counseling and Social Work
- News Media and Social Media
- Medicine

- Secondary Education
- Library Science
- Law School
- Politics and Government

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's, 240's, 260's, or 280's).

MAJORS

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. There are four Religion Majors from which to choose:

1. Biblical Studies
2. Christian History and Theology
3. Ethics, Culture and Social Witness
4. Standard Religion Major

Religion 100 does not count toward any major. The details of each major are outlined below.

A student with special interests and objectives may apply to the department for a "contracted religion major" which consists of 16 credits at the introductory 200-level and 16 credits of advanced work in religion appropriate to the academic and vocational interests of the student.

Biblical Studies

Introductory Courses (12 credits)

Biblical Language (4 credits)

Students must take 4 credits in either Greek or Hebrew language.

Foundations (8 credits)

Students must take one of the following 200-level courses **and** 281.

- REL 221 – Intro to Biblical Literature OR
- REL 222 – Intro to the Old Testament OR
- REL 223 – Intro to the New Testament
- REL 281 – Intro to World Religions

Advanced Courses (20 credits)

Biblical Corpus Studies (8 or 12 credits). Students must take at least two of the following Religion courses, one in Old Testament and one in New Testament:

- REL 321 – Pentateuch: The Torah of the Hebrew Bible
- REL 322 – Prophets and Prophecy in the Hebrew Bible
- REL 323 – Psalms, Wisdom, and Apocalypse in the Hebrew Bible
- REL 324 – Luke-Acts
- REL 325 – Jesus and the Gospels
- REL 326 – The Bible and Archaeology
- REL 327 – Late New Testament and Early Christian Writings
- REL 328 – Johannine Literature
- REL 329 – Studies in Scripture

Electives (4 or 8 credits)

Students must take at least one Religion elective, not listed above, outside Biblical Studies (i.e. any non-biblical studies Religion course at the 300 level).

Research Seminar (4 credits)

Students must take a 400 level research seminar.

Independent Study (1-4 credits)

Students may take REL 490.

Christian History and Theology

Introductory Courses (16 credits)

Students must take 4 courses, one in each area (220's, 241, 260's and 281).

- REL 221 – Intro to Biblical Literature OR

- REL 222 – Intro to the Old Testament OR
- REL 223 – Intro to the New Testament
- REL 241 – Intro to the History of Christianity
- REL 261 – Faith Seeking Understanding OR
- REL 262 – Prayer, Creed, Commandments OR
- REL 263 – Perspectives on Christ OR
- REL 268 – Theology of the Human Person
- REL 281 – Intro to World Religions

Advanced Courses (16 credits)

Students must take 16 credits at the 300 and 400 level. They must be in both history and theology. Students may take one 300 level course in Scripture.

- REL 344 – Christianity & the Middle Ages
- REL 345 – The Reformation
- REL 346 – Women in American Religious History
- REL 362 – Feminist Theology
- REL 363 – Studies in Christian Spirituality
- REL 364 – Philosophical Theology
- REL 366 – World Christianity
- REL 367 – Reformed Theology
- REL 368 – Christian Doctrine
- REL 369 – Studies in Christian Theology

Research Seminar (4 credits)

Students must take a 400 level research seminar.

Independent Study (1-4 credits)

Students may take REL 490.

Ethics, Culture, and Social Witness

Introductory Courses (12 credits)

Students must take three courses; 265, 281 and one from the remaining listed courses:

- REL 265 – Ethics and Christian Discipleship
- REL 281 – Introduction to World Religions

- REL 242 – Religion in America OR
- REL 261 – Faith Seeking Understanding OR
- REL 262 – Prayer, Creed, Commandments OR
- REL 264 – Christian Feminism OR
- REL 266 – Christian Love OR
- REL 295 – Learning and Serving Among the Oglala Lakota (May Term)

Interdisciplinary Elective (4 credits)

Students must take one 4 credit course or one pair of 2 credit courses:

- ENV 377 – Environmental Philosophy & History
- POL 110 – Race and Politics AND
- SOC 269 – Race and Ethnic Relations
- POL 110 – Global Political Development AND
- POL 110 – Gender, Conflict, and Peace
- POL 301 – Religion and Politics
- POL 352 – Global Political Economy
- SOC 281 – Sociology of Popular Culture
- SOC 312 – Urban Sociology
- SOC 341 – Sociology of Religion
- SOC 365 – Social Movements

Advanced Courses (16 credits)

Students must take three courses at the 300 level:

- REL 322 – Prophets & Prophecy in the Hebrew Bible
- REL 345 – The Reformation
- REL 346 – Women in American History
- REL 347 – Piety and Politics
- REL 362 – Feminist Theology
- REL 365 – Ecological Theology and Ethics
- REL 366 – World Christianity
- REL 369 – Special Topics in Christian Theology
- REL 381 – Studies in Islam
- REL 383 – Religions of India

Research Seminar (4 credits)

Students must take a 400 level research seminar.

Independent Study (1-4 credits)

Students may take REL 490.

Standard Religion Major

This major includes four 4-credit introductory courses in religion (220s, 240s, 260s, 280s) 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 300/400 level. One course must be a 400 level seminar. One 300 level course must be an independent study

Introductory Courses (16 credits)

- REL 221 – Intro to Biblical Literature OR
- REL 222 – Intro to the Old Testament OR
- REL 223 – Intro to the New Testament
- REL 241 – Intro to the History of Christianity OR
- REL 242 – Religion in America
- REL 261 – Faith Seeking Understanding OR
- REL 262 – Prayer, Creed, Commandments OR
- REL 263 – Perspectives on Christ OR
- REL 264 – Christian Feminism OR
- REL 265 – Ethics and Christian Discipleship OR
- REL 266 – Christian Love OR
- REL 268 – Theology of the Human Person OR
- REL 281 – Introduction to World Religions

Advanced Courses (16 credits)

One of these must be a Religion seminar (400 level course), although you can take more than one; three of the four fields of religion (Biblical Studies, Historical Studies, Theological Studies and World Religions) must be represented among the four courses at the advanced level. One of the advanced level courses may be an independent study.

Biblical Studies

- REL 321 – Pentateuch
- REL 322 – Prophets and Prophecy in the Hebrew Bible

- REL 323 – Psalms, Wisdom and Apocalypse in the Hebrew Bible
- REL 324 – Luke-Acts
- REL 325 – Jesus and the Gospels
- REL 326 – Bible and Archaeology
- REL 327 – Late New Testament & Early Christian Writings
- REL 328 – Johannine Literature
- REL 329 – Studies in Scripture or a 420 course

Historical Studies

- REL 344 – Christianity in the Middle Ages
- REL 345 – The Reformation
- REL 346 – Women in American Religious History
- REL 349 – Studies in Religious History or a 440 course

Theological Studies

- REL 362 – Feminist Theology
- REL 363 – Studies in Christian Spirituality
- REL 364 – Philosophical Theology
- REL 365 – Ecological Theology and Ethics
- REL 366 – World Christianity
- REL 367 – Reformed Theology
- REL 368 – Christian Doctrine
- REL 369 – Studies in Theology or a 460 course

World Religion

- REL 381 – Religions of India
- REL 383 – Studies in Islam
- REL 389 – Studies in World Religions or a 480 course

Religion Seminar

- REL 420 – Seminar in Scripture
- REL 440 – Seminar in the History of Christianity
- REL 460 – Seminar in Theology/Ethics

- REL 480 – Seminar in World Religions

MINORS

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.

Studies in Ministry

The [Studies in Ministry minor](#) is dedicated to preparing students, theologically and practically, for lay ministry positions in churches and para-church organizations. It aims to provide students who have a vocational interest in Christian service with the theological framework, practical experience, spiritual disciplines and mentoring guidance necessary to embark upon a lifetime of involvement in Christian ministries.

Through coursework, year-long internships and relationships with each other and mentors, students in this program will be prepared for possible future theological education and various entry-level ministry positions in churches and organizations – locally and worldwide. The minor has three different tracks: Youth Ministry, Worship Leadership, and Social Witness. Depending on the courses and track chosen, the minor will comprise 25 to 30 hours, to be distributed across required courses, electives and an [internship](#).

COURSES

HEBR 295 - Studies in Hebrew

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 0-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

REL 195 - Studies in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-2

Terms Offered: As Needed

REL 295 - Topics in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

REL 395 - Studies in Religion

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

REL 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 are available each semester, varying by instructor. Topics range across the fields of biblical studies, theology and ethics, church history, and world religions. Religion 100 may be taken for credit only once; exceptions are granted by the chairperson in unusual circumstances.

Credits Awarded: 2

Terms Offered: Fall, Spring

Attribute: Religious Studies I (RL1)

HEBR 171 - Biblical Hebrew I

An introduction to classical Biblical Hebrew as found in the Hebrew Bible, the Old Testament of the Christian Bible. For students with no previous study of Hebrew. Cross-listed with Rel 171.

Credits Awarded: 4

Terms Offered: Fall, alternate years

HEBR 172 - Biblical Hebrew II

Continuation of Biblical Hebrew I. This course is the second course in the sequence Rel 171/Hebr 171 (fall semester) and Rel 172/Hebr 172 (spring semester). Instruction in grammar will focus on Hebrew syntax and building vocabulary. Students will read texts from the Hebrew Bible, including the complete books of Jonah and Ruth. Cross-listed with Rel 172. Rel 171 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, alternate years

Attribute: Second Language (FL2)

REL 221 - Introduction to Biblical Literature

An introductory study of the history and theology of the Old and New Testaments.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Religious Studies II (RL2)

REL 222 - Introduction to Old Testament

This course concentrates on the first part of the Christian Bible, also called the Old Testament or Hebrew Bible, and is a survey of its contents: historical events, main characters, literary forms, and religious concepts. This course provides basic training in how to read a text that is more than two thousand years old and arose out of an ancient culture with very different conceptual and worldview structures than ours. Since this material is also essential background for understanding the New Testament, connections will be made throughout the course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Religious Studies II (RL2)

REL 223 - Introduction to New Testament

This course concentrates on the second part of the Christian Bible, also called the New Testament. It is an introductory survey of its contents: historical background, literary forms, main characters, and central religious concepts. This course provides basic training in how to read this most important ancient text.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Religious Studies II (RL2)

REL 241 - Introduction to the History of Christianity

An introductory study of the history of Christianity.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Religious Studies II (RL2)

REL 242 - Religion in America

This course explores the history of religion in America from the Reformation to the present, with an emphasis on religion as a source of social change.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Religious Studies II (RL2)

REL 261 - Faith Seeking Understanding

This course introduces students to the study of Christian theology by following the order of the Apostles' Creed. Alert to contemporary issues of culture and belief, this course roots faithful Christian reflection in a constructive and informed dialogue with the history of Christianity. Students carefully read and discuss classical figures and texts as they study beliefs about God, creation, humanity, evil, Jesus Christ, salvation, and the Church.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

Attribute: Religious Studies II (RL2)

REL 262 - The Prayer, The Creed, The Commandments

A study of Christian theology through the careful reading and discussion of three crucial documents: the Lord's Prayer, the Apostles' Creed, and the Ten Commandments. In dialogue with both contemporary issues and the history of Christianity, students learn basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Religious Studies II (RL2)

REL 263 - Perspectives on Christ

A study of Christian theology through the careful reading and discussion of classical, medieval, early modern, and contemporary texts on the person and work of Jesus Christ. In dialogue with both contemporary issues and the history of Christianity, students learn about basic Christian beliefs concerning God, creation, humanity, evil, Jesus Christ, salvation, the Church, and the future.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Religious Studies II (RL2)

REL 264 - Christian Feminism

A study of the role of women in the Bible, the history of Christianity, and contemporary culture, with an emphasis on the writings of feminist theologians.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Global Learning Domestic (GLD), Religious Studies II (RL2)

REL 265 - Ethics and Christian Discipleship

This course involves careful reflection about the connection between Christian beliefs and practices, including the formation of our moral vision and the role of authority in moral decision-making. Special attention is given to the way the Bible is used as a source of moral authority. The course presumes that Christian ethics as an academic discipline is in service of those who seek to live a life of Christian discipleship. To that end, the course invites students to engage in serious, critical reflection about the meaning and practice of discipleship in the context of a variety of contemporary moral challenges.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Religious Studies II (RL2)

REL 266 - Christian Love

This course invites students to explore the concept of love as a moral principle rooted in the Christian tradition and to critically assess a variety of voices and viewpoints related to the role of love in the Christian life. We will examine Christian love as it is expressed in relationship with self, friends, family, marriage partner, neighbors, enemies, and God. Among other themes explored are the relationship between love and sexuality, love and forgiveness, and the unique variety of loves that are part of human life and faithful living.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Religious Studies II (RL2)

REL 267 - Introduction to Catholic Christianity

This course aims to introduce students to the rich tradition of Catholic Christianity. To be a Catholic Christian means to have an encounter with the Person of Jesus Christ, an encounter which alters the whole horizon of one's being. For the Catholic Christian, this necessarily includes an encounter with the Church, Christ's Body, which is understood as the extension of the Incarnation through time. Through the careful study of Catholic theology, literature, art, and philosophy, students will explore the mystery of what Augustine called "the Whole Christ," that is, Christ, Head and Body, and how this manifests itself in a distinctively Catholic culture and way of life.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Religious Studies II (RL2)

REL 268 - Theology of the Human Person

This course is a theological exploration of what it means to be human. It begins from the conviction that we can only understand who we are in the light of Christ, true God and true man. By close study of Scripture and certain strands of the theological tradition, we will sketch a deeply Christian vision of the human person with which we will engage ancient and contemporary heresies and challenges. The course will engage topics such as personhood and human nature, sin and redemption, grace and free will, marriage and family, sex and gender, the body, race, and disability.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Religious Studies II (RL2)

REL 281 - Introduction to World Religions

This course introduces six major religious traditions in light of their histories, practices, and ongoing life. Through a careful study of credible sources and recognizable claims, the course offers an opportunity to understand the six religious traditions as internally diverse and alive, a reflection of the various ways in which religious communities have interpreted and continue to interpret their social lives.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Global Learning International (GLI), Religious Studies II (RL2)

REL 321 - Pentateuch: The Torah of the Hebrew Bible

A close study of the literature of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy against the background of the Ancient Near East. Rel 100 and a Rel 200-level course are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

REL 322 - Prophets and Prophecy in the Hebrew Bible

The prophetic literature of the Hebrew Bible (Old Testament) includes the historical books of Joshua, Judges, Samuel and Kings, also called the Former Prophets, and the Latter prophets (Isaiah, Jeremiah, Ezekiel and the minor prophets). In this course students will read and examine these books in their historical and literary context, and in so doing learn about the historiography and philosophy of history of biblical literature and the nature of biblical prophecy.

Credits Awarded: 4

Terms Offered: As Needed

REL 323 - Psalms, Wisdom, Apocalypse in the Hebrew Bible

The writings of the Hebrew Bible (Old Testament) is the third division of the biblical canon. It consists of the Psalms, wisdom literature (Proverbs and Job), the Scrolls (Ruth, Esther, Song of Songs, Ecclesiastes, Lamentations), and the Daniel apocalypse. In this course students will read and study each of these books and come to understand them as the voice of emerging Judaism as well as essential background to reading the new Testament with deeper meaning.

Credits Awarded: 4

Terms Offered: As Needed

REL 324 - Luke-Acts

A study of the two books authored by Luke: his gospel and the Acts of the Apostles. Theological issues relevant to the texts will also be examined.

Credits Awarded: 4

Terms Offered: Spring

REL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

REL 326 - Bible and Archaeology

An examination of Middle Eastern archaeological and textual discoveries that relate to biblical literature, including their impact on understanding history and religion.

Credits Awarded: 4

Terms Offered: As Needed

REL 327 - 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.

Credits Awarded: 4

Terms Offered: As Needed

REL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

REL 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.

Credits Awarded: 4

Terms Offered: As Needed

REL 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. Rel 241 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

REL 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. Rel 241 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

REL 346 - Women in American Religious History

An overview of the role of women in American religious history, with emphasis on contemporary issues of women in ministry and feminist theology.

Credits Awarded: 4

Terms Offered: As Needed

REL 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.

Credits Awarded: 4

Terms Offered: Fall, Spring, Summer

REL 362 - 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. A Rel 260-level course is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

REL 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.

Credits Awarded: 4

Terms Offered: As Needed

REL 364 - Philosophical Theology

A study of major issues and questions which arise in Christian philosophical theology. Topics covered include religious experience, faith and reason, arguments for God's existence, theology and science, miracles, the problem of evil, and religious pluralism. A Rel 260-level course is highly recommended prior to this course. Cross-listed with Phil 331.

Credits Awarded: 4

Terms Offered: Spring, As Needed

REL 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 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.

Credits Awarded: 4

Terms Offered: Summer

REL 366 - World Christianity

With over 60% of all Christians now living in the southern and eastern hemispheres, often among the poorest peoples of the world, Christianity has returned to being a predominantly non-Western faith. The total number of Christians in Africa, Asia and Latin America increases by approximately 70,000 people per day (more than 25 million per year). This course introduces students to contemporary world Christianity by gaining a theological and historical understanding of the current shape of the Christian faith around the world.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

REL 367 - Reformed Theology

This course represents a significant introduction to Reformed Theology. It seeks to acquaint students with the dominant characteristics of the Reformed tradition by examining “misconceptions” of what it means to be “reformed” while also providing a historically informed and theologically substantive treatment of this tradition from John Calvin’s 1559 Institutes of the Christian Religion to Bruce McCormack’s treatment of Barth’s critically-realistic-dialectical theology.

Credits Awarded: 4
Terms Offered: As Needed

REL 369 - Studies in Christian 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.

Credits Awarded: 4
Terms Offered: Fall, Spring

REL 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.

Credits Awarded: 4
Terms Offered: Fall, Even Years

REL 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.

Credits Awarded: 4
Terms Offered: As Needed

REL 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.

Credits Awarded: 4
Terms Offered: As Needed
Attribute: Global Learning International (GLI)

REL 420 - Seminar in Scripture

A senior level seminar course on some topic related to the study of scripture. Declared religion major or minor is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

REL 440 - Seminar in the History of Christianity

A senior level seminar course on some topic related to the study of the history of Christianity. Declared religion major or minor is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

REL 460 - Seminar in Theology and Ethics

A senior level seminar course on some topic related to the study of theology and/or religious ethics. Declared religion major or minor is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

REL 480 - Seminar in World Religions

A senior level seminar course on some topic related to the study of religions of the world.

Credits Awarded: 4
Terms Offered: Spring, Summer
Prerequisites: Permission of instructor

REL 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring, Summer

Prerequisites: Permission of chairperson

REL 498 - Religion Internship I

A supervised practical experience in a church or religious organization. This experience will involve at least 12 hours per week in a setting approved by the instructor. It may be taken for one (Rel 498) or two (Rel 498 and Rel 499) semesters. Rel 220 and 1 additional Rel course are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

REL 499 - Religion Internship II

A continuation of Rel 498. A supervised practical experience in a church or religious organization. This experience will involve at least 12 hours per week in a setting approved by the instructor. Rel 220 and one additional Rel course are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

SOCIOLOGY & SOCIAL WORK

The Department of Sociology and Social Work provides students with a variety of courses in two major areas.

MAJORS

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.

Sociology can be defined as the scientific study of human societies. 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. 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.

Social Work

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 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.

Only graduates who are social work majors are eligible for licensing (LBSW) in Michigan and other states.

Social work majors alone are eligible to reduce the time in M.S.W. programs by up to two semesters through advanced standing programs. 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
- Conduct 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:

- SWK 241 – Introduction to Social Welfare
- 6 Credits from the following elective courses:
 - SWK 232 – Social Work and Family
 - SWK 242 – Child Welfare
 - SWK 250 – Global Studies in Social Work
 - SWK 253 – Disability and Community
 - SWK 375 – Comparative Mental Health US/UK
 - SWK 295 – Studies in Social Work
- SWK 262 – Methods of Social Research
- SWK 312 – Human Behavior and Social Environment
- SWK 315 – Social Work with Diverse Populations
- SWK 320 – Social Work Interviewing
- SWK 322 – Contemporary Social Policy
- SWK 351, 352 and 401 – Social Work Interventions I, II and III
- SWK 443 and 446 – Social Work Field Experience I and II

All social work majors must formally apply to the Social Work Program by February 15 of their freshman year or October 15 of their sophomore year. Undeclared second semester sophomore students should seek the advice of the Social Work Program Director concerning Admission to the Social Work Program. Admission is competitive and not guaranteed. To be eligible for admission

1. Applicants must have completed or be currently enrolled in PSY 100, SOC 101 and SWK 241.
2. Applicants must have a minimum GPA of 2.5 and a minimum GPA of 2.7 in their social work courses.
3. Applicants need two recommendations from Hope College faculty/staff.

4. Applicants must submit a written personal statement which includes information about their commitment to social work as a vocation and describes their prior volunteer service in the field.

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 end of the following semester. 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 2.5 and a minimum GPA of 2.7 in the social work major are required for graduation.

In addition, the following cognate courses are required:

- PSY 100 – Introduction to Psychology
- POL 100 – Introduction to American Political Institutions or POL 110 or POL 151
- SOC 101 – Sociology and Social Problems
- GEMS 158 - Human Biology or BIO 221 - Human Physiology
- MATH 210 – Introductory Statistics or Math 311 - Statistical Methods

SWK 241 must be completed in the Spring Semester of the freshman year or the Fall Semester of the sophomore year. 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	Course	Credits
Freshman Year - Fall		
Credits		
ENG 113	Expository Writing I (EW)	4
IDS 100	First Year Seminar (FYS)	2
PSY 100	Introduction to Psychology (SS1)	4
REL 100	Basic Studies in Religion (RL1)	2
Cultural Heritage I Requirement	IDS 171 / ENGL 231 / HIST 130 or PHIL 230 (CH1)	
TOTAL		16

**Freshman Year - Spring
CREDITS**

SWK 241	Introduction to Social Welfare	4
Or		
Natural Science	GEMS, mathematics, or science course (MA1) or (NS2)	2
KIN 140	Health Dynamics (HD)	2
POL 100	Intro to American Political Institutions and Lab (SS1)	4
POL 110*	Topics in Political Science (SS2) or	2
POL 151	Introduction to Global Politics (SS1)	4
SOC 101	Sociology and Social Problems (GLD)	4
Language Requirement	Language 1 - 101/121/171	4
		*If the 2-credit POL course is taken, 2 credits of electives will be needed.
TOTAL		16

**Sophomore Year - Fall
credits**

MATH 210	Introductory Statistics (MA1)	4
Arts II requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)	1-2
Or		

Social Work Elective	<i>SWK 232 Social Work and Family</i> <i>SWK 242 Child Welfare or</i> <i>SWK 250 Global Studies in Social Welfare or</i> <i>SWK 253 Disabilities and Communities or</i> <i>SWK 295 Studies in Social Work</i>	2
Cultural Heritage II requirement	IDS 172/ENGL 232/HIST 1314 or PHIL 232 (CH2)	
Language requirement	Language II 102/122/172 (FL24)	
Natural Science	GEMS, mathematics, or science course (MA1) or (NS2)	2
Or		
SWK 241	Introduction to Social Welfare	4
TOTAL		16
Sophomore Year - Spring credits		
SWK 351	Social Work Interventions I	4
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1)	4
Or		
SWK 320	Social Work Interviewing	4
GEMS 158	Human Biology in Health and Disease (NSL) or BIOL 221, Human Physiology	4

REL 200+	200-level course in biblical, historical, theological or world religions studies (RL2)	4
TOTAL		16
Junior Year - Fall credits		
SWK 312	Human Behavior in the Social Environment	6
SWK 320	Social Work Interviewing	
Or		
Arts I Requirement	ART 109 or 110/IDS 101/MUS 101 or 104 or 105/THEA 153 (FA1)	4
SWK 352	Social Work Interventions II	4
Electives	2 credits in Electives	2
TOTAL		16
Junior Year - Spring credits		
SWK 262	Methods of Social Research	4
SWK 315	Social Work with Diverse Populations	4
SWK 322	Contemporary Social Policy	4
SWK 401	Social Work Interventions III	
Or		
Electives	4 credits in Electives	4

TOTAL		16
Senior Year - Fall credits		
SWK 401	Social Work Interventions III	
Or		
Electives	4 Credits in Electives	4
Or		
SWK 443	Field Practicum I	6
Arts II Requirement	Studio or performance course(s) in art, creative writing, dance, music, theatre (FA2)	2
Or		
Social Work Elective	SWK 232 Social Work and Family SWK 242 Child Welfare SWK 295 Studies in Social Work	2
Electives	4 Credits in Electives	4
TOTAL		16
Senior Year - Spring credits		
SWK 446	Field Practicum II	6
Senior Seminar	IDS course numbered 400 or above (SRS)	4
Electives	Electives	6
TOTAL		16

With prior permission, social work students may be allowed to carry out internships at the Chicago Semester or Denver Urban Center.

No academic credit for life experience or previous work experience will be given in lieu of any social work or cognate courses required for social work major.

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

Sociology

The sociology major requires a minimum of 28 credits. This must include:

- SOC 101 – Sociology and Social Problems
- SOC 261 – Theoretical Perspectives in Sociology
- SOC 262 – Methods of Social Research
- At least two 4-credit 300-level courses
- SOC 495 – Capstone Seminar in Sociology

In addition, students must demonstrate competence in statistics; this is usually accomplished by completing MATH 210 or 311.

Off-Campus Options

Many sociology majors take advantage of off-campus programs, both domestic and international. Students have been enrolled in the Chicago Semester as well as in such international programs as those in England, Ireland, Scotland, Santiago, and Australia. The department strongly

encourages students to avail themselves of these options, and we are ready to review the available course offerings to determine if they can count towards the sociology major or minor. In some instances, departmental credit will be granted for internship experiences in off-campus settings.

Sociology majors are encouraged to take the following sequence of courses:

Year	COURSE	CREDITS
First Year		
SOC 101	Sociology and Social Problems	4
IDS 100	First Year Seminar (FYS)	2
ENG 113	Expository Writing I (EW)	4
REL 100	Basic Studies in Religion (RL1)	2
KIN 140	Health Dynamics	2
GEMS	General Education Mathematics or Science (MA1 or NS2)	2
GEMs	General Education Science (NSL)	4
Foreign Language Requirement		8
Cultural Heritage Requirement		4
TOTAL		32
Second Year		
SOC 262	Theoretical Perspectives (Fall)	4
SOC 262	Methods of Social Research (spring)	4
4 Credits of Sociology Elective	Students who intend to complete the Criminal Justice Emphasis must take SOC 221 and 222	4

MATH 210 or MATH 311	Introductory Statistics (MA1)Statistical Methods	2-4
Social Science II requirement		2
Cultural History requirement		4
Performing Arts requirement		4
Other Electives		6
TOTAL		30-32
Third Year		
2 Sociology Electives	At 300-level	8
Upper Division Religion Requirement		4
Remaining Performing Art Requirement		2
4 General/Other Electives	Students enrolled in the Criminal Justice emphasis should plan on spending the Spring semester of their junior year in Chicago; similarly, junior year is the preferred time for other off-campus programs.	16
TOTAL		32
Fourth Year		
SOC 495	Capstone Course in Sociology (Spring)	4
IDS 495	Senior Seminar	4
5 General Electives		20

TOTAL**32**

Sociology with 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 Chicago Semester. Students must complete:

- SOC 101, 261 and 262,
- SOC 221 and 222 – Criminology I and II sequence
- Four-credit sociology elective at the 300-level (recommend SOC 312 or SOC 314 and 316)
- Four-credit course, Social Justice (to be offered through The Chicago Semester)
- Related 8-credit internship in Chicago

As with all majors, CJ students must demonstrate competence in Statistics.

MINORS**Sociology**

The Sociology minor consists of 20 credits of courses. Students will be required to complete SOC 101, 261 and 262. In addition, they will need to take another eight credits from among the department's courses, four of which must be at the 300-level.

COURSES

SOC 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, global learning domestic, and cultural diversity requirement of General Education.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Global Learning Domestic (GLD), Social Science 1 (SS1)

SOC 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, global learning international, and cultural diversity requirement of General Education.

Credits Awarded: 4

Terms Offered: Fall

Attributes: Global Learning International (GLI), Social Science 1 (SS1)

SOC 221 - Criminology I

Students will be introduced to the principal sociological perspectives on the causes of crime, with special emphasis on critically assessing and comparing key theoretical explanations of crime. This course is required for students planning to major in sociology with a criminal justice emphasis and fulfills the Social Science II requirement.

Credits Awarded: 2

Terms Offered: Fall

Attribute: Social Science 2 (SS2)

SOC 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. Students may take Soc 221 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Fall

Prerequisites: Soc 221

Corequisites: Soc 221

SOC 233 - Sociology of the Family

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.

Credits Awarded: 4

Terms Offered: Fall

SOC 261 - Theoretical Perspectives in Sociology

This course will consider principal historical and contemporary sociologists and their approaches to the study of society. Through their historical periods and their intellectual and personal biographies, students will be introduced to the major concepts, questions and expectations that sociologists consider.

Credits Awarded: 4

Terms Offered: Fall

Prerequisites: Soc 101, Declared sociology major or minor

SOC 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. Cross-listed with Swk 262.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Soc 101, Declared sociology major or minor, or declared social work major

SOC 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. This course fulfills the Social Science II and Domestic Global Learning general education requirements.

Credits Awarded: 4

Terms Offered: Fall

Attributes: Global Learning Domestic (GLD), Social Science 2 (SS2)

SOC 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. This course fulfills the Social Science II and 2 credits of the cultural diversity requirements.

Credits Awarded: 2

Terms Offered: Spring

Attributes: Global Learning Domestic (GLD), Social Science 2 (SS2)

SOC 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. This course includes an intergroup dialogue experience. Students may take Soc 271 either prior to enrollment in or concurrently with the class.

Credits Awarded: 2

Terms Offered: Spring

Prerequisites: Soc 271

Corequisites: Soc 271

Attributes: Global Learning Domestic (GLD), Social Science 2 (SS2)

SOC 281 - Sociology of Popular Culture

Human beings are immersed in culture; it touches all aspects of our lives. We create, alter, and are influenced by culture; in fact it is one of the most powerful socialization agents we encounter. In this course we will explore the meanings and impacts of culture. We will discuss how our current culture shapes us, and how we shape current culture. We will begin to view popular culture through what C. Wright Mills called the Sociological Imagination. We will give extensive attention to issues of gender, race, and class and its impacts on popular culture. By the time you finish this course you will be equipped with a new perspective on how to interpret the culture in which you live.

Credits Awarded: 4

Terms Offered: Fall, Even Years

SOC 295 - Studies in Sociology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4

Terms Offered: As Needed

SOC 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.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

SOC 314 - Power and Society

Political sociology is centrally concerned with political relations, policies, and practices as well as larger questions of conflict, cooperation, power, influence and authority. Its basic task is to explore the myriad of ways that different groups compete for resources and influence. This course examines the relationship between society and politics, the interactions between individuals and governments. With an awareness of agency and structure, processes of nationalism, globalization and civil society are investigated. We will consider ideology and attempt to understand political identity. We will examine power, social movements, and cultural politics. This course primarily will focus on the relationships between the U.S. and democracy both at home and abroad. Through our sociological study of politics students will gain a better understanding of the interactions amongst class, race, and gender, dictatorship and democracy, culture and mass communication, production, consumption, distribution, centralization and decentralization, competition and coalitions, power and resistance, rights and responsibilities in addition to cultural, philosophical and social concerns. This course will also examine the processes of globalization and polarization and connect these processes to meanings of citizenship and civil society.

Credits Awarded: 2

Terms Offered: Spring

Attribute: Social Science 2 (SS2)

SOC 316 - Sociology of Law

This course will provide a unique perspective on the law - how it works, how it is made and meted out, and how it impacts on and is impacted by the larger culture. We will examine law as a social process, law in action - recognizing that "law" does not take place in a social vacuum. This course examines the relationship between law and society, focusing particular attention on: the larger social and political context in which laws are created and implemented and the consequences of law for individuals and institutions in society. Students will be introduced to, and then apply, the scholarly theories and research of law and society, including contemporary American legal issues. We will explore the practice of law in American society by examining the nature of legal reasoning and the purpose and function of various parts of the legal process and legal institutions.

Credits Awarded: 2
 Terms Offered: Spring
 Attribute: Social Science 2 (SS2)

SOC 330 - Social Psychology

This course addresses the specific 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. Psy 100 and Psy 200 are highly recommended prior to this course. Cross-listed as Psy 330.

Credits Awarded: 4
 Terms Offered: Fall, Spring

SOC 333 - Medical Sociology

An introduction to the sociological study of health, illness, and medicine more generally. The impact of gender, race and social class on health outcomes will be emphasized. Attention will also be directed to health care delivery systems, health professional education and socialization, and patient perspectives and experiences.

Credits Awarded: 4
 Terms Offered: Spring

SOC 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 used to study religion. A focus will be on sociological explanations of religious beliefs, affiliation and practices. We explore topics such as religious organizations, gender differences in religiosity, generational shifts, secularization, and how religion patterns stratification.

Credits Awarded: 4
 Terms Offered: Spring, Even Year
 Attribute: Social Science 2 (SS2)

SOC 356 - Social Movements

This course is about social movements – collective action in which groups use institutionalized and non-institutionalized tactics to promote or resist social and political change. Students will study the history and impact of the Civil Rights Movement as a template for other historic and contemporary examples of social change. Students will also serve in a local community organizing placement in order to see the application of course material on community development. These placements will be made by the second week of class by the instructor.

Credits Awarded: 4
 Terms Offered: Spring, Even Years
 Attribute: Global Learning Domestic (GLD)

SOC 365 - Sociology of Education and Childhood

This course examines the nexus between children, the education system and the rest of society through a sociological lens. This demands that we consider not just the socialization process but also the structural aspects that impact children and all levels of education. The course surveys principle ways of thinking about schools as organizations and about the consequences of these structures for the distribution for life chances. The focus is on theory and research concerned with the organizational and occupational sides of schools, teaching and children. This course will take a sociological perspective and explore the diversity of children's experiences with socialization and schools across family structure, race and ethnicity, social class and gender. Key topics include trends in gender, racial and class inequalities in schooling, the content of schooling, current reform politics, issues of school funding, and global differences in education.

Credits Awarded: 4
Terms Offered: Fall, Odd Years

SOC 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. This course may be taken only once.

Credits Awarded: 2-6
Terms Offered: Fall
Prerequisites: Soc 262, Permission of instructor

SOC 395 - Studies in Sociology

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

SOC 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 readings on a topic in sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience.

Credits Awarded: 2-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

SOC 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. A minimum of 16 credits in Soc courses is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Declared sociology major or minor

SOC 499 - Sociology Internship

A supervised practical experience in a governmental, private, and/or non-profit organization. The general guideline for credit is 3 hours per week for each credit hour awarded. This course may be repeated for credit but no more than 6 hours may be applied to fulfilling the sociology major.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Senior status, Declared sociology major, Permission of department

SWK 232 - Social Work and Family

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.

Credits Awarded: 2

Terms Offered: Fall, Spring

SWK 241 - Introduction to Social Welfare

This course examines the history and philosophy of social welfare and the contribution of social work to social welfare institutions. This course is designed to be an introductory course for students who are considering social work as a career. It is particularly designed for potential social work majors but students entering other helping professions will benefit from understanding the social welfare system and the role that social workers perform in social services in a global world.

The generalist social work practice model will be a guiding assumption of the course. Social work occurs within a political context that will be considered throughout the course. An examination of social work's knowledge base, practice skills, and values will be pervasive themes. Beginning Spring 2020, this course will move from 2 to 4 credits.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Soc 101

Corequisites: Soc 101

SWK 242 - Child Welfare

This course examines the philosophy of child welfare as a specific part of social welfare and the programs that constitute the child welfare institutions. Child abuse and neglect is a major topic of this course.

Credits Awarded: 2

Terms Offered: Fall

SWK 250 - Global Studies in Social Work

This course explores the meaning of global social welfare and in particular women and children's issues and relates to an international perspective on social justice and social work practice. Incorporating an understanding of the history of global social welfare and a commitment to the values and ethics consistent with the profession of social work, this course critically looks at specific social justice issues facing the global community and the field of social work. This course will provide students with a better understanding of global issues and their impact on practice and policy at all levels.

Credits Awarded: 2

Terms Offered: Spring

Attribute: Global Learning International (GLI)

SWK 253 - Disability and Community

This course explores the fundamental importance of community to human life and well-being. This focus on the nature of community will intersect with the concepts of ability, disability, debility and "normality/normalcy" and their social construction, with an especial focus on developmental disabilities. Together, these provide the foundation for understanding how a society views persons who developmentally vary from social expectations of the "norm", and the values associated with this variance. Students will also delve into the nature of function of "community" with regard to individual and collective well-being. Together these foci provide the context for understanding how programs that support/facilitate community for persons with disabilities are constructed, implemented, and evaluated. Much of the course content is experiential, and opportunities to interact with local organizations and programs that support persons with disabilities are an important component of the course. The course will also seek to compare and contrast who social constructions of disability (and associated programs and services) vary across cultures.

Credits Awarded: 2

Terms Offered: Spring

SWK 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. Cross-listed as Soc 262.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Soc 101, Declared sociology major or minor, or declared social work major

SWK 295 - Studies in Social Work

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

SWK 312 - Human Behavior & Social Environ

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.

Credits Awarded: 6

Terms Offered: Fall

Prerequisites: Declared Social Work major

SWK 315 - Social Work with Diverse Populations

This course will prepare students for multicultural 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Declared Social Work major

SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 241, Declared social work major

SWK 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 making implementation.

Credits Awarded: 4

Terms Offered: Spring

Prerequisites: Swk 241, Pol 100 or 110 or 151, Declared social work major

SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 241, Declared social work major

SWK 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.

Credits Awarded: 4

Terms Offered: Fall, Spring

Prerequisites: Swk 351

SWK 375 - Mental Health Policies and Practices in the United States and the United Kingdom

Students in this June term course will study and contrast the mental health policies and practices in the U.S. with those in the U.K. The first two weeks of the class will take place at Hope College where students from Hope College and Liverpool Hope University will learn about the laws, civil liberties, treatment, and funding for mental health care in the U.S. The second two weeks will take place at Liverpool Hope University where students will similarly learn about laws, civil liberties, treatment, and funding for mental health care in the U.K. Students will learn through readings, visits to mental health facilities, and presentations by mental health professionals and individuals with a chronic mental illness. Learning will be assessed by engagement in classroom discussions, small reaction papers, presentations, and a large integrative paper comparing the two mental health systems. Cross-listed with PSY 375.

Credits Awarded: 4

Terms Offered: June Term

Prerequisites: Psy 100 or Swk 241

SWK 395 - Studies in Social Work

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4

Terms Offered: As Needed

Prerequisites: Permission of instructor

SWK 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.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Swk 352

SWK 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. Students may take Swk 401 either prior to enrollment in or concurrently with the class.

Credits Awarded: 6
 Terms Offered: Fall
 Prerequisites: Swk 401
 Corequisites: Swk 401

SWK 446 - Social Work Field Experience II

This course is a continuation of Swk 443.

Credits Awarded: 6
 Terms Offered: Fall, Spring

SWK 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. A minimum of 20 credits in Swk courses is highly recommended prior to this course.

Credits Awarded: 2-3
 Terms Offered: Fall, Spring

SWK 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.

Credits Awarded: 4
 Terms Offered: Fall, Spring
 Prerequisites: Senior standing, Declared social work major, Permission of instructor

THEATRE

The Department of Theatre offers an academic program of recognized excellence which develops students as practicing theatre artists and engaged audience members.

ABOUT THE PROGRAM

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 to:

- (1) Provide significant and challenging artistic experiences for our students
- (2) Engage the student body as a whole by producing performances of historical, contemporary, literary and/or theatrical merit
- (3) Augment the community's cultural life through the presentation of plays of social and theatrical value.

Theatre students currently

- Participate in the mainstage production program as actors, designers, stage managers, dramaturgs, publicists and technicians
- Mount student-directed and -produced work on a regular basis
- Participate in the New York Arts Semester Program; The Philadelphia Center, an urban semester program sponsored by the GLCA; or the Chicago Semester program
- Work with established professionals in theatre through guest artist residencies and through involvement with the Hope Summer Repertory Theatre

Graduates of the Department of Theatre have been involved in pursuing such careers as:

- Acting, directing, designing, stage management and arts administration
- University teaching
- Serving as members of professional repertory companies

- Internships at regional professional theatres such as the Ensemble Studio Theatre, the Steppenwolf Theatre, The New Group, the Chicago Shakespeare Theatre, Trinity Repertory Theatre and the Wooster Group.
- Graduate study at such schools as the Florida State University Asolo Conservatory for Actor Training, the American Repertory Theatre at Harvard University, the University of Illinois, Northwestern University and Southern Methodist University

MAJORS

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.

Theatre

The major program is designed on a "contract" basis, with provisions as follows:

Theatre Major: 35 credits consisting of

- THEA 161 – Acting I
- THEA 205 – Principles of Design
- THEA 210/211 – Theatre Crafts I and II
- One course chosen from THEA 222 – Scene Design, THEA 223 – Lighting Design, or THEA 224 – Costume Design
- THEA 243 – Play Analysis
- THEA 250 – Stage Management
- Two courses chosen from THEA 301/ 302 – Western Theatre I and II, and THEA 306 – American Theatre
- THEA 331 – Stage Direction I
- Three credits chosen from either THEA 380 – Advanced Theatre Practicum, THEA 490 – Independent Studies in Theatre or THEA 495 – Seminar in Theatre
- Or an internship with the Hope Summer Repertory Theatre or with an off-campus program, as approved by the theatre faculty

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 declare the major by the end of the sophomore year. It is recommended that major contracts include at least two full semesters of study following submission.

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: THEA 101, 153

Arts II: THEA 110, 130, some sections of THEA 280

MINORS

Theatre

21-22 credits consisting of:

- THEA 161 – Acting I
- THEA 243 – Play Analysis
- THEA 210 and 211 – Theatre Crafts I and II
- THEA 301, 302 and 306 – One theatre history course chosen from Western Theatre History I and II and American Theatre

An additional 3-4 credits chosen from the following:

- THEA 205 – Principles of Design
- THEA 222 – Scene Design
- THEA 223 – Lighting Design
- THEA 224 – Costume Design
- THEA 250 – Stage Management
- THEA 331 – Stage Direction, or a second theatre history course.

The theatre student handbook, available in the theatre department office, contains further information on the theatre minor.

COURSES

THEA 101 - Introduction to the Theatre

This course will examine the role and value of theatre in our culture and introduce students to the art of theatre by exploring the ways in which playwrights, directors, actors, designers, technicians, and audiences collaborate and make choices to create theatre. Through individual creative projects or lab experiences, lectures, demonstrations, readings, discussions, and viewing live and videotaped theatre performances, the student will have the opportunity to enrich his/her awareness and understanding of the artistic process inherent in creating theatre. By the end of the semester, the student will attend, read, discuss, and write about theatre with greater sensitivity and insight.

Credits Awarded: 4
Terms Offered: As Needed
Attribute: The Arts I (FA1)

THEA 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.

Credits Awarded: 2
Terms Offered: Fall, Spring - When Feasible
Attribute: The Arts II (FA2)

THEA 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.

Credits Awarded: 2
Terms Offered: As Needed
Attribute: The Arts II (FA2)

THEA 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.

Credits Awarded: 4
Terms Offered: Fall, Spring - When Feasible
Attribute: The Arts I (FA1)

THEA 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, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended Theatre major. Course is open only to entering freshmen.

Credit Awarded: 1
Terms Offered: Fall

THEA 161 - Acting I

An introduction to basic principles of acting and to ensemble playing. Recommended that intended performance-concentration majors enroll in the freshman year.

Credits Awarded: 4
Terms Offered: Fall

THEA 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.

Credits Awarded: 4
Terms Offered: Spring

THEA 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.

Credits Awarded: 2
Terms Offered: Spring

THEA 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 understanding of theatre terminology. Two one-and-one-half-hour lectures and one two-hour lab per week.

Credits Awarded: 4
Terms Offered: Fall

THEA 211 - Theatre Crafts II

Continuation of Thea 210 as an introduction to the fundamentals of technical production in the performing arts. Areas of study will consist of lighting and sound design and implementation. 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.

Credits Awarded: 4
Terms Offered: Spring

THEA 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.

Credits Awarded: 2
Terms Offered: As Needed

THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring, Odd Years

THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Fall, Even Years

THEA 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. Thea 210 and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Spring, Even Years

THEA 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. It is recommended that intended theatre majors enroll in the freshman year.

Credits Awarded: 2

Terms Offered: Spring

THEA 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.

Credits Awarded: 2

Terms Offered: Fall

THEA 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. Cross-listed with Engl 257.

Credits Awarded: 4

Terms Offered: Fall, Even Years

Prerequisites: Permission of instructor

THEA 261 - Acting III

An integrated study of voice and movement in relation to the actor's craft. The work of Shakespeare and the ancient Greeks will serve as the predominant performance material. Recommended that intended performance-concentration majors enroll in the sophomore year. Thea 161 and Thea 162 are highly recommended prior to this course.

Credits Awarded: 3

Terms Offered: Fall

THEA 262 - Acting IV

A continuation of Thea 261, emphasizing the voice and movement challenges inherent in the plays of Moliere, Restoration and Georgian comedy, Chekhov, and absurdist writers. Thea 161, Thea 162, and Thea 261 are highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Spring

THEA 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. Casting by the director, or acceptance on a production crew by the technical director is required.

Credits Awarded: 0-2
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

THEA 295 - Studies in Theatre

Instruction in specific performance or production techniques, such as furniture design, mime, stage combat, 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.

Credits Awarded: 1-2
Terms Offered: As Needed
Prerequisites: Permission of instructor

THEA 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. Thea 161, Thea 210, and Thea 211 are highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Fall

THEA 332 - Stage Direction II

A continuation of Thea 331. Each student will produce at least one one-act play. Thea 161, Thea 210, Thea 211, and Thea 311 are highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Spring

THEA 361 - Acting V

This is an advanced course and 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. Thea 161, Thea 162, Thea 261, and Thea 262 are highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Spring, Odd Years

THEA 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. This course may be repeated to develop new skills. Thea 161 is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Fall, Odd Years

THEA 376 - Musical Theatre Workshop B

A continuation of Thea 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. The course will culminate in a showcase presented at the end of the spring semester. Thea 161 is highly recommended prior to this course.

Credits Awarded: 2
Terms Offered: Spring, Even Years

THEA 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 an 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.

Credits Awarded: 0-3
Terms Offered: Fall, Spring
Prerequisites: Permission of department

THEA 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).

Credits Awarded: 3
Terms Offered: Summer
Prerequisites: Acceptance into summer theatre company

THEA 395 - Studies in Theatre

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

THEA 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.

Credits Awarded: 1-3
Terms Offered: Fall, Spring
Prerequisites: Permission of department

THEA 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.

Credits Awarded: 2-3

Terms Offered: As Needed

Prerequisites: Permission of instructor

THEA 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. Thea 243 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

THEA 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). Thea 243 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Even Years

THEA 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. Thea 243 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

THEA 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.

Credits Awarded: 2-3

Terms Offered: As Needed

Prerequisites: Permission of instructor

THEA 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.

Credits Awarded: 2-3

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies focuses on issues of identity and systems of power, through reflection on personal, social and historical realities.

ABOUT THE PROGRAM

Specifically, women's and gender studies connects theory to self-awareness and social responsibility. Whereas historically, the voices of women and other minorities (including feminist men) have been muted, women's and gender studies puts these voices at the center of the curriculum.

WGS Sample ELECTIVE COURSES:

Examples of Arts and Humanities that count towards a Women's and Gender Studies major/minor:

- Christian Feminism
- Black Feminist Thought
- 20th-21st Century Dance History and Criticism
- Sexual Ethics
- Women, Gender and Sexuality in U.S. History
- Africana Womanism: Origins, Legacies

Examples of Social Sciences courses that count towards a Women's and Gender Studies major/minor:

- Gender Communication
- Gender, Conflict and Peace
- Human Sexuality
- Psychology of Gender
- Sociology of Gender
- Intergroup Dialogue

MAJORS

Women's And Gender Studies

The Women's and Gender Studies major consists of 32 credits. All students must take 16 credits of core courses:

- WGS 160 – Women in a Global Society
- WGS 200 – Introduction to Women’s and Gender Studies
- WGS 350 – Feminist Visions of Justice: Feminist Theory and Methodology
- WGS 494 – Keystone Seminar

The remaining 16 credits are to be a balance of electives from Arts & Humanities and Social Sciences (at least one course from each division), which must be chosen in consultation with the WGS director.

MINORS

Women's And Gender Studies

The Women’s and Gender Studies minor consists of 20 credits. All students take WGS 200 – Introduction to Women’s and Gender Studies and choose two out of the three following core courses:

- WGS 160 – Women in a Global Society
- WGS 350 – Feminist Visions of Justice: Theory and Methodology
- WGS 494 – Keystone Seminar

The remaining 8 credits are to be a balance of electives from Arts & Humanities and Social Sciences (at least one course from each division), which must be chosen in consultation with the WGS director.

COURSES

WGS 160 - Women in a Global Society

This course seeks to investigate the broad spectrum of women's movements that thrive across the developing world. Particular emphasis is on globalization and development as well as women's interaction with neo-liberal economics. Third World feminist and womanist theories will be examined. Students will also encounter the impact that culture and politics play on women in the developing world. Cross-listed with Pol 160.

Credits Awarded: 4
Terms Offered: Once a Year
Attributes: Global Learning International (GLI), Social Science 1 (SS1)

WGS 195 - Women's & Gender Studies Topic

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

WGS 200 - Introduction to Women's and Gender Studies

In this course, students will explore and assess their own assumptions about gender, and examine the effects of sexism on all people. We will study historical and contemporary texts by diverse authors. At the heart of feminist pedagogy, students are encouraged to teach and learn from one another. Students will be challenged to grow and support communal growth in shaping a world free of power-divisions based on gender, race, class, citizenship, and country of origin.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Global Learning Domestic (GLD)

WGS 295 - Special Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 2-4
Terms Offered: As Needed

WGS 350 - Feminist Visions of Justice: Theory and Methodology

This course looks at feminist visions of justice, including ideas that impact students' lives, the larger communities in which we live, as well as in the world. Students examine their own theories and study those of feminist scholars, practitioners and activists. Emphasis is placed on contemporary issues and practices.

Credits Awarded: 4
Terms Offered: Fall
Attributes: Global Learning Domestic (GLD), Social Science 2 (SS2)

WGS 395 - Special Studies

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

WGS 490 - Independent Projects

An in-depth independent study of women's and gender issues or other topics analyzed from a feminist perspective or a project designed to bring about systemic change.

Credits Awarded: 1-4
Terms Offered: As Needed

WGS 494 - Keystone Seminar

A course designed to examine feminist perspectives in practice and support projects on women's and gender issues.

Credits Awarded: 4

Terms Offered: Spring

WGS 496 - Internship Program in Women's and Gender Studies

An internship in women's and gender studies with the Philadelphia Center, Washington Semester, Chicago Semester, or a placement in West Michigan approved by the director of women's and gender studies. Placement is coupled with a feminist analysis of the internship site and the student's experience.

Credits Awarded: 1-4

Terms Offered: As Needed

WORLD LANGUAGES AND CULTURES

The Department of World Languages and Cultures 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.

ABOUT THE PROGRAM

Instruction is offered in Chinese, French, German, Greek, Hebrew, Japanese, Latin, 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:

- Faculty-student research
- Informal conversation classes
- French and Spanish language houses in which native speaking students provide conversational leadership and tutoring
- Co-curricular activities, such as, foreign films, lectures, and field trips
- Semester or year abroad or summer programs in target language countries
- Tutoring opportunities
- Practical experience through local or international internships

The DWLC is one of the largest departments at Hope (15 full time faculty and 7 part-time faculty), with native professors from Japan, China, Netherlands, Mexico, Argentina, Uruguay, Armenia, Dominica, and France; all are active researchers with advanced degrees in the disciplines and languages in which they teach.

Alumni of Hope have integrated their foreign language major or minor into a great variety of careers in business, communications, health care, journalism, international studies and international affairs.

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 can be found under the Course Tab.

- Classics (Classical Studies, Biblical Hebrew, Greek and Latin)
- Chinese
- Education
- English As a Foreign Language
- French
- German
- Japanese
- Linguistics
- Spanish

The descriptions of major and academic minor programs follow under these headings:

- Chinese
- Classics (Classical Studies, Greek and Latin)
- French
- German
- Japanese
- Spanish

When you study abroad, a number of core classes you can take in an overseas program may count for both the language major and minor and the general education requirements at Hope. Students are encouraged to take IDS 171 (CH1) or IDS 172 (CH2) at Hope. Many courses offered abroad can help fulfill the Cultural Heritage requirement, especially the CH2 requirement. Students should discuss study abroad courses with their faculty advisor prior to registration in order to discern which Hope requirement(s) the course(s) will fulfill. Students may take up to 12 credits abroad towards their major or minor in a specific language.

MAJORS

The department offers major programs in Classics (Classical Studies, Greek and Latin), French, German, Japanese Studies Composite and Spanish. The major programs are designed to meet the needs of students with a wide variety of career interests.

Classical Studies

In the college curriculum, “Classics” primarily refers to the cultures of the ancient Mediterranean, with special focus on Greece and Rome. Classicists are interested in how the peoples of these cultures and civilizations have inspired traditions that have shaped the world from the medieval cultures of Christian Europe and the Islamic Middle East to today’s America.

The Greeks give us Homer’s *Iliad* and *Odyssey*, political ideas of freedom and democracy, the beautiful poetry of the tragic hero, intellectual foundations of science and philosophy, and some of the most striking art and architecture the world has ever seen. The Romans give us the political development of republican thinking and practice, technological developments, terrific comedies, stoic philosophy and an extraordinary empire within which Christianity had its origins.

Classics is a multidisciplinary enterprise. Language study is necessary to help us think like a Roman or a Greek, but work in Classics involves attention to many fields – history, philosophy, religion, art and theatre among them. Since the classical Mediterranean world included lands on three continents (Africa, Asia, Europe), Classics is very much a multicultural endeavor.

A few Classics majors go on to careers as high school Latin teachers or college professors of Classics. Most majors and minors, however, regard Classics as a way to acquire a well-rounded education and a lifelong ability to see beyond the busy surface of the world around us. Law, ministry and medicine are common professions of our graduates, but others do everything from Bible translation to work in the banking industry.

Courses in Latin and Greek are available every semester, and the department also offers courses in Hebrew regularly.

MAJOR IN CLASSICAL STUDIES:

Students select courses based on their own interests and in accord with these general guidelines:

- 12 credits in an ancient language. At least 4 credits of these must be completed on-campus.
- 12 credits in Classics courses or more ancient language(s).
- 8 credits in courses focused on the ancient world. On-campus options include:
 - English 231
 - History 130
 - Philosophy 230
 - Political Science 341
 - Theatre 301
 - Many offerings in the IDS 170s (Cultural Heritage I) such as, IDS 175 – Homer’s *Iliad* and *Odyssey* or IDS 171 – Tragedy, Comedy, Democracy.

TOTAL: 32 credits.

German

- The German major is an integrated program of language and culture designed for students pursuing German for professional or personal interests. Course topics vary each year, but include contemporary German culture, German film, the development of German through history, literature, pronunciation, German for economics, and others.
- The major consists of 32 credits of German courses. These must include:
 - German 201 and 202 (or equivalent by examination or transfer, 8 credits)
 - 24 credits in German courses numbered 280 or higher

German Education

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching major in German for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Department of World Languages and Cultures websites).

Requirements for the 32 hour German teaching major are:

- 28 credits in German at the 300-level and above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a German-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester.

Global French Studies

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, societies and literatures. Linguistic proficiency and cultural competency are essential to this program for they will prepare the student for employment in which linguistic skills and cultural

knowledge are necessary, for secondary level teaching, or for advanced studies at the graduate level.

The Global French Studies Major consists of a minimum of 28 credits of courses numbered 280 or higher. The major must include a minimum of two 400-level class seminars. Students who study in France or in a Francophone country for one semester should plan on taking two 300-level classes before leaving and two 400-level class seminars upon their return. Students who study in France or in a Francophone country for two semesters may take only one 400-level class seminar upon their return and be excused from the second 400-level class seminar. These students still need to complete a total of 28 credits of courses. A maximum of 12 credits in French from off-campus study may be applied toward the major.

Students 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.

FRENCH HONORS PROGRAM

The French Honors Program challenges majors to attain a wider knowledge and a deeper understanding than is required for the major; in terms of reading, writing and thinking about French and francophone culture, history, literature and the arts. In the French Honors Program, students will:

- Select and discuss supplementary reading materials with the faculty member in whose courses they are registered
- Research and write more extensive papers
- Attend the French Cultural Studies Colloquium presentations and participate in the French co-curricular program

Information and application forms are available on Hope's French [website](#).

French Education

TEACHER CERTIFICATION: In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching major and minor in French for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and World Languages and Cultures websites).

Requirements for the 32 hour French teaching major are:

- 28 credits in French numbered 311 and above (see major requirements).
- 4 credits of Linguistics (LING 364).

- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a French-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester.

Second majors that complement the French major and can be combined with a study-abroad experience:

- Computer Science
- Dance – Courses taught through IES Paris include dance choreography, criticism, history, anthropology, writing and/or working for an international dance company.
- Engineering – Courses taught through IES Nantes include coursework in global engineering.
- History – Courses taught through IES Paris, IES Nantes or CIEE Rennes include coursework focused on French History. Courses taught through SIT Dakar include coursework focused on Francophone Studies.
- Art History - Courses taught through IES Paris, IES Nantes, CIEE Rennes, or SIT Dakar prepare a student for graduate work in art history, art gallery and museum work, publishing and teaching.
- Communication – Courses taught through IES or CIEE Paris or Rennes prepare students for a variety of fields including journalism, politics, business, and teaching.
- Management – Courses taught through IES Paris, Nantes or Nice offer management courses and internships.

Japanese Studies Composite

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 forms of employment in which a knowledge of Japanese and familiarity with Asian is required.

The Japanese Composite Major consists of a minimum of 36 credits of work divided between:

- Japanese language study, a minimum of 24 credits
- Courses from the Departments of History, Philosophy, Political Science and Religion

- May Term in Japan program, minimum of 8 credits, which are currently taught on a regular basis. Among recommended courses are:
 - HIST 295 – Japanese History and Culture
 - POL 303 – Asian Politics
 - Special courses taught by the Meiji Gakuin exchange professor.
- A maximum of 16 credits in Japanese with a grade of C+ or better from off-campus study may be applied to the major, with prior approval by the Japanese section head.

Latin Education

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching major in Latin for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department. *See the Education Department and World Languages and Cultures websites.*

Requirements for the 30 hour Latin teaching major are:

- 26 credits in Latin at the 300-level or above, see major requirements.
- 4 credits of LING 364 – Linguistics.
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 30 hour major.*

Spanish

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 321 or higher and must include:

- Spanish 321, 322, 341, either 342, 344 or 395
- Two 400-level courses, one of which must be a literature course, normally 441, 443, 494 or 495
- Eight credits of electives

Students who study in a Spanish-speaking country must take one 400-level course upon their return. A maximum of 12 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.

Spanish Education

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching major in Spanish for certification through the State of Michigan. Students planning to teach Spanish at the secondary level only or in grades K-12 must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department. *See the Education Department and World Languages and Cultures websites.*

Requirements for the Spanish teaching major are:

- 32 credits in Spanish at the 300-level or above, see major requirements.
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 32 hour major.*

Teacher candidates are required to spend at least one semester in a Spanish-speaking country. They are also required to pass an oral proficiency exam at the advanced low level prior to graduation, which they are advised to take directly after returning from their study abroad semester.

MINORS

The department offers academic minors in Classics (Classical Studies, Greek and Latin), Chinese, French, German, Japanese, and Spanish.

Chinese Minor

The Chinese minor at Hope consists of a minimum of 20 credits numbered 200 or higher. Of these, 4 credits must be a language course numbered 300 or higher; 4 credits must be either another language course numbered 300 or higher or Chinese 295 or IDS 174: Visualizing China in Transition. The additional 4 credits may be completed by selecting one class from the listing below:

- Biology 380 (China: Land, Wildlife, Culture)
- Economics 395 (Modern Economic Growth: China)
- Philosophy 242 (The Philosophies of China and Japan)
- History 270 (Modern China)
- History 371 (Paris and Shanghai)

- History 295 (Disabilities and Medicine in Global History)
- Political Science 303 (Asian Politics)
- Other courses as approved by the department chairperson

Students who seek to complete their minor abroad should plan on taking one 300-level course before leaving and must select their courses in consultation with the Chinese faculty and the approval of the department chairperson.

Classical Studies

Students select courses based on their own interests and in accord with these general guidelines:

- 8 credits in an ancient language.
- 12 credits in Classics courses or more ancient language(s).

TOTAL: 20 credits.

French Education

In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching minor in French for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of the Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department (see the Education Department and Department of World Languages and Cultures websites).

Requirements for the 20 hour French teaching minor are:

- 16 hours in French numbered 311 and above (see major requirements).
- 4 credits of Linguistics (LING 364).
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 20 hour minor.*

Teacher candidates are required to pass an oral proficiency exam at the advanced low level prior to graduation. Study abroad for a minimum of eight weeks in a French-speaking country is strongly recommended to enhance the teacher candidate's fluency in the language as well as further his/her chances of successfully passing the oral proficiency exam. If French education minors choose to study abroad, they are advised to take the oral proficiency exam directly after returning from their study abroad experience.

French-Speaking Culture and Society

The Global French Studies minor requires the student to complete a minimum of 28 credits. Of those credits, 12 must be numbered 280 or higher. The student may opt for a 4 credit May-June Internship at the Nibakure Children's Village in Rwanda which may replace one 300 level course.

German

A minor consists of a minimum of 28 credits, of which 12 must be numbered 280 or higher. Minors are strongly encouraged to complement their German minor with courses from other departments. Among recommended courses are: Economics 402; Education 305 and 384; History 131 and 240; Philosophy 373; Theatre 304.

Japanese

A Japanese minor consists of a minimum of 24 credits taken at the college level and approved by the chairperson. Of these, eight must be in courses numbered 280 or higher and up to eight may be taken in a department other than World Languages and Cultures, e.g., History, Philosophy, Political Science, Religion or other disciplines.

A typical pattern of courses might be: Japanese 101, 102, 201, 202, 301 and/or IDS 280 – May Term in Japan program.

Majors and minors are strongly encouraged to complement their Japanese major/minor with courses from other departments.

Latin Education

TEACHER CERTIFICATION

In partnership with the Hope College Department of Education, the Department of World Languages and Cultures offers a teaching minor in Latin for certification through the State of Michigan. Students planning to teach a foreign language at the secondary level must meet all requirements of Education Department upon being formally admitted to the Teacher Education program in addition to those of the language department. *See the Education Department and World Languages and Cultures websites.*

Requirements for the 20 hour Latin teaching minor are:

- 16 credits in Latin at the 300-level or above
- 4 credits of LING 364 – Linguistics
- 4 credits of Teaching World Languages K-12 (EDUC 388/389). *This course is considered pedagogy and is not part of the 20 hour minor.*

Spanish

The non-teaching Spanish Minor consists of 20 credits of courses numbered 321 or higher and must include Spanish 321, 322, 341 and eight credits of electives at the 300 or 400 level.

COURSES

CLAS 210 - The Greek World

This course surveys the major historical developments and literary figures of Greece from preclassical times to the end of the Hellenistic period. Cross-listed with Hist 210.

Credits Awarded: 4

Terms Offered: Fall, Even Years

CLAS 215 - The Roman World

This course surveys major historical developments and literary figures from the foundation of the Roman Empire to the fall of the Empire. Cross-listed with Hist 315.

Credits Awarded: 4

Terms Offered: Fall, Odd Years

CLAS 250 - Classical Mythology

This course introduces students to the sacred tales of the Greeks and Romans through ancient art and literature. Much attention is also given to the afterlife of the myths in the postclassical world, from Renaissance painting to the cinema. Cross-listed with IDS 175.

Credits Awarded: 4

Terms Offered: Spring

CLAS 280 - Practicum in Classics

Practical experience in various contexts such as teaching Classics 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.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CLAS 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 patriarchy, 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. Cross-listed with Hist 285.

Credits Awarded: 4

Terms Offered: Spring, Odd Years

Attribute: Global Learning International (GLI)

CLAS 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CLAS 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.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CLAS 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.

Credits Awarded: 1-6
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

GRK 171 - Ancient/Biblical 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.

Credits Awarded: 4
Terms Offered: Fall

LATN 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.

Credits Awarded: 4
Terms Offered: Fall

GRK 172 - Ancient/Biblical Greek II

A continuation of Grk 171. Grk 171 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

LATN 172 - Latin II

A continuation of Latn 171. Latn 171 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

GRK 271 - Greek III

A continuation of Grk 171 and Grk 172, with reinforcement of grammar and vocabulary. Selected readings from the Gospels and a number of Classical authors. Grk 172 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall
Attribute: Second Language (FL2)

LATN 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. Latn 172 is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: Second Language (FL2)

GRK 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 may be repeated for credit.

Credits Awarded: 1-6
 Terms Offered: Fall, Spring
 Prerequisites: Permission of instructor

LATN 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.

Credits Awarded: 1-4
 Terms Offered: Fall, Spring

GRK 295 - Studies in Greek

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
 Terms Offered: As Needed

GRK 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.

Credits Awarded: 2
 Terms Offered: Fall, Spring

LATN 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, 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.

Credits Awarded: 2
 Terms Offered: As Needed
 Attribute: Second Language (FL2)

GRK 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.

Credits Awarded: 2
 Terms Offered: Fall, Spring

LATN 372 - Latin Poetry

Masterworks of Latin verse are the subject of this course. Representative topics include the comic plays of Plautus, Roman love poetry, Virgil'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.

Credits Awarded: 2

Terms Offered: As Needed

Attribute: Second Language (FL2)

GRK 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. May be repeated for additional credit with a different topic.

Credits Awarded: 2

Terms Offered: As Needed

LATN 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.

Credits Awarded: 2

Terms Offered: As Needed

GRK 490 - Special Authors

Material covered to vary, depending upon the needs and desires of those who elect the course. Grk 271 is highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

LATN 490 - Special Authors

Material covered to vary, depending on the needs and desires of those who elect the course.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

GRK 495 - Studies in Greek Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

LATN 495 - Studies in Latin Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CHIN 101 - Chinese I

A course for beginners of Chinese. The primary goal of this course is to acquire the basic skills necessary to begin communicating in Chinese. The secondary goal of gaining insight in the Chinese 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 three times per week as well as for a conversation session with native speakers. Conducted both in Chinese and English.

Credits Awarded: 4
Terms Offered: Fall

FREN 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.

Credits Awarded: 4
Terms Offered: Fall

GERM 101 - German I

Introduction to the German language and the cultures of Germany, Austria and Switzerland where German is spoken. Students will work towards practical proficiency for real-world use of German at work or when traveling.

Credits Awarded: 4
Terms Offered: Fall

JAPN 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. Online work is also required. Conducted both in Japanese and English.

Credits Awarded: 4
Terms Offered: Fall

CHIN 102 - Chinese II

A continuation of Chinese I. This course is designed to continue to develop appropriate communicative skills in the Chinese language world. Emphasis is placed on all four language skills: listening, speaking, reading and writing, with a primary focus on oral communication. In this course, writing simple sentences in Chinese will also be introduced. Conducted primarily in Chinese. Chin 101 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

FREN 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 Conversation class. Conducted primarily in French. Fren 101 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

GERM 102 - German II

Continuation of German I with continued emphasis on practical real-world use of German as well as extensive coverage of the cultures of the German-speaking countries. Germ 101 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

JAPN 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. Online 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. Japn 101 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

SPAN 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. Conducted primarily in Spanish.

Credits Awarded: 4
Terms Offered: Fall, Spring

SPAN 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. Conducted primarily in Spanish. Span 121 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

CHIN 195 - Studies in Chinese

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

SPAN 195 - Studies in Spanish

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Attribute: Second Language (FL2)

CHIN 201 - Chinese III

A continuation of Chinese II. Further study of basic Chinese grammar and continued study of the Chinese writing system, with equal emphasis on speaking and reading. This course helps students develop more linguistic skills, to expand on vocabulary and expressions appropriate to different occasions, and to systematically review previously studied materials. Upon completion of this course, students should be able to write 100 characters and to conduct a spontaneous conversation with a native speaker.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Second Language (FL2)

FREN 201 - French III - French Language and Culture

Continuation of French II. This course uses film 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 language assistant. Conducted primarily in French. Fren 102 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attribute: Second Language (FL2)

GERM 201 - German III

Continuation of German II. This course focuses equally on language and culture, with particular emphasis on celebrations, media, travel, and post-WWII history. Students meet three days a week in class and one day a week in a tutorial with a native German assistant for focused conversation practice and contemporary German culture. Conducted in German. Germ 102 is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Attributes: Second Language (FL2), Global Learning International (GLI)

JAPN 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. Online work is also required. Japn 102 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall

Attribute: Second Language (FL2)

CHIN 202 - Chinese IV - Intermediate Chinese

A continuation of Chinese III. This course completes the study of beginning Chinese and gives further study of the Chinese writing system, with continued emphasis on both speaking and reading. In this course, we continue improving skills required for writing essays in Chinese. This course helps students to further expand their vocabulary bank, to communicate in Chinese on wider and deeper topics, and also to get a greater insight into Chinese language and culture. Upon completion of this course, students should be able to compose simple and meaningful sentences and initiate a conversation with a native speaker.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

GERM 202 - German IV

Continuation of German III. This course focuses particular emphasis on multicultural Germany, former East Germany and German folklore. It is an excellent preparation for study abroad. Students meet three days a week in class and one day a week in a tutorial with a native German assistant for focused conversation practice. Conducted in German. Germ 201 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attributes: Second Language (FL2), Global Learning International (GLI)

JAPN 202 - Japanese IV

A continuation of Japanese III with added emphasis on reading and writing skills. Class meets four days per week. Online work is also required. Conducted primarily in Japanese. The prerequisite can also be met with an equivalent course or placement. Japn 201 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Spring
Attribute: Second Language (FL2)

SPAN 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. Span 122 or Span 124 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

SPAN 222 - Spanish IV

This course introduces students to the Spanish-speaking world, its cultures and history. The course continues the development of language competency through reading and writing, and conversational practice. A general review of grammar also takes place. Conducted in Spanish. Span 221 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

FREN 250 - French IV - Advanced French Language and Culture

Through grammar review, conversation, and the study of French and francophone cultures and writers, students will gain increased communicative competency and cultural knowledge of French-speaking global communities in North Africa (Algeria), Europe (Switzerland), West Africa (Senegal), the Pacific (New Caledonia), and the Antilles (Guadeloupe/Martinique). Students meet three times per week with the instructor and once a week with the French language assistant. Conducted entirely in French. Fren 201 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Fall, Spring

Attributes: Second Language (FL2), Global Learning International (GLI)

FREN 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. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

GERM 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 Germ 280 may be counted as part of a German major or minor.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor or chairperson

JAPN 280 - 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.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

SPAN 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 Span 280 may be counted as part of a Spanish major or minor.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

CHIN 295 - Studies in Chinese

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

FREN 295 - Studies in French Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

GERM 295 - Studies in Germanic Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

JAPN 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. Conducted in English.

Credits Awarded: 4
Terms Offered: Summer

LATN 295 - Studies in Latin Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 1-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

LING 295 - Studies in Linguistics

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

SPAN 295 - Studies in Hispanic Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 3-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

JAPN 299 - Apprentice Teaching Internship

A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

Credits Awarded: 0
Terms Offered: Fall

CHIN 301 - Chinese V Language and Culture

Intermediate Chinese language and culture focuses on word order review, conversation, and the study of Chinese and Asian cultures. Students will gain increased communicative competency and cultural knowledge before studying abroad in a Chinese speaking country. Conducted in Chinese. Chin 202 is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: Second Language (FL2)

JAPN 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. Japn 202 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Fall
 Attribute: Second Language (FL2)

CHIN 302 - Chinese VI Language and Culture

A continuation of Chinese V. This course is designed to expand on the communicative skills acquired in the sequence of Chinese I–V. The secondary objective is to provide the student with basic oral and written translation skills. Chin 301 is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Spring
 Attribute: Second Language (FL2)

JAPN 302 - Advanced Japanese II

A continuation of Japn 301. This course is designed to expand on the communicative skills acquired in the sequence of Japanese I-IV and Advanced Japanese I. The secondary objective is to provide the student with a basic skill of translation. Japn 301 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Spring
 Attribute: Second Language (FL2)

FREN 311 - French Grammar and Phonetics

An intensive, activity-based review of French grammar and phonetics for greater fluency of expression. A combination of exercises, games, and discussions. Conducted entirely in French. Students meet three times per week with the instructor and once a week with the French language assistant. Fren 250 with a grade of C + or better is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Fall

GERM 311 - The German Speaking World

The cultural focus for this course is Germany as a social state, Austria, Switzerland and a brief survey of German cultural history. The course is designed to provide students extensive practice with real-world German, and form an introduction to more formal cultural concepts to prepare students for study abroad and further study of German at the upper-division level. Conducted in German. Germ 202 is highly recommended prior to this course.

Credits Awarded: 4
 Terms Offered: Fall

FREN 313 - French Conversation

Through authentic videos and CDs, articles from French newspapers and magazines, poems, short stories, and French internet sites, skits and oral presentations, 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, the environment and the French popular culture (visual arts, graphic novels, music and films). Conducted entirely in French. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

GERM 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. Germ 202 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

SPAN 321 - Spanish V - Advanced Grammar and Conversation

A course designed to improve student language competency in Spanish through an in-depth review of grammar and continued work in listening, reading, speaking and writing. Conducted entirely in Spanish. Specific Span 321 sections are offered for heritage and native or near-native speakers of Spanish. Span 222 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

SPAN 322 - Spanish VI - Advanced Grammar and Composition

A continuation of Span 321, this course is designed to improve student language competency in Spanish, with particular emphasis on writing. Conducted entirely in Spanish. Span 321 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring
Attribute: Second Language (FL2)

GERM 325 - German Cinema

A survey of recent German films including comedies, dramas and films addressing current social issues. Particular emphasis is placed on vocabulary development, learning about current German culture and viewing and responding to films. Conducted in German. Germ 311 is highly recommended prior to this course.

Credits Awarded: 2 or 4
Terms Offered: Fall

SPAN 325 - Spanish Conversation

A course designed to develop 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. Span 222 with a grade of C+ or better is highly recommended prior to this course.

Credit Awarded: 1
Terms Offered: Fall, Spring

FREN 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. Students meet three times per week with the instructor and once a week with the French language assistant. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall

SPAN 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. Span 322 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring

FREN 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. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

SPAN 342 - Modern Spanish Literature and Culture (or equivalent)

A survey of Spain from 1808 to the present. Through film and literature, the course explores the cultural production and representations of the historical, social, political and economic experiences Spain experienced during those years, as well as the rich and varied cultural heritage of the country. Span 341 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Yearly
Attribute: Global Learning International (GLI)

FREN 343 - Contemporary France

In this course, students will familiarize themselves with cultural, linguistic, and social trends and policies in contemporary French society. Topics include the provinces of France, religion, the European Union, immigration, the family, politics, and education. A wide variety of sources from historical accounts and newspaper articles to literary works and recent French films, will enable students to sharpen their understanding of current events and become discerning readers of French and international news. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning International (GLI)

FREN 344 - Francophone Cultures

A study of aspects of Francophone cultures. Topics include language and communication; marriage, and gender roles; immigration (Europe, Africa, Canada, Vietnam, and the Caribbean); cultural and religious practices, and the arts. Materials are drawn from novels, short stories, plays, newspapers, films, music, and video documentation. Conducted entirely in French. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Spring

Attribute: Global Learning International (GLI)

SPAN 344 - Modern Hispanic American Literature and Culture (or equivalent)

A study of Hispanic American literature and cultural production from the wars of independence until the present (19th and 20th 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, newspapers, and films are considered). Students are exposed to a wide variety of literary genres ranging from narrative, drama, poetry, essay, etc. Conducted in Spanish. Span 341 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Yearly

Attribute: Global Learning International (GLI)

FREN 345 - French Life Writings

An investigation of autobiography through reading, analysis, and discussion of life writings from France and francophone countries. Representative authors include Apollinaire, Colette, Delerm, Nothomb, Sartre, Sarraute, Duras and Brisac. Emphasis is on the development of critical analysis of texts and of writing abilities through students' research and own autobiographical essays. Conducted entirely in French. Fren 250 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

FREN 346 - French for the Professions

In this course, students will look at the economy, political system and social life of France. Students will learn how to interview for a position, hire someone for a company, make arrangements for a meeting or a stay in France. We use authentic material and current information (from newspapers, magazines, web sites, videos), to help develop your proficiency in oral and written French. The course focuses heavily on oral communication.

Credits Awarded: 4
Terms Offered: As Needed

GERM 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. Germ 202 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

LING 364 - Intro 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 Latin teaching majors and minors, and German teaching majors. Instructor approval required for Spanish majors and minors.

Credits Awarded: 4
Terms Offered: As Needed

FREN 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. Fren 102 is highly recommended prior to this course.

Credits Awarded: .5
Terms Offered: Fall, Spring

GERM 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 GERM 380 may be counted as part of a German major or minor. Germ 102 is highly recommended prior to this course.

Credits Awarded: .5
Terms Offered: Fall, Spring

SPAN 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 1 credit of Span 380 may be counted as part of a Spanish major or minor. Span 222 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: .5
Terms Offered: Fall, Spring

CHIN 395 - Studies in Chinese

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

FREN 395 - Topics in French

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

GERM 395 - Studies in German Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

LING 395 - Studies in Linguistics

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed
Prerequisites: Permission of instructor

SPAN 395 - Topics in Spanish

A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

FREN 399 - Internship in French

This course provides supervised practical experience in international business, media, education, or government. It is taken in conjunction with an existing off-campus program. Following consultation with the off-campus program director, 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. This course does not substitute for a 400-level class seminar.

Credits Awarded: 4-8
Terms Offered: As Needed

JAPN 399 - Apprentice Teaching Internship

A practical and contractual internship in assisting the beginning level of Japanese classes. Enrollment by selection.

Credits Awarded: 0
Terms Offered: Spring

SPAN 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. Span 341 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

FREN 441 - The Francophone Experience

This topics-oriented course explores francophone culture of French-speaking societies in Africa, Asia, the Middle East, and the Americas. Topics for the course will include one of the following: Francophone Culture and society of Africa and the Caribbean; The Francophone Experience: From Vietnam to Quebec; Francophone Culture: Lebanon and the Maghreb. These topics will cover issues such as decolonization, the search for cultural, religious, and linguistic identity; the clash between modernity and tradition; and the status of women. Readings will be selected from the works of Bey, Carrier, Césaire, Chérid, Fanon, Djébar, Condé, Schwartz-Bart, Hébert, Oyono, and Zobel. Two 300-level Fren courses with a grade of C+ or better are highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed
Attribute: Global Learning International (GLI)

SPAN 441 - Medieval and Golden Age Spain (or equivalent)

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 in Spanish. Span 342 or Span 344 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Yearly

FREN 443 - Early Modern French Studies

A course on the literary, historical, socio-political, economic, and artistic developments in French society from the Renaissance period to the French Revolution. Topics include one of the following: The Birth of the French Arts de Vivre; Faith and Politics in Early Modern France; Great French Queens, Nuns, Warriors, and Artists from the Renaissance to the 18th Century; stories of passion. Two 300-level Fren courses with a grade of C+ or better are highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

SPAN 443 - Pre-Columbian/Colonial Hispanic American Literature (or equivalent)

A study of colonial Hispanic American literature from pre-Columbian works and the chronicles of encounter, through the 19th 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. Span 342 or Span 344 with a grade of C+ is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Yearly

FREN 444 - Contemporary French Cultural Studies

This is a topics-oriented course that explores issues and texts central to 20th century French culture. Topics include one of the following: Modern French Life Writings; “Voyage, voyages”: travel as exploration and introspection; France and the French: the French “Art de Vivre.” The course may be repeated for credit with a different topic. Two 300-level Fren courses with a grade of C+ or better are highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall

GERM 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. Two 300-level Germ courses is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

SPAN 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. Span 341 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: Fall, Spring

GERM 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. Two 300-level Germ courses is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

GERM 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 present significant social changes. Conducted entirely in German. Germ 375 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

GERM 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). Germ 375 is highly recommended prior to this course.

Credits Awarded: 4
Terms Offered: As Needed

FREN 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. One 400-level Fren course with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: Fall, Spring

GERM 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. One 400-level Germ course is highly recommended prior to this course.

Credits Awarded: 2-4
Terms Offered: Fall, Spring

JAPN 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.

Credits Awarded: 2-4
Terms Offered: Fall, Spring
Prerequisites: Permission of instructor

SPAN 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 2 credits from Span 490 may be counted as part of a Spanish major or minor.

Credits Awarded: 3-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

FREN 493 - Senior Research Project

An independent study designed to help students going to graduate school to develop advanced research skills and culminating in a thesis or equivalent project. One 400-level Fren course with a C+ or better and senior standing are highly recommended prior to this course.

Credits Awarded: 3-4

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

SPAN 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. Span 342 or Span 344 with a grade of C+ or better is highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: Yearly

CHIN 495 - Studies in Chinese

A course designed for advanced students of Chinese. The primary object of this course is to enhance speaking, listening, reading, writing and translation skills in the higher level. Chin 302 is highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: As Needed

FREN 495 - Studies in French Culture

A course designed to allow a professor to teach in an area of special interest and expertise. Two 300-level Fren courses with a C+ or better are highly recommended prior to this course.

Credits Awarded: 4

Terms Offered: As Needed

Attribute: Global Learning International (GLI)

GERM 495 - Studies in German Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

JAPN 495 - Studies in Japanese Language and Translation

A course designed for advanced students of Japanese. The primary object of this course is to enhance speaking, listening, reading, writing and translation 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 an advanced skill of translation and understanding of business in Japan. Conducted entirely in Japanese. The prerequisite can also be met with an equivalent course or placement. Japn 302 with a grade of C or better is highly recommended prior to this course.

Credits Awarded: 2-4

Terms Offered: Fall, Spring

SPAN 495 - Studies in Spanish Language and Literature

A course designed to allow a professor to teach in an area of special interest and experience.

Credits Awarded: 1-8

Terms Offered: Fall, Spring

Prerequisites: Permission of instructor

GERM 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 GERM 499 may be counted as part of a German major or minor.

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

JAPN 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 or 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

Credits Awarded: 1-6

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

SPAN 499 - Internship in Spanish

This course provides supervised practical experience in international business, media, education, or government. 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. Junior status and the completion of at least a Spanish minor are highly recommended prior to this course.

Credits Awarded: 1-4

Terms Offered: Fall, Spring

Prerequisites: Permission of chairperson

FACULTY STAFF LISTING

Aalderink, Linnay

Custodian (1997)

Aay, Dr. Henk

Senior Research Fellow (2015)

Abrahantes, Dr. Miguel

Professor of Engineering, Department Chair (2003)

Ph.D., Universidad Nacional del Sur, 2000

B.S., Universidad Central Las Villas, 1993

Achterhof, Todd

Dispatcher (2016)

Adkins, Matt

External Relations and Program Director (2005)

Afrik, Robyn

(2019)

Alberg, Cindy

Lecturer in Dance (2007)

B.A., Hope College, 1992

Alberg, Erik

Director of Design and Production for the Performing Arts (1995)

MFA, University of Delaware,

B.A., Hope College, 1990

Albers, Diana

Preceptor - AT Education (1999)

M.S., Indiana University Bloomington,

B.A., Hope College, 2002

Aldrich, Mike

Men's Basketball Coach (2004)

B.A., Hope College, 2007

Alleman, Joshua

Grounds-Sports Turf Assistant (2014)

Allis, Dr. Jim

Retired Faculty (1986)

Ph.D., University of Pittsburgh, 1986

M.A., University of Pittsburgh, 1984

M.A., New Jersey City University, 1980

M.Ed., Harvard University, 1980

B.A., Dartmouth College, 1975

Allore-Bertolone, Shari

Assistant Professor of Nursing (2010)

MSN, Grand Valley State University, 1992

BSN, Grand Valley State University, 1986

Altamira, Rick

Campus Safety Officer (2019)

Anaya, Abraham

Lab Manager (1987)

Anderson, Dr. Isolde

Professor of Communication (2003)

Ph.D., Northwestern University, 2002

M.Div., North Park Theological Sem, 1981

B.A., Smith College, 1975

Anderson, Emily

(2010)

André, Dr. María

Professor of Spanish (1994)

Ph.D., SUNY University at Albany, 1995

B.A., Universidad del Salvador, 1982

Arendshorst, Dr. Tom

Lecturer/IDS (2015)

Arnold, Shelly

Office Manager (2003)

Unknown, Kalamazoo Valley Comm College,

Unknown, Kendall College Art & Design,

Ashdown, Jordan

Lecturer/Kinesiology (2010)

M.S., Desales University, 2017

Aslanian, Janice

Retired Faculty (2001)

M.S., Univ Southern California, 1976
B.A., Western Michigan University, 1971

Atkins, Priscilla

Retired Faculty (1994)

MFA, Spalding University, 2008
MLIS, University of Hawaii, 1990

Aubin, Stephanie

Support Specialist (2007)

B.A., Hope College, 2010

Austin, Dale

Associate Dean for the Career Development Center (1981)

B.A., Central Michigan University,
M.A., Michigan State University,

Awad, Ellen

Associate Dean for Student Life (1995)

M.Ed., University Of Georgia,
B.A., Hope College, 1990

Awad, Habeeb

International Student Advisor (2000)

M.Div., Western Theological Seminary,
B.A., Northwestern College,

Babbitt, Alan

Sports Information Director (2013)

B.S., Grand Valley State University,
M.A., Grand Valley State University,

Bach, Jane

Retired Faculty (1975)

M.A., University of Wisconsin,
Ph.D., University of Notre Dame,
B.A., Hope College,

Bade, Dr. Amy

Adjunct Assistant Professor of Psychology (1996)

Ed.D., Western Michigan University, 1991
M.S., University of Wisconsin, 1981
BSN, Niagara University, 1978

Baer, Dr. Marc

Interim Music Department Chair (1983)

Ph.D., University of Iowa, 1976
M.A., University of Iowa, 1971
B.S., Iowa State University, 1967

Bahle, Jean

Assistant Professor of Theatre (1991)

Bainbridge, Laura

Assistant Director for Admissions (1996)

B.A., Hope College, 1997

Baker-Bush, Rebecca

Lecturer/Education (2014)

Bakker, Anne

Managing Director - HSRT (1987)

M.A., Western Michigan University,
B.A., Hope College, 1985

Bandstra, Dr. Barry

Professor of Religion & Director of Academic Computing (1983)

Ph.D., Yale University, 1982
MPHI, Yale University, 1978
M.A., Yale University, 1978
B.D., Calvin Theological Seminary, 1975
B.A., University of Illinois Chicago, 1972

Bandstra, Jon

Library Systems Specialist (1998)

Banner, Josh

Lecturer in English (2006)

B.A., Wheaton College,

Bareman, Steven

System Manager (1987)

B.S., Hope College, 1987

Barney, Dr. Chris

Retired Faculty (1980)

Ph.D., Indiana University Bloomington, 1977
B.S., Wright State University, 1973

Barney, Jeremy

Metadata and Digital Collections Librarian/Assistant Professor (1996)

MSI, University of Michigan, 2008
B.A., College of Wooster, 2001

Barney, Lisa

Visitor Services Coordinator (2018)

Bassett, Bruce

(2020)

Bassett, Dr. Greg

Lecturer in Philosophy (2012)

Bast, Sarah

Music Accompanist (2014)

Batts, Tommy

Admissions Representative (2015)

Bauss, Lizzie

Tennis Instructor (2018)

Bautista, Jesse

Custodian (2014)

Bautista, Yadira

Academic Coordinator of Upward Bound (2003)

B.A., Hope College, 2007

Beals, George

Lecturer (2015)

Beals, Rowene

Assistant to the Dean for Academic Services and Registrar (1981)

Beard, Dr. Virginia

Associate Professor of Political Science (2007)

Ph.D., Michigan State University, 2006
MPA, Michigan State University, 2005
B.A., Calvin University, 2000

Bedard, Sandy

Work Order Analyst (2007)

Beerthuis, Sharon

Financial Analyst & Assistant to CFO (2010)

Bekmetjev, Dr. Airat

Associate Professor of Mathematics (2003)

Ph.D., Arizona State University, 2002
B.A., Moscow State University, 1991

Bell, Dr. Albert Jr.

Professor of History (1978)

Ph.D., Univ North Carolina Greensboro, 1977
M.Div., Southeastern Baptist Theol Sem, 1973
M.A., Duke University, 1968
B.A., Carson-Newman College, 1966

Beltman, KayLynn

Preceptor - AT Education (1996)

Benedict, Bruce

Chaplain of Worship and Arts (2014)

B.A., James Madison University,
M.Div., Reformed Theological Seminary,

Benitez, Evangeline

Resident Director - Lichty Hall (2016)

Bennetts, Katherine

Lecturer/Nursing (2017)

Berarducci, Amy

HASP Office and Project Manager (2010)

Best, Dr. Aaron

Harrison C. and Mary L. Visscher Professor of Genetics, Department Chair (2004)

Ph.D., Univ Illinois Urbana-Champaign, 2001
M.S., Univ Illinois Urbana-Champaign, 1999
B.A., William Jewell College, 1996

Beyer, Bruce

Part-Time Groundskeeper (2019)

Bishop, Josh

Web Content Manager (2015)

Bishop, Rachel

Research and Instruction Librarian with rank of Assistant Professor (2005)

MLIS, Wayne State University, 2004
M.A., Center for Humanistic Studies, 1996
B.A., Michigan State University, 1988

Blackburn, Cathy

Regional Development Director (2014)

B.A., Hope College, 1989

Blahnik, David

(2019)

Blankespoor, Dr. Harvey

Retired Faculty (1976)

Ph.D., Iowa State University, 1970

Blankestyn, Pat

Data Specialist (2002)

Blauw, Philip

Video Services Coordinator (2000)

B.A., Hope College,

Blom, Connie

Driver/Transportation (2012)

Blom, Kelvin

Transportation Services Manager (2010)

Bochniak, Josh

(1998)

Bochniak, Kristyn

Associate Dean for Residential Life and Education (1999)

M.A., Bowling Green State University,
B.A., Hope College, 2001

Bocks, Elizabeth

Office Manager (1986)

B.A., Hope College,

Bodenbender, Dr. Brian

Professor of Geology & Environmental Science, Department Chair (1996)

Ph.D., University of Michigan, 1994
M.S., University of Michigan, 1990
B.A., College of Wooster, 1987

Boersma, Rev. Paul

The Leonard and Marjorie Maas Endowed Senior Chaplain (1994)

B.A., Hope College,
M.Div., Western Theological Seminary,

Bollman, Mary

(2019)

BSN, Creighton University,

Bombe, Michelle

Professor of Theatre, Department Chair (1991)

MFA, University of Texas Arlington, 1989
B.S., University of Evansville, 1985

Bonczyk, Robert

Driver/Transportation (2008)

Bonnema, Anna

Director of FACES (2008)

Boockmeier, Jan

Manager of Systems and Processes (2001)

Booker, Linda

Lecturer in Dance (1987)

Borgman, Amy

Director of Annual Giving Operations (2006)

B.A., Grand Valley State University,

Bos, Karen

Sports Information Assistant (1987)

Bos, Laura

Lecturer (2015)

B.S., Miami University,
MMGT, Aquinas College,

Bos, Mark

Driver/Transportation (2007)

Bosko, Jane

Music Accompanist (2003)

Bosma, Noah

Mechanic (2017)

Bosman, Craig

Driver/Transportation (2013)

Boss, Alyssa

Associate Registrar and Associate Director of Advising (2009)

M.S.W., University of Michigan,
Unknown, Central Michigan University,
B.A., Hope College, 2012

Boss, Trevor

Campus Services (2015)

Bouma-Prediger, Dr. Steve

Leonard and Marjorie Maas Professor of Reformed Theology (1994)

Ph.D., University of Chicago, 1992
M.Div., Fuller Theological Seminary, 1987
MPHI, Institute Christian Studies, 1984
B.A., Hope College, 1979

Bouwkamp, Bradley

Senior Technician (1987)

Bouws, Dr. Melissa

Associate Professor of Nursing (2005)

Ph.D., Univ Nevada Las Vegas, 2013
MSN, Michigan State University, 2007
BSN, Hope College, 1995

Boyd, KJ

Staff Counselor (2016)

M.S.W., Portland State University, 2005

Boyd, Sylvia

Retired Faculty (1983)

Boyer, Dr. Rod

Retired Faculty (1974)

M.S., Colorado State University,
Ph.D., Colorado State University,

Bradford, Carole

Desk Staff (2005)

B.A., Hope College,

Bradley, Matt

Tennis Pro (2003)

B.A., Hope College, 2003

Brady, David

Assistant Director of Admissions (2016)

Brady, Dr. Allen

Retired Faculty (1966)

Brandt, Dave

Associate Professor of Kinesiology & Head Men's Soccer Coach (2018)

B.S., Messiah College,
M.Ed., Temple University,

Braschler, Doug

Director of National Accreditation and State Programs (2015)

M.A., Grand Valley State University,

Bravata, Theresa

Associate Director (2012)

B.F.A., Michigan State University,
M.Ed., Grand Valley State University,

Bredow, Dr. Carrie

Associate Professor of Psychology (2012)

Ph.D., University of Texas Austin, 2012
M.A., University of Texas Austin, 2008
B.S., Central Michigan University, 2005

Brice, Mark

Assistant Director of Res Life & Education (2016)

Bricker, Winsome

Coordinator of Media and Communications (2019)

Bricton, Hanna

(2019)

Brieve, Jeremy

Lecturer/Economics & Business (2002)

B.A., Hope College,
LL.D., Valparaiso University,

Brieve, Tiffany

Lecturer/Business (2001)

Unknown, Grand Valley State University,
Unknown, Northwest State Community Coll,

Brink, Denise

Registered Nurse (2015)

Brock, Laurie

Operations Analyst (1976)

B.A., Hope College, 1996

Brokus, Sarah

Day 1: Watershed Chemistry Lab Director (2007)

Unknown, Lake Michigan College,

Brondyk, Dr. Susan

Associate Professor of Education (2013)

Ph.D., Michigan State University, 2009
MAT, Aquinas College, 2000
B.A., Hope College, 1984

Bronsink, Dale

Custodian (1998)

Bronsink, Donna

Custodian (2004)

Brooks, Michael

(2012)

Brouwer, Dr. Wayne

Associate Professor of Religion (2000)

Ph.D., McMaster University, 1999
M.A., McMaster University, 1989
Th.M., Calvin Theological Seminary, 1985
M.Div., Calvin Theological Seminary, 1980
B.A., Dordt University, 1976

Brown, Dr. Kenneth

Professor of Chemistry (1999)

Ph.D., Oklahoma State University, 1999
B.S., Oral Roberts University, 1993

Brown, Michael

Phelps Scholars Program Coordinator (2011)

B.S., Georgia Coll & State Univ, 1988

Brown, Sarah

Development Communication Specialist (2019)

Brownson, Kathryn

Assistant to David Myers, Worth Publishers (1998)

Bruggink, Dr. Donald

Senior Research Fellow (2004)

Bruin, Samantha

Graphic Designer (2013)

B.S., Kendall College Art & Design,

Bruins, Dr. Elton

Retired Faculty (1966)

Ph.D., New York University,
B.A., Hope College,
M.Div., Union Theological Seminary,

Brumels, Dr. Kirk

Professor of Kinesiology, Department Chair (2001)

Ph.D., Western Michigan University, 2005
MAT, Western Michigan University, 1990
B.A., Hope College, 1988

Brumels, Stephanie

Office Manager (2002)

Brunink, Lali

Office Manager (1995)

Bryson, Michelle

Lecturer in Education (2016)

Bublitz, Kelly

Maintenance and Construction Manager (2016)

Bultman, Dr. Baars

Professor of Education (1985)
 Ph.D., Michigan State University, 1995
 M.A., Western Michigan University, 1976
 B.A., Hope College, 1971

Bultman, Dr. Tom

Professor of Biology (2001)
 Ph.D., Arizona State University, 1985
 M.S., University of Cincinnati, 1981
 B.A., Hope College, 1978

Bultman, Judy

Lecturer (2002)
 B.A., Hope College,

Bunnell, Andrew

Director of Physics Laboratories (2010)
 B.S., Hope College,
 Unknown, Brookdale Community College,

Burgess, Jason

Lecturer in Kinesiology (2015)

Burkey, Lyne

Lecturer in Education (1999)

Burkman, Jessica

(2018)

Burnatowska-Hledin, Dr. Maria

*The Frederick Garrett & Helen Floor Dekker Professor of
 Biomedicine & Chemistry (1992)*
 Ph.D., Charette Charter School, 1980
 M.S., Charette Charter School, 1977
 B.S., Charette Charter School, 1975

Burns, Brandon

(2019)

Burton, Cris

Human Resources Coordinator (2005)

Burton, Dr. Rhoda

Associate Professor of English (2000)
 Ph.D., Univ of California Los Angeles, 2002
 M.A., Univ of California Los Angeles, 1997

M.A., University of Florida, 1989
 B.A., Fresno Pacific University, 1984

Bussies, Lisa

Admissions Receptionist (2013)

Butler, Cameron

Accounts Payable Coordinator II (2018)

Buursma, Norma

Custodian (1992)

Byl, Erik

Assistant Athletic Trainer (2013)

Bylsma, Tom

Vice President and Chief Financial Officer (2005)
 B.A., Hope College, 1986

Calanchi, Enrique

Custodian (2008)

Camp, Gary

*Associate Director/Admissions and International
 Recruitment (1978)*
 MFA, Michigan State University,
 B.A., Hope College,

Campanella, Dee

Resident Director, College East Apartments (2010)

Capel, Valerie

(2020)

Capestany, Jorge

Manager of DeWitt Tennis Center (2003)
 B.A., Grand Valley State University,

Capestany, Martha

Tennis Pro (2004)

Carlson, Chad

*Event and Conferences Manager/Men's Asst. Basketball
 Coach (2015)*

Carlson, Colly

Women's Basketball Coach (2005)
 M.A., Western Michigan University,
 B.A., Hope College, 1992

Carlson, Dr. Chad

Associate Professor of Kinesiology/Director of General Education (2001)
 Ph.D., Pennsylvania State University, 2010
 M.A., Western Michigan University, 2005
 B.A., Hope College, 2003

Carlson, Patti

Administrative Assistant to the Dean of the Libraries (1990)
 B.A., Hope College, 1996

Carlson, Susan

Desk Assistant (1994)
 B.A., Hope College,

Carpenter, Dr. Angela

Assistant Professor of Religion (2017)
 Ph.D., University of Notre Dame, 2015
 , University of Notre Dame, 2001
 B.A., Western Kentucky University, 1999

Carrasco, Dr. Berta

Assistant Professor of Spanish (2012)
 Ph.D., Western Michigan University, 2011
 M.A., Western Michigan University, 2007
 B.A., University Antonio de Nebrija, 2005

Carrigan, Annie

Assistant Athletic Trainer (2011)

Caserta, James

Assistant Football Coach (2017)

Cash, Jason

Director of Web Communications (2003)
 B.A., Hope College, 2007

Caton, Bailey

Staff Athletic Trainer (2018)

Cawood, Bob

Head Professional & Head Men's & Women's Tennis Coach (2015)
 B.A., Hope College, 2013

Chamberlain, Ken

Dance and Theatre Lighting and Sound Technician (2006)

Chambers, Dick

Lecturer/Education (2001)

Chamness, Nancy

Assistant Professor of German (1989)

Chamness, Paul

Technical Director (2004)
 B.A., Hope College, 1991

Chase, Dr. Leah

Associate Professor of Biology & Chemistry (2000)
 Ph.D., Univ of Minnesota Twin Cities, 1999
 B.S., University of Michigan-Flint, 1993

Chavis, Dr. Llana

Associate Professor of Social Work and Social Work Field Director (1996)
 Ph.D., Southern Illinois Univ Carbondle, 2014
 M.S.W., Grand Valley State University, 2002
 B.A., Hope College, 2000

Cheadle, Dr. Alyssa

Assistant Professor of Psychology (2016)
 Ph.D., Univ of California Los Angeles, 2016
 M.A., Univ of California Los Angeles, 2012
 Th.M., Harvard University, 2010
 B.A., Luther College, 2008

Cheatle, Andrew

(2109)

Chen, Henry

Campus Safety Officer (1993)

Cherup, Susan

The Arnold & Esther Sonneveldt Professor of Education (1976)

M.A., Western Michigan University, 1967
B.A., Hope College, 1964

Chesnut, Reagan

Office Manager (2005)

Unknown, Grove City College,

Childress, Dr. Susanna

Associate Professor of English (2006)

Ph.D., Florida State University, 2007
M.A., University of Texas Austin, 2003
B.A., Indiana Wesleyan University, 2001

Christians, Jeffrey

Assistant Professor of Engineering (2018)

B.S., Calvin University,
Ph.D., University of Notre Dame,

Chuang, Dr. Flora

Assistant Professor of Mandarin Chinese (2015)

Ph.D., University of Texas Austin, 2015
M.A., Univ New Mexico Albuquerque, 2008
B.A., National Sun Yat-Sen Univ, 2005

Cinzori, Dr. Aaron

Associate Professor of Mathematics (2001)

Ph.D., Michigan State University, 1998
M.S., Michigan State University, 1993
B.S., Michigan State University, 1990
B.A., Michigan State University, 1990

Clark, Linda

Lecturer in English (2011)

Clarke, Laura

Office Manager (2007)

B.A., Hope College, 1993

Clendening, Tamela

Custodian (1998)

Cochran, Kali

Regional Development Director (2019)

Coffey, Lila

Custodian (2009)

Cohen, Dr. Bill

Retired Faculty (1971)

Ph.D., New York University, 1968

Colbrunn, Shonn

Executive Director (2018)

Colburn, Liz

Director of Upward Bound Program (1982)

B.A., Miami University,
M.A., Western Michigan University,

Cole, Dr. Ernest

John Dirk Werkman Associate Professor of English, Department Chair (2008)

Ph.D., University of Connecticut, 2008
M.A., University of Sierra Leone, 1994
B.A., University of Sierra Leone, 1990

Cole, Dr. Kevin

Associate Professor of Kinesiology/Track & Field Coach (2005)

Ph.D., Ball State University, 1994
M.S., Texas Christian University, 1991
B.A., Hope College, 1988

Colsen, Wendy

Part-time Lecturer (2011)

MAT, National-Louis University, 1996
B.A., Purdue University, 1992

Commeret, Michelle

Lecturer/Education (2014)

B.A., Trinity Christian College,
M.Ed., Grand Canyon University,

Conley, Valerie

(2019)

Conner, Benjamin

(2018)

Ph.D., Princeton Theological Seminary,

Conway, Joan*Retired Faculty (1969)*

MMUS, Manhattan College, 1959

Cook, Mark*Auxiliary Enterprise Project Manager (1973)*

B.A., Hope College, 1988

Cook, Nancy*Professor of Education (1985)*

M.A., Michigan State University, 1978

Corbato, Barbara*Lecturer in Music (2002)*

BMU, University of Michigan,

Corneanu, Vicki*Custodian (2003)***Cotton, Ryan***Lecturer/Political Science (2005)*

B.A., Miami University,

MPA, University of Kansas,

M.A., Western Michigan University,

Council, Elizabeth*Digital Strategist (2015)*

M.A., Michigan State University, 2018

B.A., Michigan State University, 2003

Coussens, Rachel*(2012)*

B.A., Hope College,

Cox, Dr. Anna-Lisa*(2018)***Cox, Dr. John***Retired Faculty (1979)*

Ph.D., University of Chicago, 1975

M.A., University of Chicago, 1968

B.A., Hope College, 1967

Craioveanu, Mihai*Professor of Music (1992)*

D.M.A., Ciprian Porumbescu Conservator, 1979

BMU, Gheorghe Dima Music Academy, 1975

Cranmer, Tricia*Director of Corporate and Community Engagement (2014)***Crawley, Jim***Director of Global Recruitment (2019)***Cronberg, Fred***Building Services Manager (1999)***Cross, Daniel***Custodian (2018)***Culver, Michael***Building Services Manager (2003)***Cunningham, Dr. David***Professor of Religion and Director of NetVUE (2003)*

Ph.D., Duke University, 1990

M.A., Cambridge University, 1989

B.A., Cambridge University, 1985

B.S., Northwestern University, 1983

Curnick, Nancy*Dispatcher (1997)***Curry, Dr. Earl***Retired Faculty (1968)***Cusack, Dr. Charles***Associate Professor of Computer Science and Mathematics (2005)*

Ph.D., University of Nebraska Lincoln, 2000

M.S., University of Nebraska Lincoln, 1998

M.S., Michigan Tech University, 1992

B.S., Michigan Tech University, 1992

D'Agostino, Dr. Sophia*Assistant Professor of Education (2018)*

B.S., Western Michigan University,

M.Ed., Grand Valley State University,

Daldos, Jennifer*Building Services Manager (2005)***Dalman, Erica***Assistant (1997)*

Dalman, Julie

Executive Assistant to the Dean of Students (2007)

Dalman, Patricia

Desk Staff (1997)

Dandavati, Dr. Annie

Professor of Political Science (1992)

Ph.D., University of Denver, 1992

M.A., Jawaharlal Nehru University, 1987

B.A., Jesus & Mary College, 1985

Dangremond, Nicole

Office Manager (1997)

Dattels, Carrie

Accessibility Specialist (2000)

Daugherty, David

Machinist for Natural Sciences Laboratories (2003)

Davelaar, Tom

Adjunct Assistant Professor of Kinesiology/Assistant

Men's Basketball Coach (1983)

B.A., Hope College, 1972

Davis, Carla

Student Employment Coordinator (2000)

Davis, Susanne

Visiting Asst Prof of English (2019)

B.A., University of Connecticut,

MFA, University of Iowa, 1990

Day, Michael

HVAC Technician (2015)

De Jong, Carol

Dean for Academic Services and Registrar (1988)

B.A., Dordt University,

De Jong, Steven

Computer Applications Specialist (1985)

B.A., Champlain College,

DeBoard, Jacqueline

Office Manager (2014)

DeBoer, James

Adjunct Associate Professor of Music & Director of Awakening (2002)

M.A., Western Michigan University, 1982

B.A., Calvin University, 1978

DeJonge, Mike

Carpenter (2015)

DeJongh, Dr. Matt

Professor of Computer Science, Department Chair (2002)

M.A., Winebrenner Theological Sem., 1998

Ph.D., Ohio State University, 1991

M.S., Ohio State University, 1986

B.S., Ohio State University, 1985

DeKleine, Keith

CDL Driver Transportation (2014)

DeKoster, Katie

Coordinator of Student Life (2002)

DeNotto, Michael

Humanities Librarian with rank of Assistant Professor (2017)

MSLIS, Univ Illinois Urbana-Champaign, 2012

M.A., Valparaiso University, 2009

B.A., S Illinois Univ Edwardsville, 2006

DePew, Molly

Residential Life Coordinator, Cook Hall (2018)

DePree, David

FT Custodian (2019)

DeVette, Jianna

Accounts Receivable (2011)

B.A., Hope College, 1992

DeVette, Kurt

Desk Staff (1996)

B.A., Hope College,

DeVries, Rick

Lecturer/Economics & Business (2015)

DeVries-Zimmerman, Suzanne

Adjunct Assistant Professor of Geological & Environmental Science (1999)

M.A., Princeton University, 1989
B.A., Hope College, 1986
B.S., Hope College, 1982

DeWitt, Mark

Senior Director of Principal Gifts (2005)

MMGT, Aquinas College,
B.A., Hope College, 1987

DeWitt-Brinks, Dawn

Assistant Professor of Communication (1989)

M.A., Western Michigan University, 1989
B.A., Hope College, 1984

DeYoung, Dr. Paul

The Kenneth G. Herrick Professor of Physics (1985)

ASC, Muskegon Community College,
Ph.D., University of Notre Dame, 1982
B.A., Hope College, 1977

Deaton, Eric

Lecturer/Economics & Business (2014)

B.A., Hope College,
M.A., University of Iowa,

Dekker, Dr. Chris

Director of Choral Activities and Visiting Assistant Professor (2006)

Unknown, Grand Rapids Community College,
MMUS, Central Michigan University, 2011

Delaney, James

Haworth Audio Visual Manager (2018)

Delao, Luiz

Physical Plant - FT Custodian (2017)

Dell'Olio, Dr. Andrew

Professor of Philosophy (1993)

Ph.D., Columbia Univ., 1994
MPHI, Columbia Univ., 1991
M.A., Columbia Univ., 1984
B.A., Rutgers Univ New Brunswick, 1981

Dentel, María

Lecturer in Modern and Classical Languages (2012)

Dershem, Dr. Herbert

Retired Faculty (1969)

Ph.D., Purdue University, 1969
M.S., Purdue University, 1967
B.A., University Of Dayton, 1965

Detwiler, Dr. Timothy

Lecturer/Communication (2015)

B.A., Cedarville University,
M.A., Temple University,
Ph.D., Pennsylvania State University,

Deur, Krista

Academic Affairs Coordinator (2001)

Dewitt, Jamie

Athletics Assistant (1992)

Diaz Badilla, Allan

Custodian (2015)

Dibble, Dr. Jayson

Associate Professor of Communication (2012)

Ph.D., Michigan State University, 2008
M.A., Western Michigan University, 2003
B.S., Western Michigan University, 1997

Dickie, Dr. Jane

Retired Faculty (1972)

Ph.D., Michigan State University, 1973
M.A., Michigan State University, 1970
B.A., Alma College, 1968

Diekevers, Kristin

Associate Director of Admissions (2003)

B.A., Hope College, 2007

Digison, Brenna

Office Manager (2017)

Dirkse, Darlene

Custodian (1997)

Dittenhafer-Reed, Dr. Kristin

Assistant Professor of Chemistry (2005)
Ph.D., University of Wisconsin, 2014
B.S., Hope College, 2009

Dittus, Dr. Jeremy

Lecturer (2016)

Dobbins, Marikay

Health Professions Advisor (2015)

Doele, Kimberly

(2020)

Domfort, Jasmine

Assistant Professor of Dance (2019)

Donk, Dr. Tony

Professor of Education (1987)
Ph.D., Michigan State University, 1996
M.S.W., Western Michigan University, 1983
B.A., Western Michigan University, 1977

Doolittle, Stephanie

Office Manager (2011)

Dorado, Dr. Liliana

Associate Professor of Spanish (2004)
Ph.D., University of Florida, 2001
M.A., University of Florida, 1998
B.A., Universidad Católica, 1985

Dorer, Sara

Equal Opportunity and Compliance Coordinator (2015)

Doshi, Dr. Marissa

Assistant Professor of Communication (2014)
Ph.D., Texas A&M Univ College Sta*, 2014
M.S., Texas A&M Univ College Sta*, 2010
M.S., University of Abertay Dundee, 2005
B.S., University of Mumbai, 2003

Drost, Shawn

Building Coordinator (2005)

Drost, Timothy

Supplies and Logistics Manager (1997)

DuMez, Deb

Project Manager (2010)
B.S., Hope College, 1988

Dummer, Carrie

Instructor of Chemistry (2005)
M.A., University of Michigan, 1996
B.S., University of Notre Dame, 1994

Dunkelberger, Thomas

Driver/Transportation (2008)

Dunn, Dr. Maureen

Professor of Kinesiology (1997)
Ph.D., University of Guelph, 1997
M.S., McMaster University, 1994
B.S., University of Victoria, 1991

Dunn, Kristi

Events and Conferences Manager (1996)

Dunteman, Nicole

Residential Life Coordinator, Dykstra Hall (2016)

Duram, Jason

Assistant Football Coach (2016)

Dykeman, Ingrid

Lecturer/Music (2017)

Dykstra, Caroline

*Assistant Athletic Director of Compliance and Leadership,
Senior Women's Administrator (2011)*

Dykstra, Dr. Natalie

Professor of English (2000)
Ph.D., University of Kansas, 2000
M.A., University of Wyoming, 1992
B.A., Calvin University, 1986

Dykstra, Linda

Associate Professor of Music (1997)
MMUS, Univ Maryland College Park, 1988

Eagin, Mary

Lecturer in Education PATH (1990)

Ebels, Laurie

Data Management Specialist/Application Processor (1998)

Edgington, Rhonda

Accompanist (2012)

Eding, Lisa

Office Manager (1999)

Edwards, Dr. Stephanie

Professor of Mathematics, Department Chair (2007)

Ph.D., University of Wisconsin, 1998

M.A., University of Wisconsin, 1994

B.S., Miami University, 1991

Elder, Dr. Robert

Retired Faculty (1969)

Ph.D., Duke University, 1971

Elders, Marcia

Retired Faculty (1993)

Elgersma, Eric

Custodian (2016)

Elliot, Drew

Director of Recording Arts (2015)

MFA, Middle Tennessee State Univ, 2014

B.A., Calvin University, 2010

Elsbury, David

Technician (1995)

Emerson, Derek

Director of Public Engagement, Events and Conferences (1989)

B.A., Hope College,

M.A., Western Michigan University,

Engelsman, Lindsey

Assistant Athletic Director of Finance and Marketing (1999)

B.A., Hope College, 2001

Eppinga, Alicia

Lecturer in Music (2014)

Esquerra-Zwiers, Dr. Anita

Assistant Professor of Nursing (2010)

Ph.D., Rush University,

MSN, University of Phoenix, 2007

BSN, Calvin University, 1999

Essenburg, Donna

Project Assistant (2008)

Estelle, Dr. Sarah

Associate Professor of Economics (2012)

Ph.D., University of Virginia, 2008

M.A., University of Virginia, 2002

B.A., Hillsdale College, 2000

Evans, Kathy

Lecturer in Chemistry (2007)

Evans, Scott

Dispatcher (2012)

Everse, Michael

Campus Safety Officer (1996)

Everts, Dr. Jenny

Retired Faculty (1985)

Ph.D., Duke University, 1985

M.Div., Fuller Theological Seminary, 1977

M.A., Claremont Graduate School, 1973

B.A., Wellesley College, 1972

Ewald, Tim

Instructor in Upward Bound (1990)

B.A., Hope College, 1994

Eyre, Anthony

Custodian (2018)

Faber, Janice

Accompanist (2013)

Fairbanks, Daphne

Tech Lab Coordinator (2004)

B.A., Hope College, 1988

Fairchild, Michael

Boiler Plant Operator (2009)

Farmer, Matthew

Associate Professor of Dance, Department Chair (2000)
MFA, University of Michigan, 2007
B.A., Hope College, 2004

Fashun, Dr. Christopher

Assistant Professor of Music (2015)
D.M.A., University of Iowa, 2012
MMUS, University of Wisconsin, 2003
BMU, Saint Olaf College, 1996

Feaster, Dr. Dennis

Associate Professor of Social Work (2013)
Ph.D., University of Louisville, 2012
M.S.W., Indiana/Purdue U: Indianapolis, 2000
B.A., Purdue University, 1991

Fellinger, Jennifer

Vice President for Public Affairs and Marketing (2014)
M.A., Ohio State University,
B.A., Xavier University,

Fernández-Dominguez, Dr. Renata

Associate Professor of Spanish (2008)
Ph.D., Univ Kentucky Lexington, 2006
M.A., University of Kansas, 1997
B.A., Universidad Veracruzana, 1993

Field, Jennifer

(2000)
, Grand Valley State University,

Fike, Dr. Francis

Retired Faculty (1968)

Fila, Dr. Marcus

Assistant Professor of Management (2013)
M.S., Ohio University, 2013
MBA, Kingston University, 2004
ASC, Hillsborough Community College, 2002

Finley, Dr. Kate

Assistant Professor of Philosophy (2018)
Ph.D., University of Notre Dame,

Finn, Dr. Jane

Professor of Education, Department Chair (2002)
Ed.D., Western Michigan University, 2005
M.A., Western Michigan University, 1989
B.A., Hope College, 1986

Fleischmann, Ronald

Director of Sponsored Research and Programs (2018)

Flinn, Nicki

Associate Professor of Dance (2008)
M.A., Marygrove College, 2001
B.A., Hope College, 1997

Folkert, Eva Dean

Director of Communication Services (1985)
B.A., Hope College,
M.A., Western Michigan University,

Folkert, Peter

Director of Prospect Development and Development Services (2006)
B.A., Hope College, 2011

Foote, Lark

Tennis Instructor (2019)

Ford, Adam

Tennis Pro/Co Director of PTM (2005)

Forest, Stephanie

Associate Director of Financial Aid (2014)
B.S., Grand Valley State University,

Forester, Dr. Lee

Professor of German (1992)
Ph.D., Univ of California Berkeley, 1992
M.A., Univ of California Berkeley, 1986
B.A., Univ of California Berkeley, 1984

Fowler-Voshel, Heather

Assistant Director of Financial Aid (1999)

Fraley, Dr. Gregory

Professor of Biology (2004)

Ph.D., Washington State Univ, 1998
M.S., Univ Maryland College Park, 1992
B.S., Univ Maryland College Park, 1989

Fraley, Dr. Susan

Lecturer in Biology (2013)

D.V.M., Washington State Univ, 2001
B.S., Concordia College, 1997

Francisco, Diane

Custodian (2006)

Franzen, Dr. Aaron

Assistant Professor of Sociology (2014)

Ph.D., Baylor University, 2014
M.A., Concordia Seminary, 2009
B.A., Univ Colorado Colorado Spgs, 2005

Freehafer, Amy

Senior Academic and Career Advisor (2012)

M.S.W., Grand Valley State University,
B.A., Hope College, 1989

Freeman, Kristin

Data Specialist (2015)

French, Jane

Student Account Representative (2007)

Frens, Meg

Adjunct (1992)

M.S., Indiana University Bloomington, 1997
B.A., Hope College, 1996

Frey, Kim

Employee Development Manager (2015)

Fris, Elizabeth

(2016)

Frissora, Lisa

*Director, Program for Academically Talented at Hope
(PATH) (2004)*

B.A., Ohio Dominican University,

Fritz, Carol

Interim Director of Retention (1993)

B.S., Wartburg College,

Fritz, Stu

*Assistant Professor of Kinesiology/Baseball Coach
(1993)*

M.A., Univ of Northern Colorado, 1992
B.A., Wartburg College, 1988

Frost, Danae

Admissions Representative (2013)

Frost, Dr. Richard

*Vice President for Student Development and Dean of
Students (1989)*

B.A., Luther College,
M.A., Michigan State University,
Ph.D., Michigan State University,

Fynaardt, Emily

Lecturer/Nursing (2010)

Galioto, Mollie

*Data Entry Specialist and Overnight Host Coordinator
(1998)*

Gall, Dr. Andrew

Assistant Professor of Psychology (2015)

Ph.D., University of Iowa, 2011
M.A., University of Iowa, 2006
B.S., University of Iowa, 2003

Gant, John

Driver/Transportation (1989)

Garase, Kyle

Adjunct (2018)

Garcia, Nicholas

Custodian (2019)

Gardiner, Jennifer

Adjunct Assistant Professor of Art (1997)

MFA, Suny Coll Buffalo, 1993
B.F.A., University of Michigan, 1990

Gargala, Micah

Resident Director, Wyckoff Hall (2012)

Garrett, Dr. Donna

Assistant Professor of Nursing, Department Chair (2006)

MSN, University of Cincinnati, 1990

BSN, University of Cincinnati, 1982

Garrison, Mary

(2018)

Garrison, Robert

General Mechanic/Preventative Maintenance (1984)

Garza, Becca

Lecturer (2017)

Gasworth, Jena

Assistant Director of the Career Development Center (2012)

B.A., Michigan State University,

M.S., Indiana University Bloomington,

Geddes, Sheri

Associate Professor of Accounting (2013)

MBA, University of Iowa, 1998

BBA, University of Iowa, 1993

Geenen, Kathleen

Letter Writer (2007)

Geldermann, Nancy

Lecturer (2016)

Gentenaar, Dr. Robert

Retired Faculty (1977)

Gentile, Dr. Jim

Retired Faculty (1976)

Ph.D., Illinois State University, 1974

George, Dr. Tamara

Retired Faculty (1992)

Ph.D., Wayne State University, 1998

Gerrits, Jodi

Lecturer/Education (2015)

B.A., Hope College,

Geurink, Jason

Campus Safety Officer (2003)

Gibbs, Dr. Janis

Associate Professor of History (1996)

Ph.D., University of Virginia, 1996

M.A., University of Virginia, 1991

LL.D., University of Chicago, 1984

B.A., Coll William And Mary, 1981

Gibbs, Michelle

Director for the Office of Sustainability (2014)

Gibson Townley, Christian

Victim Advocate / Prevention Educator (2017)

Gibson, Janet

Accept Series Coordinator (1992)

Gill, Dana

Director of Leadership Annual Giving (2019)

Gillmore, Dr. Jason

Professor of Chemistry (2004)

Ph.D., University of Rochester, 2003

M.S., Virginia Polytech Inst St U, 1998

B.S., Virginia Polytech Inst St U, 1996

Gkekas, David

Coach-Men's Football (2011)

Glover, Sonja

Serials Associate (2016)

Gomez, Robert

Campus Services Assistant (2018)

Gonthier, Dr. Peter

Professor of Physics (1983)

Ph.D., Texas A&M Univ College Sta*, 1980

B.A., Texas A&M Univ College Sta*, 1975

Gonzalez-Pech, Dr. Natalia

Assistant Professor of Chemistry (2019)
B.S., Ins Tec Y Estudio De Monterrey, 2018

Goris, Dr. Emilie

Associate Professor of Nursing (2007)
Ph.D., Michigan State University, 2013
BSN, Hope College, 2008

Gorno, Peggy

Admissions Representative (2011)
B.A., Hope College, 1987

Gosselar, Trish

Office Manager (1994)
B.A., Hope College,

Grabinski, Emily

Accompanist (2016)

Graham, Adam

Lecturer in Music (2015)

Graham, Brandon
(2002)

Graham, Joe

Lecturer (2016)
M.Div., Western Theological Seminary, 2014
B.A., Calvin University, 2005

Graham, Mary Linda

Retired Faculty (1983)
MFA, Univ Illinois Urbana-Champaign, 1982
B.F.A., Univ Illinois Urbana-Champaign, 1979

Gray, Dr. Kristen

*Associate Dean for Health and Counseling, Director of
Counseling and Psychological Services (1987)*
B.A., Gustavus Adolphus College,
Psy.D, Adler University,

Green, Adriene

Lecturer/Nursing (2005)

Green, Dr. Chuck

Professor of Psychology (1983)
Ph.D., University of Florida, 1983
M.A., University of Florida, 1980
B.S., Trevecca Nazarene University, 1978

Green, Fonda

Executive Director of CASA (1983)
B.S., Trevecca Nazarene University,
M.Ed., University of Florida,

Greendyke, Ronald

Operator - PT/Transportation (2016)

Greene, Vanessa

*Assoc Dean of Students, Dir Center for Diversity &
Inclusion (2003)*
M.Ed., Grand Valley State University,
B.S., Grand Valley State University,

Griffin, Dr. Gerald

Associate Provost (2015)
Ph.D., University of Pennsylvania, 2009
B.A., Cornell University, 2003

Groenhof, Brian

Driver/Transportation (2008)

Grooters, Barbara

Office Assistant (2006)

Grotenhuis, Beverly

Office Assistant (2016)

Gruenler, Dr. Curtis

Professor of English (1997)
Ph.D., Univ of California Los Angeles, 1997
B.A., Stanford University, 1985

Gruppen, Tonia

*Assistant Professor of Kinesiology and Athletic Trainer
(2001)*
M.S., Indiana University Bloomington, 1999
B.A., Hope College, 1998

Gryniewicz, Elyse

(2012)

Gulker, Dr. Virgil

Director of Generation Spark (2009)
 B.A., Grand Valley State University,
 M.A., University of Michigan,
 DFA, University of Michigan,

Gustafson, Lois

Visitor Services Coordinator (2018)

Gyulamiryan, Dr. Tatevik

Assistant Professor of Spanish (2015)
 Ph.D., Purdue University, 2015
 M.A., Purdue University, 2010
 B.A., Yerevan State Linguistic Univ, 2008

Haefner, Peter

Lecturer in Economics and Business (2004)
 B.A., Saginaw Valley State Univ,

Hahn, Jennifer

Assistant (2019)

Hamilton, Matthew

Tennis Pro (2013)

Hamon-Porter, Dr. Brigitte

Associate Professor of French (1994)
 Ph.D., Indiana University Bloomington, 1996
 M.A., Indiana University Bloomington, 1992
 M.A., Universite De Nantes, 1987
 B.A., Universite d'Angers, 1984

Hampton, Dr. Jennifer

Associate Professor of Physics, Department Chair (2007)
 Ph.D., Cornell University, 2002
 MPHI, Cambridge University, 1996
 B.A., Oberlin College, 1995

Han, Dr. Choonghee

Associate Professor of Communication, Department Chair (2010)
 Ph.D., University of Iowa, 2010
 M.A., Ball State University, 2005
 M.A., Kyung Hee University, 2002
 B.A., Kyung Hee University, 1993

Hanamitsu, Rika

Visiting Faculty Exchange Professor (2013)

Hansen, Dr. Ed

Professor of Geology & Environmental Science (1984)
 Ph.D., University of Chicago, 1983
 B.S., University of Cincinnati, 1978

Harmon, Sandy

Hotel Manager (Haworth Inn) (2005)
 BBA, Grand Valley State University,

Harmsen, Shirley

Accounts Payable Coordinator I (2000)

Harrelson, Dr. Dyana

Assistant Professor of Mathematics (2000)
 Ph.D., Georgia Institute Technology,
 B.S., Clemson University,

Hauch, Troy

Accountant (2018)

Haveman, Nate

Associate Director of Admissions (1998)

Hawk, Dr. Andrew

Director of Chemical Laboratories (2018)

Hawken, Andrew

Assistant Football Coach (2017)

Hawkes, Danielle

Registered Nurse (2008)

Headley, Stacey

Office Assistant for Student Life (2008)

Hearit, Dr. Lauren

Assistant Professor of Communication (2017)
 Ph.D., Purdue University, 2014
 M.A., Purdue University, 2014
 B.A., Western Michigan University, 2012

Heath, Dr. Anne

Associate Professor of Art History (2007)
Ph.D., Brown University, 2005
M.A., Florida State University, 1998
B.A., University of Maine, 1992

Heideman, Carl

Director of Process and Innovation (1988)
B.S., Hope College, 1988

Heinz, Lynette

Lecturer/Physics (2000)

Heisler, Dr. Jim

Retired Faculty (1981)
Ph.D., University of Nebraska Lincoln, 1975

Hemenway, Dr. Stephen

Professor of English (1972)
Ph.D., University of Illinois Chicago, 1972
M.A., Boston College, 1967
B.A., College of the Holy Cross, 1964

Henderson, Jay

Studio Technician/Lab Supervisor (2019)

Hendrix, Lynne

Retired Faculty (1984)
MBA, Grand Valley State University, 1985
B.A., Eastern Michigan University, 1978

Herman, Amelia

Custodian (2015)

Herrick, Dr. James

The Guy VanderJagt Professor of Communication (1984)
Ph.D., University of Wisconsin, 1986
M.A., Univ of California Los Angeles, 1978
B.A., Calif St Univ San Bernardino, 1976

Hertel, Jeff

Campus Safety Director (2016)

Hertel, Lori

Director of Biology Laboratories (1985)
B.S., University of Michigan,

M.S., Western Michigan University,

Herzog, Leo

Project Coordinator (2011)
B.A., Hope College, 2013

Herzog, Megan

Accommodation Coordinator (2010)

Hibma, Kenneth

Fire Systems Technician (2015)

High, Carrie

Executive Assistant to the Provost (2017)
M.Ed., Grand Valley State University,

Hilgert, Kevin

CASA - Program Coordinator (2017)

Hill, Jordan

Residential Life Coordinator, Scott Hall (2012)

Hill, Melissa

Lecturer/Nursing (2016)

Hilldore, Amanda

Lecturer (2001)
M.S., Univ Illinois Urbana-Champaign,
B.S., Hope College, 2004

Hillman, Judith

Retired Faculty (1989)
B.S., Western Michigan University, 1967

Hinkley, Liz

Service Manager (2017)

Hoekstra, Sally

Trade Book Buyer (1989)
B.A., Hope College,

Hoesch, Karl

Assistant Director for Admissions (2004)
B.A., Hope College, 2007

Hogue, Ty

Driver/Transportation (2015)

Hoisington, Betsy

Director of FOCUS and SOAR Program (2019)

Holman, Jenifer

Electronic Resources Librarian/Associate Professor (2016)

M.S., Syracuse University, 2003
MLIS, University of Michigan, 1993
B.A., Hamilton College, 1991

Holmes, Dr. Jack

Retired Faculty (1969)

Ph.D., University of Denver, 1972
M.A., University of Denver, 1967
B.A., Knox College, 1963

Holmes, Dr. Vicki-Lynn

Associate Professor of Mathematics and Education (2009)

Ph.D., University of Louisville, 2009
B.A., Coll William And Mary, 1981

Homkes, Carrie

Lecturer (2016)

Honeycutt, Jupy

Lecturer/Economics & Business (2017)

B.A., Univ of Wisconsin Oshkosh,
MBA, Arizona State University,
MBA, Thunderbird Sch of Global Man,

Hoogerwerf, Dr. Steven

Associate Professor of Religion (1992)

Ph.D., Duke University, 1991
M.Div., Western Theological Seminary, 1981
B.A., Hope College, 1977

Hoover, Tom

Executive Chef of Innovation (2005)

Hornbach, Dr. Christina

Professor of Music (2007)

Ph.D., Michigan State University, 2005
MMUS, University of Michigan, 1996
BMU, University of Michigan, 1993

Horton, Dr. Libbey

Assistant Professor of Education (2015)

Ph.D., George Mason University, 2014
M.Ed., George Mason University, 2009
B.S., Kuyper College, 2006

Hough, Ken

General Mechanic/Preventative Maintenance (2004)

Hovnanian, Michael

(2018)

BMU, Central Michigan University,

Howes, Mike

Director of Ticket Operations and Event Manager (2005)

Howland, Kylee

Retail Assistant Manager (2016)

Hronchek, Jessica

Research and Instruction Librarian/ Associate Professor (2009)

MLS, Indiana University Bloomington, 2009
M.A., Indiana University Bloomington, 2009
B.A., Lawrence University, 2005

Hudgins, Milly

Operations Director (1994)

B.S., James Madison University,

Huffman, Jacob

Custodian (2015)

Huisingh, Julie

Executive Assistant (2007)

B.A., Hope College,

Huisman, Natalie

(2002)

B.S., Hope College, 2006

Hulst, Kimberly

Assistant (2019)

Hulst, Linda

Accounts Payable / Receivable (2008)

Hulst, Marc

Master Electrician (2008)

Hunsberger, Kristen

Lecturer/Psychology (2015)

B.A., Cedarville University,
M.A., Liberty University,

Hunt, Robert

Grounds Manager (1988)

Huss, Jodi

Data Specialist 2 (2019)

Huttar, Dr. Charles

Retired Faculty (1966)

Hwang, Dr. Yooyeon

Professor of Education (1996)

Ph.D., University of Wisconsin, 1996
M.A., Univ California Santa Barbara, 1990
B.S., Sacred Heart College for Women, 1983

Hylarides, Michael

Paint Foreman (2017)

Iannacone, Steven

Retired Faculty (1990)

B.A., Newark State College, 1972

Inman, Dr. Mary

Professor of Psychology (1999)

Ph.D., University of Iowa, 1992
M.A., University of Iowa, 1989
B.S., Iowa State University, 1987

Inman, Kyle

Technical Director for ECO (2019)

Ippolito, Julie

(2019)

Ipri Brown, Susan

Director, Explore Hope / Instructor of Engineering (2013)

M.S., Mass Institute of Technology, 1995
B.S., Princeton University, 1993

Irwin, Dr. Anne

Retired Faculty (1976)

Ph.D., Michigan State University, 1975

Isola, Dr. Vicki

Assistant Professor of Biology (1988)

Ph.D., University of Pennsylvania, 1988
B.S., Michigan Tech University, 1981

Iverson, Douglas

Assistant Professor of Economics & Ruch Executive-in-Residence (1984)

MBA, Western Michigan University, 1975
B.A., Hope College, 1972

Jackson, Dr. Stacy

The Kenneth J. Weller '48 Professor of Management, Department Chair (2007)

Ph.D., Rice University, 1998
M.A., Rice University, 1993
B.A., University of Oklahoma, 1989

Jackson, Shawn

Football Coach (2011)

Unknown, Ferris State University,

Jacobsma, Kelly

Genevra Thome Begg Dean of Libraries (1988)

MLS, University of Michigan, 1982
B.A., Northern Michigan University, 1975

Jacobson, Holly

Event Coordinator (2018)

James, David

Adjunct Associate Professor, Coordinator of Academic Coaching (1982)

B.A., Hope College,
M.A., University of Iowa,
MFA, Pacific University,

Janes, Dr. Lauren

Associate Professor of History (2001)

Ph.D., Univ of California Los Angeles, 2011
M.A., Univ of California Los Angeles, 2006
B.A., Hope College, 2004

Jantzen, Dr. Matt

Director of Emmaus Scholars Program/Visiting Assistant Professor Min Studies (2018)
M.Div., Duke University,
Th.D., Duke University, 2017

Japinga, Rev. Dr. Lynn

Professor of Religion (1988)
Ph.D., Union Theological Seminary, 1992
M.Div., Princeton Theological Seminary, 1984
B.A., Hope College, 1981

Japinga, William

Retired Faculty (1981)
MBA, Northwestern University, 1962

Jekel, Dr. Gene

Retired Faculty (2004)
B.A., Hope College,
M.S., Purdue University,
Ph.D., Purdue University,

Jellema, Mary

Retired Faculty (1980)

Jensen, David

Retired Faculty (1984)
MLS, University of North Carolina, 1968

Jesky, Allison

Grounds Irrigation Specialist (2005)

Jipping, Dr. Michael

Professor of Computer Science (1987)
Ph.D., University of Iowa, 1986
M.S., University of Iowa, 1984
B.S., Calvin University, 1981

Jobson, Dr. John

Associate Dean of Students (2005)
Ph.D., Michigan State University,
M.S., Indiana University Bloomington,
B.A., Hope College, 1995

Johnson, Barb

Insignia Buyer (2013)
B.A., Hope College,

Johnson, Bob

Director of Planned Giving (2007)
B.A., Hope College,
MSBA, Cornerstone University,

Johnson, David

Assistant Technical Director (2017)

Johnson, Dr. Fred III

Associate Professor of History (2000)
Ph.D., Kent State University, 1999
M.A., Kent State University, 1993
B.S., Bowie State University, 1981

Johnson, Dr. Jeffrey

Professor of Chemistry (2007)
Ph.D., University of Wisconsin, 2004
B.A., Gustavus Adolphus College, 2000

Johnson, Rev. Dr. Trygve

The Hinga Boersma Dean of the Chapel (2005)
B.A., Northwestern College,
M.Div., Western Theological Seminary,
Ph.D., University of Saint Andrews,
Th.D., University of Saint Andrews,

Johnston, Dr. Deirdre

Interim Associate Dean for Global Education, Professor of Communication (1994)
Ph.D., University of Iowa, 1988
M.A., University of Texas Austin, 1985
B.A., Drake University, 1983

Jolly, David

Assistant Swimming and Diving Coach and Intramural Director (2019)

Jones, Laura

Office Manager (2019)

Jones, Philip

Assistant Cross Country Coach (2017)

Jonker, Barbara

Assistant Professor of Nursing (2017)

MSN, Yale University, 2002

BSN, Calvin University, 1998

Jungling, Sadie

Desk Staff (1995)

Kallemeyn, Sylvia

Associate Professor of Spanish (1990)

MAT, Calvin University, 1982

B.A., Kuyper College, 1974

Kalmink, Randall

Master Electrician (2007)

Kambo, Dr. Kevin

Assistant Professor of Philosophy (2018)

Kaminski, Carla

Circulation Supervisor (2000)

B.A., Hope College,

Kamstra, Nancy

Associate Professor of Kinesiology (2005)

M.Ed., Grand Valley State University, 2008

B.A., Hope College, 1982

Kan, Har Ye

(2018)

Kapenga, Wendi

Generation Spark Cohort Liaison (2018)

Karis, Kristi

Part Time Lecturer (2007)

B.A., Hope College,

M.A., Michigan State University,

Kasher, Michael

Assistant Director (2019)

Kaye, Kiley

Head Basketball Cheerleading Coach (2017)

Kearney, Joan

Center for Exploratory Learning - Outreach Coordinator

(2018)

Kegerreis, Jean

Women's Volleyball Coach (2004)

B.A., Hope College, 1999

Kehoe, Dr. Marsely

Assistant Professor and Director of Mellon Scholars

Program (2017)

Ph.D., University of Wisconsin, 2012

M.A., University of Wisconsin, 2006

B.A., Kenyon College, 2002

Kennedy, Dr. Bill

Senior Research Fellow (2004)

B.D., Fuller Theological Seminary,

B.A., Occidental College,

Th.M., Princeton Theological Seminary,

Th.D., Princeton Theological Seminary,

Kennedy, Nella

Senior Research Fellow and Official Translator (2010)

Kern, Greg

Associate Director of Admissions (1995)

B.A., Hope College, 1998

Kernstock, Kristen

Assistant Registrar and Curricular Services (1996)

B.A., Hope College, 2000

Kettelhut, Mary Ellen

Senior Career Advisor (2016)

MBA, Indiana University Bloomington, 1985

B.S., Michigan State University, 1983

Kim, Dr. Jung Woo

Associate Professor of Music (2010)

D.M.A., University of Colorado, 2014

MMUS, Indiana University Bloomington, 2003

BMU, Chung-Ang University, 1996

Kim, Eugene

Data Warehouse and Analytics Architect (2013)
B.A., University of Texas Austin, 2005

Kingdom-Grier, CJ

Gospel Choir Director (2000)

Klay, Dr. Robin

Retired Faculty (1979)
Ph.D., Princeton University, 1973

Kleinheksel, Cindy

Office Assistant (2014)

Kloosterman, Patricia

Custodian (2015)

Knoll, Amanda

(2018)
M.S., University of Texas Austin, 2002

Koberna, Timothy

Assistant Professor of Kinesiology and Head Athletic Trainer (2013)
M.A., Western Michigan University, 1992
B.S., Mount Union College, 1990

Koch, Dr. Jacquelin

Adjunct Faculty (2006)

Koch, Dr. Pamela

Associate Professor of Sociology (2008)
Ph.D., University of South Carolina, 2008
MPA, University of Nebraska Lincoln, 2003
B.S., South Dakota State University, 2000

Koch, John

Lecturer in Sociology and Social Work (2014)
B.S., South Dakota State University,
LL.D., University of Nebraska Lincoln,

Koedyker, Harvey

Regional Development Director (2001)
B.A., Hope College,

Koetje, Linda

Office Manager (1994)

Koh, Dr. Yew-Meng

Assistant Professor of Mathematics (2014)
Ph.D., Iowa State University, 2014
M.S., Iowa State University, 2010
M.S., University of Malaya, 2001
B.S., University of Malaya, 1997

Kolean, Lora

Assistant Professor of Music (2001)
MMUS, Western Michigan University, 2005
BMU, Hope College, 1997

Kolean, Sarah

CFL Program Manager (2005)

Kolk, Kristi

Administrative Assistant (2002)

Kontowicz, Ellen

Lecturer/Education (2015)

Kooiker, Chris

Office Manager (2018)

Kopek, Dr. Benjamin

Assistant Professor of Biology (2014)
Ph.D., University of Wisconsin, 2008
B.A., Spring Arbor University, 2002

Kornfield, Dr. Sarah

Associate Professor of Communication (2015)
Ph.D., Pennsylvania State University, 2012
M.A., Texas A&M Univ College Sta*, 2009
B.A., Wheaton College, 2007

Koster, Dr. Margaretta

Lecturer/Chemistry (2015)
B.S., Fordham University,
Ph.D., Michigan State University,

Kraay, Kevin

Business Manager (1985)
B.A., Hope College,

Kraft, Dr. George Jr.

Retired Faculty (1967)
PED, Indiana University Bloomington, 1971

Kraft, Roberta

Retired Faculty (1984)

Kragt, Tricia

Director of Nursing Lab (2005)

BSN, Hope College, 2007

Kraus, Dr. Heidi

Associate Professor of Art (2012)

Ph.D., University of Iowa, 2010

M.A., University of Iowa, 2004

B.F.A., Drake University, 2002

Krause, Dr. Ben

(2018)

Kraut, Dr. Joshua

Assistant Professor of French (2016)

M.S., Georgetown University, 2015

M.A., D'Aix-Marseille University, 2011

M.A., Pennsylvania State University, 2005

B.A., Pennsylvania State University, 2005

Krebs, Stephen

Technical Director for Theatre and HSRT (2019)

Kremer, Dr. Kathy

Senior Director of Assessment and Accreditation (2019)

Kremer, Kevin

Driver/Transportation (2015)

Kroeze, Joan

Lecturer in Kinesiology (2009)

Krueger, Dr. Brent

Professor of Chemistry (2001)

Ph.D., University of Chicago, 1999

M.S., University of Chicago, 1994

B.S., Truman State University, 1993

Krupczak, Dr. John Jr.

Professor of Engineering, Department Chair (1994)

Ph.D., Univ of Massachusetts Amherst, 1994

M.S., Univ of Massachusetts Amherst, 1986

B.A., Williams College, 1980

Kubias, Liz

Assistant Director of Student Life (2014)

Kuper, Dr. Ken

Physician (2015)

Kust, Courtney

Assistant Athletic Director of Events, Assistant Women's

Basketball Coach (2009)

M.A., Xavier University,

B.A., Hope College, 2013

LaBarge, Marty

Associate Professor of Accounting (2007)

MBA, Michigan State University, 1988

B.A., Hope College, 1985

LaBarge, Sherman

General Mechanic/Preventative Maintenance (2008)

LaPorte, Dr. Joseph

Professor of Philosophy (1998)

Ph.D., Univ of Massachusetts Amherst, 1998

B.A., Franciscan Univ Steubenville, 1991

Lafata, Mike

Campus Safety Officer (1989)

Lahr, Glendene

Campus Safety Officer (1991)

Lancashire, David

(2016)

B.S., Arizona State University,

Landes, Perry

Retired Faculty (1987)

MFA, University of Montana, 1987

B.A., Whitworth University, 1981

Lane, Kimberly

(2016)

Lapciuk, Michael

Football Coach (2016)

Larsen, Dr. Anne

Retired Faculty (1984)

Ph.D., Columbia U Sch General Studies, 1975

M.A., Columbia U Sch General Studies, 1971

B.A., Hope College, 1970

Lechner, Alison

Office Manager (2019)

Lehocky, Carrie

(2007)

Lehrer, Jon

(2001)

Lewis, Dr. Huw

Professor of Music (1990)

D.M.A., University of Michigan, 1990

M.A., University of Michigan, 1983

Lewison, Mark

Director of Klooster Center for Writing Excellence/Anchor Ad (2001)

Li, Dr. Jianhua

Associate Professor of Biology (2009)

Ph.D., Univ New Hampshire Durham, 1997

M.S., Huazhong Normal University, 1987

B.S., Henan University, 1984

Lindell, Jeanne

Director of Disability and Accessibility Resources (1992)

B.A., Hope College,

M.S.W., Western Michigan University,

Liu, Jay

Project Coordinator for IGEN (2018)

Lockhart, Alicia

Controller (2010)

Lockwood, Thomas

Lecturer in Music (2006)

Lohman, Tammy

Office Assistant (2012)

Lokers, Rev. Scott

Head Men's Golf Coach (2017)

Longfield, Tori

Digital Liberal Arts Librarian/Assistant Professor (2011)

MSLIS, Univ Illinois Urbana-Champaign, 2016

B.A., Hope College, 2015

BMU, Hope College, 2015

Lookerse, Greg

Assistant Professor of Art (2018)

MFA, School Museum Fine Arts,

Lopez, Mark

Lecturer in Dance (2016)

Lotkhamnga, Khamphosay

Custodian (2014)

Lowell, Jasmine

International Education Coordinator (2013)

B.A., Michigan State University,

Lozon, Kate

Step Up - Coordinator (2019)

Lucar-Ellens, Diane

Retired Faculty (1990)

Ludwig, Dr. Tom

Retired Faculty (1977)

Ph.D., Washington Univ in St. Louis, 1977

M.A., Christ Seminary-SEMINEX, 1975

B.A., Concordia Senior College, 1972

Luidens, Dr. Don

Director of VRI (1977)

Ph.D., Rutgers University Newark, 1978

M.A., Rutgers University Newark, 1974

M.Div., Princeton Theological Seminary, 1972

B.A., Hope College, 1969

Lunderberg, Dr. Marla

Associate Professor of English (1994)
Ph.D., University of Chicago, 1996
M.A., University of Chicago, 1986
B.A., Hope College, 1982

Lunderberg, Jon

Track Coach (2011)
B.A., Hope College,
MBA, University of Michigan,

Lundy, Kathy

Custodian (1993)

Lunn, Dr. John

The Robert W. Haack Professor of Economics (1992)
Ph.D., Univ of California Los Angeles, 1980
M.A., Calif State Univ East Bay, 1975
B.A., Samford University, 1970

Lurvey, Kyle

Admissions Representative (2017)

Lynema, Todd

Locksmith (1994)

Lynn, Jack

Driver/Transportation (2002)

Ma, Li

(2019)

Maat, Cara

Resident Director, Gilmore Hall (2002)

Maat, Pamela

Lecturer in Education (1993)

MacDoniels, Dr. Joe

Retired Faculty (1972)
Ph.D., University of Kansas, 1972

Machiela, Amy

Executive Assistant (2019)

Machiela, Dianna

Payroll Coordinator (2000)

Mader, Dr. Cathy

Professor of Physics (1993)
Ph.D., Michigan State University, 1993
M.S., Colorado School Mines, 1989
B.S., Colorado School Mines, 1987

Madison, Dr. Farrah

(2007)

Mahsun, Dr. Carol

Retired Faculty (1989)
Ph.D., University of Chicago, 1981

Maiullo, Dr. Stephen

Associate Professor of Classics (2010)
Ph.D., Ohio State University, 2010
B.A., Saint Anselm College, 2003

Malfroid, Larry

Retired Faculty (1974)

Mann, Dr. Eric

Associate Professor of Mathematics (2013)
Ph.D., University of Connecticut, 2005
MAT, Colorado College, 1997
M.S., Univ Southern California, 1980
B.A., Albion College, 1974

Mann, Dr. Rebecca

Lecturer in Psychology (2013)

Manosack, Bouavanh

Maint/Custodial - Part Time (2018)

Marcus, Jim

Driver/Transportation (1997)
B.A., Hope College,

Margaron, Matthew

Chaplain of Athletics (2019)

Margritz, Daniel

Strength & Conditioning Coordinator/Assistant Football Coach (2016)

Markel, Holly

Database Programmer/Analyst (2015)

Markel, Paul

Track Coach (2003)

Marquez, Guillermo

Custodian (2012)

Marthens, Megan

Assistant Director of Admissions (2015)

Martin, David

Assistant Professor of Music (2007)

MMUS, University of Cincinnati, 2006

B.A., Grand Valley State University, 2003

Martin, Herb

Associate Professor Emeritus of Accounting (1982)

M.S., Univ Arkansas Fayetteville, 1977

B.S., John Brown University, 1975

Martinez, Pedro Jr.

Admissions Representative (2018)

Mason, Charles

The Margaret Feldmann Kruiuzenga Curator (2013)

Maybury, Kate

Training Specialist (1990)

M.S., Univ Illinois Urbana-Champaign,

B.S., Univ Illinois Urbana-Champaign,

McCombs, Bruce

Professor of Art (1969)

B.F.A., Tulane University,

MFA, Tulane University, 1968

B.F.A., Cleveland Institute Art, 1966

McCoy, Dr. Andy

Director, Center for Ministry Studies/Assoc. Prof. of Ministry Studies (2012)

Ph.D., University of Saint Andrews, 2009

M.Div., Seattle School of Theology/Psy, 2004

M.A., Western Seminary, 2002

BMU, Belmont University, 1997

McCrum, Shana

Instructor of Biology/Curriculum Coordinator

ExploreHope (2013)

M.Ed., Grand Valley State University, 2010

B.S., Grand Valley State University, 1999

B.S., Grand Valley State University, 1990

McDonough-Stukey, Dr. Virginia

Professor of Biology (1995)

Ph.D., Rutgers Univ New Brunswick, 1992

B.S., Rutgers Univ New Brunswick, 1983

McDowell, Chris

Programmer Analyst (1985)

B.S., Grand Valley State University,

McFadden, Gina

(2019)

McFall, Dr. Ryan

Professor of Computer Science (2000)

Ph.D., Michigan State University, 2000

M.S., Michigan State University, 1995

B.S., Hope College, 1993

McGrath, Dr. Christopher

Adjunct (2014)

Ph.D., Michigan State University, 2020

M.A., Michigan State University, 1990

B.A., Calvin University, 1985

McGunigal, Lisa

(2019)

Ph.D., Pennsylvania State University,

McKey, Katie

Admissions Representative (2016)

McMullen, Dr. Steven

Associate Professor of Economics (2014)

Ph.D., University of North Carolina, 2008

B.A., Bethel University, 2004

McMullen, Laura

Administrative Assistant (2016)

McNamara, Nicholas

Custodian (2012)

McNitt, Myrna

PT Lecturer, Social Interventions II (2019)
 B.A., Michigan State University,
 M.S.W., Western Michigan University,

Meagher, Dr. Benjamin

Visiting Assistant Professor Psychology (2017)
 B.A., Gordon College,
 Ph.D., University of Connecticut, 2014
 M.A., University of Connecticut, 2011

Mena, Adam

(2019)

Mendels, Kevin

Manager CIT Tech Services (1996)

Mendels, Kimberly

Director of HASP and Lifelong Learning (1995)
 M.S.W., Grand Valley State University,
 B.A., Hope College, 1993

Meyer, Jeremy

Technician (1996)

Meyering, Kevin

Work Coordinator (2009)

Meyers, Andrew

Associate Director of Admissions (2004)
 BMU, Hope College, 2005

Mezeske, Barbara

Retired Faculty (1978)
 M.A., Michigan State University, 1978
 B.A., Hope College, 1970

Mezeske, Dr. Dick

Retired Faculty (1988)
 Ph.D., Michigan State University, 2000
 M.A., Michigan State University, 1978
 B.A., Hope College, 1969

Michel, Del

Retired Faculty (1964)
 MFA, Iowa State University, 1964

Michmerhuizen, Marci

Buyer (2000)

Miller, Barbara

Associate Director of Admissions (1989)
 B.A., Hope College,

Miller, Dr. Nancy

Retired Faculty (1968)
 Ph.D., Michigan State University, 1968

Miller, Joshua

Evening Supervisor (2015)

Miller, Mackenzie

Marketing and Special Events Coordinator (2015)

Mireles, Andrea

Assistant Director (1984)
 M.S.W., Grand Valley State University,
 B.A., Hope College, 1999

Mireles, Maricela

Office Manager (2001)
 Unknown, Hope College,

Misovich, Dr. Michael

Associate Professor of Engineering (2002)
 M.S., Michigan State University, 1988
 Ph.D., Michigan State University, 1988
 M.S., Michigan State University, 1984
 B.S., Michigan State University, 1981
 B.A., Michigan State University, 1981

Mitchell, Greg

Assistant Professor of Kinesiology/Men's Basketball Coach (2004)
 M.S., Michigan State University, 1999
 B.A., Hope College, 1989

Molenshouse, Bob

Operator - PT/Transportation (2009)
 B.A., Hope College, 2013

Monacelli, Sara

Employment Coordinator (2019)

Monaco, Anthony

Lecturer in Music (2014)

Monco, Fr. Nicholas

(2017)

Montaño, Dr. Jesus

Associate Professor of English (1999)

Ph.D., Ohio State University, 1999

M.A., Ohio State University, 1996

B.A., University of Texas Austin, 1991

Morales, Johamy

(2020)

Moreau, Bill

Associate Professor of English (1983)

M.Ed., Grand Valley State University, 1982

B.A., Hope College, 1976

Morehouse, Brian

Women's Basketball Coach and Director of DeVos Fieldhouse (1991)

M.A., Western Michigan University,

B.A., Hope College, 1991

Morehouse, Dean

Womens Basketball Coach (2001)

Morgan, Diana

Custodian (1997)

Morse, Amber

(2004)

Motiff, Dr. Jim

Retired Faculty (1969)

Ph.D., Univ South Dakota Vermillion, 1969

Mu, Dr. Ivy

(2007)

Muiderman, Tony

Retired Faculty (1977)

Muilenburg, Dr. Vanessa

Assistant Professor of Biology (2013)

Ph.D., Ohio State University, 2010

M.S., Univ Arkansas Fayetteville, 2006

B.S., Iowa State University, 2003

Mulder, Chris

Bus Technician (2003)

Mulder, Dr. Jack Jr.

Professor of Philosophy, Department Chair (2004)

Ph.D., Purdue University, 2004

M.A., Purdue University, 2003

B.A., Hope College, 2000

Mulder, Lori

Director of Human Resources (1996)

M.S., Indiana University Bloomington,

B.A., Hope College,

Mulder, Melissa

Assistant Professor of Spanish (2005)

M.A., Purdue University, 2001

B.A., Hope College, 1999

Mullins, Rourke

Admissions Representative (2016)

Mungall, Dr. Bill

Retired Faculty (1971)

Ph.D., Northwestern University, 1970

B.A., University at Buffalo (SUNY), 1967

Munoa, Dr. Phillip

Professor of Religion (1993)

Ph.D., University of Michigan, 1993

M.A., University of Michigan, 1989

M.A., Fuller Theological Seminary, 1983

B.A., Grace Christian University, 1979

Murray, Dr. K. Greg

T. Elliot Weier Professor of Plant Science (1986)

Ph.D., University of Florida, 1986

M.S., Calif State Univ Northridge, 1980

B.A., Calif State Univ Northridge, 1977

Myers, Dr. David

Professor of Psychology (1967)
LHD, Whitworth University, 1989

Nakada-Amiya, Mizuho
(2019)

Near, Andrew
Collections Manager (2015)

Nelson, Christine
Cataloging Associate (1979)
B.A., Hope College,

Nelson, Jill
Chaplain of Small Groups (2018)

Nelson, Richard
Executive Chef of Operations (2017)

Nelson, Steve
Associate Professor of Art (1989)
MFA, Syracuse University, 1985
B.F.A., Western Michigan University, 1982

Nelums, Boliboun
Custodian (2019)

Nemeth, Dr. Roger
Professor of Sociology (1983)
Ph.D., University of North Carolina, 1986
M.A., University of North Carolina, 1981
B.A., Western Michigan University, 1978

Nevarez, Elicia
Purchasing Specialist (2017)

Nicodemus, Nancy
Retired Faculty (1966)
Unknown, Western Michigan University,
Unknown, Hanover College,
Unknown, Bowling Green State University,

Nielsen, Ned
Engineering Department Advisor (2019)

Nokielski, Megan
Haworth Center Assistant (2014)

Norman, Michael
Lecturer/Music (2017)

Northuis, Dr. Mark
Professor of Kinesiology/Cross Country Coach (1988)
Ph.D., Univ of Minnesota Twin Cities, 1998
M.A., University of Michigan, 1984
B.A., Hope College, 1982

Nurse, Sharee
Residential Life Coordinator (2019)

Nutt, Jill
Director of Financial Aid (2012)
B.A., Baker College of Muskegon,

Nyenhuis, Dr. Jacob
Retired Faculty (1975)
Ph.D., Stanford University, 1963

O'Brien, David
Librarian-Head of Access Services w/rank of Associate Professor (1991)
M.S., Univ Illinois Urbana-Champaign, 1991
M.Ed., University Of Georgia, 1989
B.S., Pennsylvania State University, 1982

O'Brien, Martha
Administrative Assistant (2019)

Odle, Brooke
Hope Faculty Fellow in Engineering (2019)
Ph.D., New Jersey Institute Tech,

Olaguibel, Gaby
Off Campus Study Advisor (2009)

Olesh, Carrie
Assistant Director for Admissions (2011)
B.A., Indiana University,

Olgers, David
Technician (2012)

Olgers, Greg

Director of News Media Services (1988)
B.A., Hope College, 1987

Olinger, Jeanette

Assistant Softball Coach (2017)

Olson, Joan

Executive Assistant to the Vice President (2019)

Oluyedun, Olufemi

Assistant Prof./Kinesiology (2019)

Ornee, Julie

Research Associate (2005)
M.S., Illinois State University,
B.A., Hope College, 2006

Ortiz, Dr. Jared

Associate Professor of Religion (2012)
Ph.D., Catholic University of America, 2012
M.A., Catholic University of America, 2009
M.A., St. John's College, 2005
B.A., University of Chicago, 2000

Ortiz, Xavier

Off Campus Study Coordinator (2011)

Osborn, Jon

Adjunct Associate Professor of Sociology & Social Work (1974)
M.S.W., Western Michigan University, 1972
B.A., Hope College, 1970

Osiptsov, Kylie

(2009)

Osterbaan, Dan

Director of Dev Parent Giving (2019)

Otis, Amy

Senior Director of Fried Center for Global Engagement (1996)
M.A., School for Intl Training,
B.A., Hope College, 1996

Otteaman, Sabina

Donor Relations Development Director (2012)
B.A., Hope College, 1991

Overbeek, Holli

Manager of Accounts Receivable (1996)
B.A., Hope College, 1996

Owen, Katie

Campus Visit Coordinator (2014)

Owens, Derek

Driver/Transportation (2007)

Owens, Michael

Director of Expository Writing & Interim Director of Writing (2017)
Ph.D., Purdue University,

Paauwe, Joel

Technician (2018)

Palma, Rev. Dr. Robert

Retired Faculty (2000)

Pannacker, Dr. William

The DuMez Professor of English/Sr. Dir. Mellon Grand Challenges Initiative (2000)
Ph.D., Harvard University, 1999
M.A., Harvard University, 1997
M.A., University of Miami, 1993
B.A., Saint Josephs University, 1990

Pardo, Dr. Laura

Evert J. and Hattie E. Blekkink Professor of Education (2005)
Ph.D., Michigan State University, 2004
M.A., Michigan State University, 1990
B.S., Central Michigan University, 1982

Park, Gawnhi

Associate Professor of Psychology (2019)

Parker, Odille

Assistant Director of Events and Conferences (2013)

Pasatta, Jason

(2019)

B.A., University of Michigan,
M.Ed., Harvard University,

Pasatta, Kelley

Research Associate (2017)

Patnott, Dr. John

Retired Faculty (1978)

Ph.D., University of Utah, 1989
M.A., Calif State Univ Fresno, 1973

Pearson, Dr. Mark

Associate Professor of Mathematics (2003)

Ph.D., Northwestern University, 2003
M.A., University of Chicago, 1997
B.A., Saint Olaf College, 1994

Pearson, Dr. Paul

Associate Professor of Mathematics (2012)

Ph.D., Northwestern University, 2006
B.A., Saint Olaf College, 2001

Peckens, Adam

Laboratory Director of Engineering (2014)

Peckens, Dr. Courtney

Associate Professor of Engineering (2003)

Ph.D., University of Michigan, 2014
M.S., University of Michigan, 2011
M.S., University of Michigan, 2008
B.S., Hope College, 2006
B.A., Hope College, 2006

Pellow, Lance

Assistant Director for Admissions (1995)

B.A., Hope College,

Penrose, Dr. Larry

Retired Faculty (1970)

Perez, Richard

Assistant Professor of Theatre (2013)

MFA, Arizona State University, 2001
B.A., Cuny Hunter College, 1996

Perovich, Dr. Anthony

Retired Faculty (1980)

Ph.D., University of Chicago, 1978
M.A., University of Chicago, 1974
B.A., University of Calif Davis, 1973

Peschiera, Dr. Pablo

Associate Professor of English (2008)

Ph.D., University of Houston, 2005
M.A., Western Michigan University, 1998
MFA, Western Michigan University, 1998
B.A., Hope College, 1993

Pestun, Jeff

Director of Computing and Information Technology (1992)

B.S., Hope College, 1996

Peter-Dass, Dr. Rakesh

Assistant Professor of Religion (2016)

, University Of London,
Th.D., Harvard University, 2011
M.Div., Yale University, 2008
MBA, Indian Inst of Modern Mgmt, 2002
, Nagpur University, 2001
, Nagpur University, 2001

Peterson, Dr. Jonathan

The Lavern '39 and Betty DePree '41 Van Kley Professor of Geology & Env Science (1994)

Ph.D., University of Chicago, 1989
B.A., Hope College, 1984

Peterson, Dr. Luke

Visiting Assistant Professor of Organic Chemistry (2010)

B.S., Hope College,
Ph.D., University of Michigan,
M.S., University of Michigan,

Petit, Dr. Jeanne

Professor of History, Department Chair (2000)

Ph.D., University of Notre Dame, 2000
M.A., University of Notre Dame, 1993
B.A., Knox College, 1992

Petro, Kasey*Employer Relations Liaison (2016)***Petzak, Dawn***Receptionist (2016)***Philben, Michael***Assistant Professor of Geological & Environmental Science (2019)*

B.A., Northwestern University,

Ph.D., University of South Carolina,

Phillips, Meredith*CRM Solutions Analyst (2019)***Piers, Dr. Jim***Retired Faculty (1975)*

Ph.D., Case Western Reserve Univ, 1997

M.S.W., University of Michigan, 1972

B.A., Hope College, 1969

Piippo, Richard*Retired Faculty (1999)*

M.A., University of Wisconsin, 1975

BMU, University of Wisconsin, 1970

Pikaart, Dr. Mike*Associate Professor of Chemistry (1999)*

Ph.D., University of Michigan, 1992

B.S., Calvin University, 1986

Pilon, Sherri*Adjunct Assistant Professor (2001)*

MMUS, Webster University, 1982

BMU, Univ Wisconsin Stevens Point, 1980

Pinkham, Janet*Endowed Director of the Academic Success Center (1989)*

B.A., Hope College,

M.A., University of Kansas,

Plank, Kyle*(2000)***Plaster, Scott***Custodian (1998)***Pocock, Rob***Assistant Professor of Communication (1989)*

M.A., Michigan State University, 1981

B.A., Hope College, 1977

Polasek, Dr. Katharine*Associate Professor of Engineering (2010)*

Ph.D., Case Western Reserve Univ, 2007

B.S., University of Michigan, 2001

Polet, Brian*Shuttle Van Driver - SV (2015)***Polet, Dr. Jeffrey***Professor of Political Science (2004)*

Ph.D., Catholic University of America, 1992

M.A., Catholic University of America, 1989

B.A., Calvin University, 1985

Polik, Dr. William*The Edward & Elizabeth Hofma Professor of Chemistry (1988)*

Ph.D., Univ of California Berkeley, 1988

B.A., Dartmouth College, 1982

Pontious, Keagan*Women's Lacrosse Coach (2019)***Porter, Dr. Brian***Professor of Management (1999)*

Ph.D., Indiana University Bloomington, 1994

MBA, University of Michigan, 1990

B.A., Alma College, 1984

Portfleet, Dr. Dianne*Retired Faculty (1988)*

Ph.D., Columbia Pacific University, 1984

B.A., Pennsylvania State University, 1969

Postma-Montaño, Dr. Regan*Assistant Professor of English and Spanish (2014)*

Ph.D., University of Kansas, 2011

M.A., University of Kansas, 2007

B.A., Hollins University, 2004

Potter, Marvin

Vehicle Service Technician (2018)

Powe, Lynne

Associate Director of Public Affairs and Marketing (1992)

M.A., Western Michigan University,
B.A., Hope College, 1986

Powell, Julie

Instructor of Dance (2012)

Price, Nate

Director of Tennis and Kinesiology Lecturer (2003)

Puckett, Jeff

Vice President of Development and Alumni Engagement (2014)

B.A., Elon University,
M.A., Appalachian State University,

Pyper, Dr. Kayla

Visiting Assistant Professor of Chemistry (2016)

Ph.D., University of Michigan, 2015
B.S., Abilene Christian University, 2010
ASC, Cottey College, 2008

Qualkenbush, Selina

Dispatcher (2019)

Ralston, Kate

Associate Director of Alumni and Family Engagement (2013)

B.A., Hope College, 2009

Rapple, Gregory

Lecturer in English (2001)

MFA, Warren Wilson College,

Rasasak, Moy

Custodian (2002)

Ray, Carol

Office Manager (1994)

Ray, Dr. Richard

Professor of Kinesiology and Provost Emeritus (1982)

Ed.D., Western Michigan University, 1990
M.A., Western Michigan University, 1980
B.S., University of Michigan, 1979

Reckley, Amy

Lecturer/Art Department (2018)

Reeg, Abby

Regional Development Director (2009)

M.A., Western Michigan University,
B.A., Hope College, 1986

Reilly, Barbara

Lecturer (2016)

Reilly, Hannah

(2018)

Reilly, Sean

Director of Health and Fire Safety (2013)

Reimink, Ron

(2018)

Reisterer, Michael

Systems Manager (2015)

Remenschneider, Mary

Associate Vice President and Chief of Staff (2003)

M.S.W., Western Michigan University,
B.A., Hope College, 1996

Remillard, Dr. Stephen

Associate Professor of Physics (2007)

Ph.D., Coll William And Mary, 1993
M.S., Coll William And Mary, 1990
B.S., Calvin University, 1988

Remy, Dr. Pauline

Assistant Professor of French (2015)

Ph.D., University of Iowa, 2015
M.A., Ohio University, 2009

Rentfrow, Dawn

Assistant Director of Financial Aid (2016)

Reynolds, Geoffrey

Mary Riepma Ross Director of the Archives/ Professor (1997)

MLIS, Wayne State University, 1995
B.S., Central Michigan University, 1989

Rhodes, Izzy

(2008)

B.A., Hope College,
M.S.W., University of Denver,
M.Div., Western Theological Seminary,

Richmond, Dr. Brad

Retired Faculty (1998)

D.M.A., Michigan State University, 1992
MMUS, Univ Illinois Urbana-Champaign, 1986
B.A., Saint Olaf College, 1985

Ricketts, Michael

Football Recruiter and Defensive Coordinator (1995)

M.S., Eastern Illinois University,
B.A., Augustana College,

Rider, Dr. Brian

Assistant Professor of Kinesiology (2015)

Ph.D., Univ Tennessee Knoxville, 2015
M.A., Oakland University, 2011
B.A., Adrian College, 2007

Ridl, Jack

Retired Faculty (1971)

M.Ed., Westminster College Pa, 1970

Riebe, Donald

Driver/Transportation (2013)

Rietberg, Roger

Retired Faculty (2004)

B.A., Hope College,

Rigterink, Tami

(2020)

Riley, Marybarbara

Retail Manager (2006)

Rios, Albino

Campus Safety Officer (2016)

Risedorph, Sarah

Lecturer/Chemistry (1996)

B.S., Hope College,

Ritsema, Dr. Bob

Retired Faculty (1967)

Rivera, Dr. Phillip

Assistant Professor of Biology (2018)

M.S., New Mexico State University,
Ph.D., Univ Texas Southwstrn Med Cntr,

Rivera, Richard

Lecturer/Dance (2009)

Roach, Shelley

Custodian (1995)

Roberson, Carrie

Physician Assistant (2016)

Robert, Theo

Building Coordinator (2015)

Roberts, Nate

Lecturer in FYS (2009)

MMUS, University of Oregon,
Unknown, Berklee College of Music,

Robins, Dr. Daina

Professor of Theatre (1991)

Ph.D., Tufts University, 1988
M.A., Tufts University, 1981
B.A., Minnesota State Univ Moorhead, 1975

Robinson, Tyler

(2019)

Robles-Soriano, Salvador

Staff Athletic Trainer (2019)

Robrahn, Rebecca

Director of Creative Services (1993)

B.A., Hope College, 1996

Roden, Heather

Director of Sales (1999)
B.A., Hope College, 1998

Rodriguez, Rose

Office Assistant (2018)

Roehling, Dr. Patricia

Professor of Psychology (1987)
Ph.D., Wayne State University, 1986
M.A., Wayne State University, 1984
B.A., University of Michigan, 1980

Roelofs, Lynn

Desk Staff (2008)

Rolinski, Nicholas

Lecturer (2012)

Ronald, Dr. Kelly

Assistant Professor of Biology (2019)
B.A., Transylvania University, 2009

Root Luna, Dr. Lindsey

Associate Professor of Psychology (2012)
Ph.D., University of Miami, 2009
M.S., University of Miami, 2005
B.A., Hope College, 2003

Root, Amanda

Office and Project Manager (1999)

Root, Jerry

(2008)
M.Ed., Grand Valley State University,
B.A., Hope College,

Roppo, Dr. Michael

Visiting Assistant Professor of Engineering (2018)

Rose, Katharine

Lecturer/Kinesiology (2006)
B.A., Hope College, 2010

Rosendahl, Kristi

Manager, Print/Mail Services (2007)

Rozeboom, Pauline

Help Desk Service Manager (1982)

Ruby, Chad

Men's Baseball Coach (2001)
B.A., Hope College, 1998

Ruch, Doug

Director for Center for Leadership (2015)
MBA, University of Colorado, 1982
B.A., Hope College, 1981

Ruffer, Jonathan

Lecturer (2017)

Russner, Dr. Bill

Clinical Coordinator (2010)
B.A., Michigan State University,
M.A., Bowling Green State University,
Ph.D., Bowling Green State University,
Ph.D., Bowling Green State University, 2000

Ryden, Dr. David

*Peter C. and Emajean Cook Professor of Political Science,
Department Chair (1994)*
Ph.D., Catholic University of America, 1994
LL.D., Univ of Minnesota Twin Cities, 1985
B.A., Concordia College, 1981

Ryden, Jennifer

Chaplain of Discipleship (2018)

Sabo, Cindy

Director of the Health Center (1999)
BSN, Grand Valley State University,

Salah, Dr. Christiana

Assistant Professor of English (2017)
Ph.D., University of Connecticut, 2016
M.A., University of Connecticut, 2010
MFA, Emerson College, 2005
B.A., Colby College, 2003

Salisbury, Kim

Director of Development Services (1994)
B.A., Hope College,

Sall, Min-Hui

Lecturer/Chinese (2017)

Sanford, Dr. Elizabeth

Professor of Chemistry, Department Chair (1994)
Ph.D., Univ of California Los Angeles, 1992
B.A., Smith College, 1987

Sankey, Norman

Custodian (1995)

Schairer, Cher

Assistant Director of Student Teaching, Director of Teacher Certification (1977)

Schakel, Dr. Peter

Retired Faculty (1969)
Ph.D., University of Wisconsin, 1969
M.A., Southern Illinois Univ Carbondale, 1964
B.A., Central College, 1963

Schanhals, Michael

Men's Lacrosse Coach (2005)
M.A., Michigan State University,
B.A., Hope College, 1992

Schans, Shannon

Assistant Director of Applied Learning (2015)

Schantz, Aaron

Staff Counselor (1996)
M.A., Western Michigan University, 2006

Schantz, Alison

Resident Director, Voorhees Hall (1997)
M.A., Arizona State University,
B.A., Hope College, 2001

Schekman, Joel

Lecturer in Music (2008)

Scheldt, Chris Jr.

Men's Lacrosse Coach (2010)
Unknown, Grand Valley State University,

Scheldt, Megan

Networking Coach and Program Manager (2015)

Schenk, Kimberly

Lecturer (2016)
M.Ed., Grand Valley State University,

Schierbeek, Sue

Director of Dining Administration (2005)
B.A., Hope College, 1992

Schlosser, Matthew

Resident Director (2019)

Schmidt, Becky

Associate Professor of Kinesiology/Volleyball Coach (1994)
M.S., Miami University, 2003
B.A., Hope College, 1999

Schneider, Lori

Data Specialist (2013)

Scholten, Amy

Office Manager (2012)

Scholten, Timothy

Custodial Services Manager (2017)

Schoonveld, Timothy

Director of Athletics (1995)
M.A., Western Michigan University, 2005
B.A., Hope College, 1996

Schuitema, Alex

Database Programmer/Analyst (2015)

Schulte, Kat

Center for Exploratory Learning - Outreach Program Manager (2003)

Schultz, Heather

Events and Conferences Manager (2012)

Schultz, Stephanie

Academic Data Specialist (2014)

Schut, Andrew

Assistant Professor of Accounting (2015)
MMGT, Aquinas College,
B.A., Hope College, 1991

Schutt, Ann

*Midstates Consortium for Math & Science - Program
Assistant (2016)*

Schutte, Dr. Rachel

Assistant Professor of Political Science (2005)

Scogin, Dr. Stephen

Assistant Professor of Biology and Education (2014)
Ph.D., Texas A&M Univ College Sta*, 2014
M.S., Stephen F Austin State Univ, 1995
B.S., Stephen F Austin State Univ, 1993

Scogin, Matthew

President (1999)

Scogin, Sarah

(1998)

Seabolt, Krista

(2018)

Sears, Dr. Leigh

*Associate Professor of Kinesiology/Women's Soccer Coach
(2000)*
Ph.D., Ohio State University, 2007
M.S., Ithaca College, 1999
B.A., Ohio Wesleyan University, 1991

Serna, Joel

Campus Safety Officer (2018)

Serrano, Edward

Custodian (2004)

Serrano, Nicholas

Custodian (2017)

Seymour, Dr. Mike

Director Midstates Consortium (1978)
Ph.D., University of Arizona, 1978
B.A., Saint Johns University, 1972

Shank, Dr. Benjamin

Lecturer/Physics (2014)
Ph.D., Stanford University, 2014
B.S., Case Western Reserve Univ, 2007

Sharda, Elizabeth

Assistant Professor of Social Work (1999)
M.S.W., Grand Valley State University, 2006
B.A., Hope College, 2002

Sharkey, Ann

Haworth Center Assistant (2009)

Sharwarko, Meredith

Outreach Center and Development Coordinator (2016)

Shea, Cheryl

Programmer Analyst (1979)
B.A., Temple University,

Sheldon, Jody

Office Manager (1998)

Shorb, Dr. Justin

Assistant Professor of Chemistry (2000)
Ph.D., University of Wisconsin, 2011
B.S., Hope College, 2004
B.A., Hope College, 2004

Short-Thompson, Cady

Provost (2017)

Shoup, Jeffrey

Lecturer/Music (2017)
MMUS, Michigan State University,

Silver, Dr. Michael

Dekker Professor Emeritus of Chemistry (1983)
Ph.D., Cornell University, 1982

Slater, Adam

*Watershed Next Generation Sequencing Lab Director
(2016)*

Slater, Kara

Director of Operations (2015)

Slaughter, Gloria

Retired Faculty (1988)

M.A., Western Michigan University, 1978

B.A., Central Michigan University, 1971

Slenk, Brian

System Manager (2015)

B.S., Hope College, 1998

Slenk, Chanda

Alumni Communication Specialist (1996)

Slenk, Elliot

Women's Soccer Coach (2013)

MAT, Aquinas College,

Slette, Stein

Assistant Professor of Kinesiology (2008)

M.S., University of Utah, 1992

B.A., Hope College, 1987

Slotman, Kristen

JV Women's Basketball Coach (2011)

Smarszcz, Carolyn

(2000)

Smiles, Rosemary

Office Manager (2019)

Smith, Andrew

Data and Systems Analyst (2017)

Smith, Cheryl

Registered Nurse (1994)

BSN, University of Michigan,

Smith, Daniel

Driver/Transportation (2008)

Smith, Dr. Matthew

Associate Professor of Engineering (2012)

Ph.D., Cornell University, 2009

B.A., Cedarville University, 2003

B.S., Cedarville University, 2003

Smith, Dr. Stephen

Professor of Economics (2016)

Ph.D., Stanford University, 1988

B.A., Williams College, 1979

Smith, Dr. Steven

Retired Faculty (1990)

Ph.D., Michigan State University, 1989

M.A., Michigan State University, 1984

B.A., Cornerstone University, 1982

Smith, Dr. Temple

Assistant Professor of Sociology (2014)

Ph.D., Michigan State University, 2011

B.A., Michigan State University, 2003

Smith, Dr. Thomas

The Dr. Leon A. Bosch '29 Professor of Management (1993)

Ph.D., University of Michigan, 1994

MBA, University of Iowa, 1983

BBA, University of Michigan, 1980

Smith, JoHannah

Editorial Associate/Office Manager (2010)

B.A., Hope College,

Smith, Julie

Lecturer/Nursing (2003)

BSN, Hope College, 1998

Smith, Laurie

Director of Institutional Research (2016)

Smith, Leslie

Part-Time Campus Safety Officer (2018)

Smith, Mindy

Shipping and Receiving Supervisor (1996)

B.A., Hope College, 2000

Smith, Nancy

Chaplain of Integral Missions (2013)

M.A., Spring Arbor University,

B.A., Cornerstone University,

Smith, Ray

Retired Faculty (1970)

MPE, Western Michigan University, 1975

Smith, Richard

Professor of Theatre (1972)

MFA, Univ of Minnesota Twin Cities, 1972

B.F.A., Univ of Minnesota Twin Cities, 1969

Smith, Traci

Instructor in Chemistry (2003)

M.S., University of Texas Austin, 1998

B.S., Northern Arizona University, 1995

Sneller, Timothy

Master Plumber (2015)

Snider, Robert

Custodian (2019)

Snyder, Beth

Grant Program Director (2018)

Sommerville, Jan

Executive Assistant to the President and Board of Trustees (2013)

B.A., University of Michigan,

Soukup, Kirsten

Lecturer/Kinesiology (2007)

Southard, Dr. Gabe

Associate Professor of Music (2007)

D.M.A., Michigan State University, 2006

MMUS, University of Wisconsin, 1997

BMU, Ithaca College, 1994

Southard, Dr. Sarah

Lecturer in Music (2007)

D.M.A., Michigan State University,

Sova, Donna

Office Manager (2007)

Speelman, James

Groundskeeper (1996)

Speet, Mary

Dispatcher (2007)

Spoelhof, Lynne

NetVUE Program Coordinator (2017)

Spotts, Kevin

(2018)

Staal, Suzette

Coordinator of Tutoring Services (2014)

Stafford, Gregory

Women's Golf Coach (2009)

Stauffer, Shelley

Admissions Receptionist (2011)

B.A., Hope College,

Steen, Dr. Todd

The Granger Professor of Economics (1988)

Ph.D., Harvard University, 1992

M.A., Harvard University, 1987

B.A., Indiana University of PA, 1984

B.S., Pennsylvania State University, 1981

Steenwyk, Elizabeth

Associate Registrar (2002)

B.A., Hope College, 2004

Stegink, Gord

Retired Faculty (1981)

B.A., Hope College,

M.A., Washington Univ in St. Louis,

Stephan, Michael

(2014)

Stephenson, Dr. Darin

Professor of Mathematics (1997)

Ph.D., University of Michigan, 1994

M.S., University of Michigan, 1990

B.S., Univ Kentucky Lexington, 1988

Stephenson, Mandy

Office Manager (2001)

B.A., Hope College, 2006

Stevens, Kasey*Director (2019)***Stewart, Dr. Joanne***Elmer E. Hartgerink Professor of Chemistry (1988)*

Ph.D., Univ of California Berkeley, 1988

B.A., Kalamazoo College, 1982

Stewart, Nicole*(2019)***Stid, Dr. Mark***Physician/Medical Director (2018)***Stoel, Cathy***Office Manager–Geology, Office Assistant–Math/
Physics/Engineering/Computer Science (2004)***Stoughton, Dr. John***Retired Faculty (1983)*

Ph.D., Univ Tennessee Knoxville, 1978

Strouf, Linda*Assistant Professor of Music (1988)*

MMUS, University of Wyoming, 1986

BMU, Hope College, 1984

Stubbs, Dr. David*(2008)***Stukey, Dr. Joseph***Assistant Professor of Biology (2000)*

Ph.D., Rutgers Univ New Brunswick, 1990

B.A., Rutgers Univ New Brunswick, 1981

Sturtevant, Dr. Deb*Professor of Social Work and Social Work Program
Director (1988)*

Ph.D., Michigan State University, 1997

M.S.W., Western Michigan University, 1984

B.A., Hope College, 1975

Stuursma, Peter*Associate Professor of Kinesiology/Head Football Coach
(1999)*

M.A., Univ of Northern Colorado, 1998

B.A., Hope College, 1993

Sullivan, Katherine*Professor of Art, Department Chair (2003)*

MFA, Boston University, 2001

B.F.A., University of Michigan, 1997

Swanson, Dr. Debra*Professor of Sociology, Department Chair (1989)*

Ph.D., Catholic University of America, 1995

M.A., Catholic University of America, 1988

B.A., Hope College, 1983

Swanson, Todd*Associate Professor of Mathematics (1989)*

M.A., Michigan State University, 1989

B.S., Grand Valley State University, 1985

B.S., Michigan State University, 1982

Swartout, Kimberly*Senior Director of Donor Relations and Annual Giving
(2000)*

B.S., Grand Valley State University, 1995

Swierenga, Dr. Robert*Retired Faculty (1996)***Szczerowski, Beth***Director of Alumni & Family Engagement (2010)*

B.A., Hope College, 2000

Taber, Jake*Assistant Professor of Kinesiology and Head Men's &
Women's Swim & Dive Coach (2002)*

M.A., Western Michigan University,

Talaga, Steve*Adjunct Assistant Professor of Music (1998)*

MMUS, Western Michigan University, 1994

BMU, Western Michigan University, 1992

B.A., Central Michigan University, 1986

Tammi, John*Retired Faculty (1968)*

M.A., Univ of Minnesota Twin Cities, 1966

B.A., Gustavus Adolphus College, 1963

Tan, Dr. Wayne

Assistant Professor of History (2016)
Ph.D., Harvard University, 2015
B.A., Dartmouth College, 2006

Tanis, Dr. Elliot

Retired Faculty (1965)

Taylor, Dr. Stephen

Retired Faculty (1985)

Taylor, Randy

Executive Chef of Residential Dining (2009)

Teater, Jenna

Event Specialist (2011)

Templeton, Mary

Assistant Professor of Accounting (2001)
M.S., Michigan State University, 2006
B.A., Michigan State University, 2005

TenHaken, Vicki

Retired Faculty (2000)
MBA, Grand Valley State University, 1981
B.A., Hope College, 1973

Thayer, Dean

System Manager (2005)
B.S., Hope College, 1998

Thayer, Kate

(1996)

Thelen, Craig

Director of the Bookstore (2014)

Tilden, Pete

Regional Development Director (2012)
B.A., Hope College, 1986

Tommola, Craig

Web Developer and Designer (1999)
B.A., Hope College, 2012

Tonneberger, Kaylee

Custodian (2019)

Toppen, Dr. Joel

Associate Professor of Political Science (1996)
Ph.D., Purdue University, 1998
M.A., Purdue University, 1993
B.A., Hope College, 1991

Travis, Scott

Executive Director of Alumni Engagement (2002)
MBA, Grand Valley State University,
B.A., Hope College, 2006

Traynor, Michelle

Data Specialist 1 (2019)

Trent-Brown, Dr. Sonja

Chief Officer for Culture and Inclusion and The John H. and Jeanne M. Jacobson Associate Professor of Psychology (2005)
Ph.D., University of South Florida, 2004
M.A., University of South Florida, 1997
B.A., Harvard University, 1989

Trethewey, Lori

Office Manager (1993)

Trujillo, Jill

Office Manager (2001)

Tseng, Dr. Gloria

Associate Professor of History (2003)
Ph.D., Univ of California Berkeley, 2002
M.A., Univ of California Berkeley, 1995
B.A., Pitzer College, 1992

Tsuda, Yoshiko

Instructor of Japanese (2016)
M.Ed., Concordia College,

Tucker, Emily

(2019)
B.A., Vassar College,
M.A., University of Connecticut,
Ph.D., University of Connecticut,

Turlington, Dr. Christopher

Assistant Professor of Chemistry (2017)
Ph.D., University of North Carolina, 2015
B.S., Furman University, 2010

Tyler, Dr. Jeff

Professor of Religion, Department Chair (1995)
Ph.D., University of Arizona, 1995
M.Div., Western Theological Seminary, 1986
B.A., Hope College, 1982

Underhill, Kristin

Office Manager (2002)
B.A., Hope College, 1995

Valentine, Whitney

(2019)

Valkema, Pamela

Office Manager (1989)

Van Duinen, Dr. Deborah

Associate Professor of Education (2011)
Ph.D., Michigan State University, 2011
M.A., Calvin University, 2002
B.A., Calvin University, 1998

Van Dyke, Marcye

Office Manager (2015)

Van Dyke, Tim

On-Call Campus Safety Officer / Dispatcher (2011)
B.A., Hope College,

Van Dyken, Doug

Director of Finance and Business Services (1987)
MBA, Grand Valley State University,
B.A., Hope College, 1987

Van Eyl, Dr. Phil

Retired Faculty (2004)
B.A., Hope College,
Ph.D., Claremont Graduate School,

Van Heest, Jim

Senior Regional Development Director (1987)
B.A., Hope College,

Van Iwaarden, Dr. John Sr.

Retired Faculty (1961)
M.A., University of Michigan, 1958

Van Kampen, Darlene

(2019)

Van Meeteren, Bob

CDL Driver Transportation (2014)

Van Tassell, Eric

Assistant Professor of Lighting and Sound Design (2003)
MFA, Univ Illinois Urbana-Champaign,
B.A., Hope College,

Van Til, Dr. Kent

Lecturer in Religion (2004)

Van Tongeren, Dr. Daryl

Associate Professor of Psychology (2012)
Ph.D., Virginia Commonwealth Univ, 2011
M.A., University of Colorado, 2006
B.A., Colorado Christian University, 2004

Van Wieren, Dr. Glenn

Retired Faculty (1973)
Ed.D., Brigham Young University, 1973
M.A., Western Michigan University, 1968
B.A., Hope College, 1964

Van Wylen, Dr. Dave

Dean for Natural & Applied Sciences (2015)
Ph.D., University of Michigan, 1983
B.A., Saint Olaf College, 1980

Van Wylen, Pat

Global Travel Program Coordinator (2015)

VanDenend, Michelle

Event Coordinator (2005)

VanDyke, Kristin

Desk Staff (2004)
B.A., Hope College, 2001

VanHemert, Dr. Jordan

Assistant Professor of Music (2019)

VanHeukelom, Bob

Director of Hospitality Operations (2005)
B.S., Ferris State University,

VanIngen, Kristi

Transportation Coordinator (2015)

VanKampen, Terry

Custodian (2016)

VanPutten, Pam

Coordinator of Mentoring & Internships (2002)

VanTimmeren, Chris

Men's Hockey Coach (2016)

VanZanten, Brian

Cross Country Coach (1999)
M.S., Grand Valley State University,
B.S., Hope College, 1995

Vance, Kate

Assistant Professor of Mathematics (2002)
M.S., University of Michigan, 1994
B.S., Hope College, 1990

Vande Hoef, Mary

Softball Coach and Director of the Dow Center (2010)
B.A., Central College,
M.S., Ithaca College,

Vandemark, Connie

Financial Aid Specialist (2006)

Vanden Bosch, Christine

Part-Time Shuttle Van Driver (2018)

Vanden Bosch, Robert

Bus Driver (2015)

Vandenberg, Melyn

Assistant Professor of Accounting (2005)
MBA, Western Michigan University, 2013
B.A., Hope College, 2009

Vander Laan, Jay

Head Professional & Varsity Assistant Coach (2016)

Vander Meer, Jim

Retired Faculty (1985)
M.A., Western Michigan University, 1982
B.A., Hope College, 1976

Vander Zee, Suzanne

Cashier (2010)

VanderKooy, Jeff

Campus Safety Officer (2005)

VanderStoep, Dr. Scott

Dean for Social Sciences and Professor of Psychology (1991)
Ph.D., University of Michigan, 1992
M.A., Univ Illinois Urbana-Champaign, 1989
B.A., Hope College, 1987

VanderStoep, Jill

Assistant Professor of Mathematics (1999)
M.S., University of Michigan, 1991
M.S., Univ Illinois Urbana-Champaign, 1989
B.S., Hope College, 1987

VanderStoep, Mark

Tennis Instructor (2015)

VanderVeen, Dr. Steve

Professor of Management (2004)
Ph.D., University of Illinois Chicago, 1995
MBA, Western Michigan University, 1985
B.A., Calvin University, 1982

VanderVeen, Lynn

Dispatcher (2013)

VanderWal, Dr. Bonnie

Staff Counselor (2016)
Ph.D., Western Michigan University, 2015

VanderYacht, Gordon

Physical Education and Athletic Equipment Manager (1988)
B.S., Grand Valley State University,

VanderZwaag, Connie

Benefits Manager (2005)
B.A., Spring Arbor University,

Vanderbilt, Bill

Vice President for Admissions (2007)
MMGT, Northwestern University,
B.A., Hope College, 1988

Veenstra, Darlene

Costume Shop Manager (2007)

Vega, Yoli

Senior Academic and Career Advisor (1990)
M.Ed., Grand Valley State University, 2012
B.A., Hope College, 1988

Velazquez Castellanos, Jose

TV Studio and Equipment Engineer (2013)

Veldman, Dr. Roger

Professor of Engineering (1998)
Ph.D., Western Michigan University, 2001
M.S., Western Michigan University, 1995
B.S., Hope College, 1989

Veltman, Abby

Dispatcher (2015)

Veltman, Michael

General Mechanic/HVACR (2011)

Verduin, Dr. Kathleen

Professor of English (1978)
Ph.D., Indiana University Bloomington, 1980
M.A., George Washington University, 1969
B.A., Hope College, 1965

Vereeke, Randall

General Mechanic (1994)

Vincensi, Dr. Barbara

Associate Professor of Nursing (2006)
Ph.D., Loyola University Chicago, 2011
MSN, Indiana/Purdue U: Indianapolis, 1985
BSN, Purdue University, 1978

Visser, Sandra

Dean for the Arts & Humanities (2017)
Ph.D., Syracuse University, 1995
M.A., Northern Illinois University, 1990
B.A., Wheaton College, 1986

Vogelzang, Cindy

Housing Assistant (1997)

Volkers, Susan

Building Services Manager (1995)

Vos, Michael

Custodian (2015)

Voskuil, Dr. Vicki

Associate Professor of Nursing (2004)
Ph.D., Michigan State University, 2016
M.S., University of Michigan, 1994
BSN, Calvin University, 1989

Voskuil, Rev. Dr. Dennis

Senior Research Fellow (2015)
Ph.D., Harvard University, 1974
B.D., Western Theological Seminary, 1969
B.S., University of Wisconsin, 1966

Voss, Lisa

Lecturer in Education (2011)

Vruggink, Gary

Lecturer in Education (2005)
B.A., Hope College,
M.A., Michigan State University,

Wade, Randy

Day1: Watershed Research Associate (2012)

Wagner, Katie

Office and Program Manager (2005)

Walcott, Lisa

Assistant Professor of Art (2015)
M.A., Cranbrook Academy of Art,

Waldvogel-Warren, Martha

Lecturer in Music (2009)

Walkley, Karlene

Dispatcher (2017)

Walters, Margo

Program Coordinator/Office Manager (2013)

Wang, Peng

(2019)

Warnaar, Gail

Retired Faculty (2005)

Warner, Janay

Nurse (2019)

Waterstone, Kathy

Office Manager (1989)

B.A., Hope College,

Weeda, Janet

Assistant Professor of Nursing (2012)

MSN, Univ New Mexico Albuquerque, 2000

BSN, Trinity Christian College, 1986

Wehrmeyer, Brandi

Custodian (2016)

Weller, Dr. Herb

Retired Faculty (2004)

Wells, Dr. Yelena

(2019)

D.M.A., Michigan State University,

Welsch, Aaron

Visiting Instructor of Neuroscience (2008)

B.S., Hope College,

Welsch, Anna

(2008)

BSN, Hope College,

Wennersten, Chris

Office Manager (1995)

B.A., Hope College,

Werley, Barbara

Admissions Acceptance Letter Composer (2003)

B.A., Hope College, 1986

Wernlund, Becky

Web/Marketing Specialist (2014)

B.A., Hope College,

Wessman, Dr. Leslie

Retired Faculty (1990)

Ph.D., Michigan State University, 1988

West, Dr. Elizabeth

Lecturer (2000)

D.M.A., University of Michigan, 2006

MMUS, University of Michigan, 2003

BMU, Houghton College, 1992

Wettack, Dr. Sheldon

Lecturer in Chemistry (2004)

Whitcomb, Jill

Equal Opportunity and Title IX Investigator (2017)

White, Dr. Ryan

Associate Dean for Academic Advising and Applied

Learning (2013)

B.S., Grace Christian University,

Ed.D., Univ Southern California,

Widener, Gregory

Project Manager of the Physical Plant (2014)

Wiebe, Todd

Librarian w/rank of Associate Professor; Head of

Research & Instruction (2006)

MLIS, University of Denver, 2006

B.A., Anderson University, 2003

Wiersma, Margie

Assistant Director of CIT (1996)

Willard, Paul

Graphic Designer (2015)

Williams, Dr. Don

Retired Faculty (1969)

Ph.D., Ohio State University, 1964

Williams, Dr. Zachary

Assistant Professor of Physics (2019)

B.S., University of Central Florida,

Williams, Kendra

Assistant Director (1985)

Willis, Jevon

Assistant Director (2018)

Wilson, Dr. Boyd

Retired Faculty (1982)

Ph.D., University of Iowa, 1982

M.A., Wheaton College, 1976

B.A., Trinity International Univ, 1971

Wilson, Dr. Morgan

Assistant Professor of Management (2016)

Ph.D., University of Illinois Chicago, 2013

B.A., Hope College, 2008

Wilson, Lela

Building Services Manager (1993)

Wilson, Mary

Executive Assistant (1996)

ASC, Baker College of Muskegon,

Wilson, Mike

Locksmith (2002)

Wilton, Christopher

Tennis Pro (2010)

Winnett-Murray, Dr. Kathy

Professor of Biology (1986)

Ph.D., University of Florida, 1986

M.S., Calif State Univ Northridge, 1979

B.S., University of Calif Irvine, 1976

Winton, Kara

Track Coach (2007)

B.A., Hope College, 2011

Witkowski, Kris

Project Manager (1987)

B.A., Hope College, 1981

Wolters, Brooke

Resident Director (2012)

Wolters, Rajean

Assistant to the Dean for the Arts and Humanities (2005)

B.A., Hope College,

M.A., Western Michigan University,

Wolthuis, Dr. Ronald

Retired Faculty (1985)

Ed.D., Western Michigan University, 1970

Wong, Sharon

Adjunct (2005)

Woolsey, Dr. Daniel

Professor of Spanish, Department Chair (2005)

Ph.D., Indiana University Bloomington, 2006

M.A., Wheaton College, 1998

B.A., Wheaton College, 1996

Wright, Hollie

(2020)

Xayasane, Loi

Custodian (1993)

Xayasane, Mayoula

Custodian (2016)

Xie, Jianguang

(2018)

Yelding, John

The Susan M. and Glenn G. Cherup Associate Professor of Education (1994)

M.A., Western Michigan University, 1981

B.A., Michigan State University, 1969

Yetzke, Angie

Assistant Professor of Dance (2009)
MFA, Univ of Wisconsin Milwaukee, 2012
B.A., Western Michigan University, 1994

Yonker, Dan

Manager of Infrastructure (2013)
B.A., Spring Arbor University,

Yost, Brian

*Librarian/Head of Technical Services & Systems w/
rank of Associate Professor (1997)*
M.S., Univ Illinois Urbana-Champaign, 1993
B.A., Calvin University, 1989

Yost, Michelle

Inter-Library Loan Associate (1998)
B.A., Hope College, 2000

Yurk, Dr. Brian

Associate Professor of Mathematics (2000)
Ph.D., Utah State University, 2009
B.S., Hope College, 2003

Zawila, Mandy

Retail Sales Manager (2018)

Zeeff, Edna

Office Assistant (1982)

Zehr, Dan

Director of Residential and Retail Dining (2016)

Zinck, Elizabeth

*Center for Exploratory Learning - Outreach Coordinator
(2018)*

Zohn, Erik

Adjunct (2019)

Zomerlei, Dr. Daniel

Lecturer/Psychology (2001)

Zuidema, Anne

(2019)

Zuniga, Esther

Custodian (2007)

Zuniga, Hector

Custodian (2004)

de Roo, Mark

Lecturer (2009)
B.A., Hope College,
M.A., Western Michigan University,

deHaan, Dr. Sander

Professor of German & Dutch (1979)
Ph.D., Northwestern University, 1980
M.A., Northwestern University, 1970
B.A., Calvin University, 1967

deHaan, Georgia

Application Processor (1988)

deVries, Stacey

(2020)

le Clere, Marina

(2020)

ten Berge, Dr. Bram

Assistant Professor of Classics (2017)
Ph.D., University of Michigan, 2016
B.A., University of Mississippi, 2009

ter Veen, Marcel

Groundskeeper (2017)

vanOyen-Witvliet, Dr. Charlotte

Professor of Psychology, Department Chair (1997)
Ph.D., Purdue University, 1997
M.S., Purdue University, 1993
B.A., Calvin University, 1991

SPECIAL ACADEMIC PROGRAMS

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 programs run by the Associated College of the Midwest (ACM), Institute for the International Education of Students (IES Abroad), the Council on International Education Exchange (CIEE), the School for International Training (SIT), the Center for Ecological Living and Learning (CELL), the Organization of Tropical Studies – Duke University, Creation Care Study Program (CCSP) and International Studies Abroad (ISA). Hope students also have opportunity to direct enroll in a number of overseas institutions which have a partnership with Hope College. Semester and year-long opportunities for off-campus study are available in virtually every part of the globe. May, June and July terms 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 enrolled at 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.

1. 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.

Off-campus 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 Center for Global Engagement which is located in the Paul G. Fried International Center of the Martha Miller Center for Global Communication.

Students planning to participate in either **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 global partnerships 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 countries such as Argentina, Australia, Chile, England, France, 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. Students may also participate in specialized programs in countries from Cameroon 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.

OFF-CAMPUS STUDY PROGRAMS

The [International Education website](#) provides a complete list of the official programs available.

MAY, JUNE AND SUMMER STUDY ABROAD OPPORTUNITIES

Short-term study abroad programs are available during the four-week May, June and July Terms. 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 program leader for further information about these courses.

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 – 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.

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, 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.

INTERNATIONAL INSTITUTIONAL LINKAGES

LIVERPOOL HOPE UNIVERSITY, ENGLAND

Through a reciprocal exchange program, Hope College and Liverpool Hope University exchange students for a semester or academic year of study. Students going to Liverpool Hope University have a full range of courses available to them in Management & Accounting, English, Environmental & Biological Studies, History, Information Management & Computer Science, Psychology, Sociology, Theatre and Theology. Liverpool Hope University students also have full access to all Hope College courses.

FERRIS UNIVERSITY, JAPAN

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, JAPAN

For 50 years Hope College and 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 COLLEGE, JAPAN

Technos 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.

UNIVERSIDAD AUTÓNOMA DE QUERÉTARO, MEXICO

Since the mid-1990s Hope College has worked on a special relationship with the Universidad Autónoma de Querétaro (UAQ) in Querétaro, Mexico. In the ensuing years, Hope students have attended both semester and May/June term courses at the UAQ for intense Spanish courses and to learn about Mexican culture, society and the arts.

DOMESTIC STUDY OPPORTUNITIES

THE ARTS PROGRAM IN NEW YORK

The New York Arts Program offers 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.

Contact: Daina Robins, Department of Theatre

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.

Most students take an 8-credit internship and two 4-credit seminars. Past topics have included Arts in the City, Values & Vocations, Urban Planning, Religion and Urban America. Special internships tracks are available for student teaching, criminal justice, social work and nursing.

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 ten-week summer program provides the opportunity to live and learn in the Windy City, take courses for academic credit and work full time at an internship.

Contact: Center for Global Engagement.

THE DENVER URBAN SEMESTER

The Denver Urban Semester is a cross-culture experience in the heart of the city allowing students to move into a mature understanding of God's unique vocational direction for their lives. Service-learning and community development are the focus of the Denver Urban Semester, which provides experience with careers in nonprofits. Students spend 24 to 28 hours per week at an internship, take 2 to 3 classes, and live in community. Serving as the on-site hosts are staff of Mile High Ministries, a Christian organization that seeks to mobilize neighborhoods, equip leaders and empower the poor.

Contact: Center for Global Engagement.

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 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 (GLCA) and the Associated Colleges of the Midwest (ACM). Recent seminar topics have included Knowledge and Technology: from Socrates to the Digital Humanities; The Concept of Revolution; Cultural Ideals and Realities in History and Literature;

and The History and Literature of Chicago. This program is an outstanding opportunity for students considering law school, graduate school in any branch of the humanities, as well as careers in publishing and library science.

Contact: Professor Marsely Kehoe, Department of Art History

THE OAK RIDGE SCIENCE SEMESTER

This program allows qualified majors in the natural and physical sciences, engineering, 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 30-40 hours per week in research as assistants to Oak Ridge scientists. They also take one senior-level course and participate in an interdisciplinary seminary, led by the GLCA or ACM Resident Director. Each student receives 16 credits under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists, at world-class facilities on pure and applied research. This is on hiatus Fall 2019.

Contact: Professor Jonathan Peterson, Department of Geological and Environmental Science.

OREGON EXTENSION

The Oregon Extension is a fall semester option for students seeking to earn 16 credits in the humanities and the social and natural sciences. During the course of the program, students participate in four one-month segments focusing on Contemporary Issues, Social Thought, Human Stories and Living Faith. The courses are interdisciplinary and the individualized, guided-study format allows maximum flexibility in meeting students' true interests. Students live in community in a refurbished logging town in the southern Oregon Cascades.

Contact: Center for Global Engagement

THE PHILADELPHIA CENTER

The Philadelphia Center (TPC) was founded in 1967 by the Great Lakes Colleges Association. TPC is one of the nation's oldest experiential education programs. Since 1967, TPC has helped more than 6,800 students from 90 colleges and 50 countries discover their personal and professional direction in life. Students earn 16 credits (8 internship, 4 City Seminar, 4 Elective) for this 16-week semester-long program. TPC also offers an 8-week summer program designed to accommodate students who are unable to attend the full semester program.

- Mentored internships - With over 800 internship options, TPC offers 32-hour-a-week internship opportunities for almost any major. Students collaborate with TPC's full-time faculty advisors and internship supervisors to create a structured yet individualized learning plan that directs and ensures meaningful experiences in the workplace.

- Independent living - TPC's guided housing process provides a unique opportunity for students to develop self-reliance and confidence as they live with peers in accommodations they choose, while experiencing the difference and dynamics of city life in Philadelphia.
- Academic seminars — At TPC, the experiential seminars and electives incorporate the city as both resource and subject and integrate program components to help students apply their liberal arts education and realize their personal and professional objectives, values and abilities.

Students from all majors are welcome at TPC. Student teachers can complete their student teaching in Philadelphia's dynamic urban school district.

For more information about TPC, please visit www.tpc.edu or call 215.735.7300. Contact Linda Koetje, Department of Communication (Martha Miller 107) or Center for Global Engagement.

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.

Contact: Professor Annie Dandavati, Department of Political Science.

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 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, engineering, geological and environmental sciences, mathematics, physics 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 living and learning multicultural program available to first-year Hope students from all racial/ethnic backgrounds. Designed to facilitate an enjoyable transition to the college, it also provides the foundation for four productive years as members of our student body. Phelps Scholars 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 and global society.

Phelps Scholars accomplish this by:

1. Living together in the same residence hall where they actively develop meaningful relationships with students, faculty and staff who represent a rich mix of cultural backgrounds (African American, Asian American, European American, Hispanic American, Native American and International).
2. Taking the designated First Year Seminar course in the fall that focuses on global awareness and learning and then taking either Encounters with Cultures or American Ethnic Studies in the spring.
3. Participating in workshops, group discussions and special events that focus on the practical aspects of living and working in a diverse community.
4. Meeting guest speakers, taking culturally related trips and engaging with the campus in conversations on diversity and global issues.

While program participation is voluntary, students make a one-year commitment to be a part of a community that is intentionally designed to facilitate rich and meaningful interactions throughout the course of their first year.

For further information, contact program director, Kasey Stevens (stevens@hope.edu).

Non-Traditional Programs

TRiO UPWARD BOUND PROGRAM

TRiO Upward Bound is an educational program designed to assist 85 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:

1. Non-bridge Program

Includes students who have completed grades eight-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 60 students are admitted to this program.

1. 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 15 students participate in this program each year.

1. Academic Year Session

During the school year, students in grades nine-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.

CASA – Children’s After School Achievement

CASA is a community program of Hope College that addresses the educational needs of 145 at-risk elementary school students annually. Since 1987, the program has worked with thousands of children who have been referred by Holland area school personnel for year-round sessions. During the summer, certified teachers and assistants lead small group classes for six weeks. The focus is academic and cultural enrichment, as well as site visits and service projects. During the school year, each student is assigned a personal tutor who works one-on-one with the child on homework, reading and math, as well as enrichment activities.

Hope College students mainly serve as volunteer tutors for the academic year program. Their consistent three-hour per week commitment is a large reason why CASA is successful. The tutors provide role modeling, academic support and mentoring. In exchange, they receive valuable volunteer experience, multicultural and diversity understanding, and community involvement. They also can use CASA for field placement and/or community service credit in a number of

Hope College classes. As well, Hope students can interact with CASA on research projects, class assignments, internships and service projects for various student organizations.

For additional information, please contact the [CASA office](#).

INTERNSHIPS

Internships are an important part of gaining real-world experience in your field.

“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.” —National Association of Colleges and Employers

Common characteristics of an internship

- Three–six months long
- Part or full time
- Paid or unpaid
- On or off campus
- Connection to an educational program with academic credit
- Non-credited experience

Contact [individual academic departments](#) for information about internship opportunities.

FOR-CREDIT INTERNSHIP INFORMATION

A Hope College internship involves:

- [An academic course](#) with deep learning in an applied setting for which students receive a grade and academic credit listed on their transcript
- A professor who:
 - Oversees the internship
 - Makes contact with the onsite supervisor and student
 - Assigns and evaluates readings and written assignments
 - Meets or communicates with the student regularly to stimulate reflections about vocation and calling
- An applied experience onsite at an outside employer
- Three hours onsite per week over the course of at least one semester or summer, along with time invested in course meetings and writing, for each credit earned

- An experienced on-site supervisor who conducts regular meetings with the student

PRE-PROFESSIONAL PROGRAMS

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 Boerigter Center for Calling and Career in the DeWitt Center which contains extensive information about careers and other vocational information.

Pre-Professional Program Advisors

Law	David Ryden
Library and Information Sciences	Kelly Jacobsma
Pre-Health Professions	Marikay Dobbins
<ul style="list-style-type: none"> • Chiropractic Medicine • Dentistry • Genetic Counseling • Medicine • Naturopathic Medicine • Occupational Therapy • Optometry • Pharmacy • Physician Assistant • Physical Therapy • Podiatry • Public Health • Speech-Language Pathology 	
Veterinary Medicine	Greg Fraley

ACADEMIC CALENDAR

2019–2020

Fall Semester 2019

August 20–23, Tue.–Fri.	International Student Orientation
August 22–26, Thu.–Mon.	Pre-College Conference
August 23, Fri.	College Housing Opens for New Students, 10 a.m.
August 23–26, Fri.–Mon.	New Student Orientation
August 25, Sun.	College Housing Opens for Returning Students, 10 a.m.
August 25, Sun.	Convocation for New Students and Parents, 2 p.m.
August 27, Tue.	Classes Begin, 8 a.m.
September 2, Mon.	Labor Day; Classes in Session
September 4, Wed.	Last Day to Enroll for Credit or Drop First-Half and Full Semester Courses
September 13, Fri.	Presidential Inauguration; Classes Dismissed at 2 p.m.
September 27, Fri.	Last Day to Withdraw for a “W” Grade or Pass/Fail First-Half Courses
October 4, Fri.	Fall Recess Begins, 6 p.m.
October 9, Wed.	Fall Recess Ends, 8 a.m. <i>Monday Schedule in Effect</i>
October 11–13, Fri.–Sun.	One Big Weekend – Homecoming and Family Weekend
October 16, Wed.	Midterm Grades Due, 4 p.m.

October 16, Wed.	First-Half Semester Courses End
October 17, Thu.	Last- Half Semester Courses Begin
October 25, Fri.	Last Day to Enroll for Credit or Drop Last-Half Courses
November 1, Fri.	Last Day to Withdraw for a “W” Grade or Pass/Fail Full Semester Courses
November 4–6, Mon.–Wed.	Online Registration for Spring (students with 20 or more credits)
November 7–8, Thu.–Fri.	In Person Registration for Spring (first years and students with fewer than 20 credits)
November 19, Tue.	Last Day to Withdraw for a “W” Grade or Pass/Fail Last-Half Courses
November 28, Thu.	Thanksgiving Recess Begins, 8 a.m.
December 2, Mon.	Thanksgiving Recess Ends, 8 a.m.
December 6, Fri.	Last Day of Classes
December 9–13, Mon.–Fri.	Semester Examinations
December 13, Fri.	College Housing Closes, 5 p.m.
December 18, Wed.	Final Grades Due, 4 p.m.
Number of Days	M: 14, T: 14, W: 14, R: 14, F: 14 70 total days
Spring Semester 2020	
January 4, Sat.	College Housing Opens, 12 Noon
January 6, Mon.	Classes Begin, 8 a.m.

January 15, Wed.	Last Day to Enroll for Credit or Drop First-Half and Full Semester Courses
January 24, Fri.	Incomplete (I) Grades from Fall Semester become "F"
February 7, Fri.	Last Day to Withdraw for a "W" Grade or Pass/Fail First-Half Courses
February 7, Fri.	Winter Recess Begins, 6 p.m.
February 12, Wed.	Winter Recess Ends, 8 a.m. <i>Monday Schedule in Effect</i>
February 26, Wed.	Midterm Grades Due, 4 p.m.
February 26, Wed.	First-Half Semester Courses End
February 27, Thu.	Last-Half Semester Courses Begin
March 5, Thu.	Last Day to Enroll for Credit or Drop Last-Half Courses
March 12, Thu.	Last Day to Withdraw for a "W" Grade or Pass/Fail Full Semester Courses
March 13, Fri.	Spring Recess Begins, 8 a.m.
March 23, Mon.	Spring Recess Ends, 8 a.m.
March 30–April 3, Mon.–Fri.	Online Registration for Fall (continuing students)
April 9, Thu.	Last day to Withdraw for a "W" Grade or Pass/Fail Last-Half Courses
April 10, Fri.	Good Friday; Classes Not in Session, Offices Closed
April 13, Mon.	Easter Holiday; Classes Not in Session, Offices Open
April 23, Thu.	Honors Convocation, Dimnent Chapel, 7 p.m.

April 24, Fri.	Spring Festival; Classes Dismissed at 3 p.m.
April 24–25, Fri.–Sat.	Alumni Weekend
April 27–May 1, Mon.–Fri.	Semester Examinations
May 1, Fri.	College Housing Closes for Students Not Participating in Commencement, 5 p.m.
May 3, Sun.	Baccalaureate and Commencement
May 4, Mon.	College Housing Closes for Students Participating in Commencement, 12 Noon
May 6, Wed.	Final Grades Due, 4 p.m.
Number of Days	M: 14, T: 14, W: 14, R: 15, F: 13 70 total days

May Term 2020

May 4, Mon.	Classes Begin, 9 a.m.
May 6, Wed.	Last Day to Enroll for Credit or Drop Courses
May 8, Fri.	Last Day to Withdraw (50% Refund) for a “W” Grade
May 21, Thu.	Last Day to Withdraw (No Refund) for a “W” Grade or Pass/Fail
May 25, Mon.	Memorial Day; Classes Not in Session, Offices Closed
May 29, Fri.	May Term Ends

June Term 2020

June 1, Mon.	Classes Begin, 9 a.m.
June 3, Wed.	Last Day to Enroll for Credit or Drop Courses
June 5, Fri.	Last Day to Withdraw (50% Refund) for a "W" Grade
June 18, Thu.	Last Day to Withdraw (No Refund) for a "W" Grade or Pass/Fail
June 19, Fri.	Incomplete (I) grades from Spring Semester become "F"
June 26, Fri.	June Term Ends

July Term 2020

June 29, Mon.	Classes Begin, 9 a.m.
July 1, Wed.	Last Day to Enroll for Credit or Drop Courses
July 3, Fri.	July 4th; Classes Not in Session, Offices Closed
July 6, Mon.	Last Day to Withdraw (50% Refund) for a "W" Grade
July 16, Thu.	Last Day to Withdraw (No Refund) for a "W" Grade or Pass/Fail
July 24, Fri.	July Term Ends

CATALOG INDEX

A

Accounting.....	153
American Ethnic Studies.....	68
Art And Art History.....	72
Asian Studies.....	84

B

Biochemistry and Molecular Biology.....	86
Biology.....	88
Business.....	153

C

Center for Faithful Leadership.....	319
Center for Ministry Studies.....	336
Chemistry Department.....	101
Communication Department.....	115
Computer Science.....	129

D

Dance Department.....	137
degree program.....	43

E

Economics.....	153
Education.....	177
Engineering.....	200
English.....	226
Environmental Science.....	240
Environmental Studies.....	249

G

Gender Studies.....	494
General Education Math & Science.....	253

Geological & Environmental Science

Department.....	260
Global Studies.....	271

H

History.....	277
--------------	-----

I

Interdisciplinary Studies.....	294
--------------------------------	-----

K

Kinesiology.....	303
------------------	-----

L

Leadership.....	319
-----------------	-----

M

Management.....	153
Mathematics.....	322
Mellon Scholars.....	333
Ministry.....	336
Music.....	343

N

Neuroscience.....	374
Nursing.....	383

P

Peace and Justice Minor.....	396
Philosophy.....	399
Physics.....	412
Political Science.....	423

Psychology..... 435

R

Religion.....447

S

Sociology & Social Work.....463

T

The Andrew W. Mellon Foundation Scholars
Program in the Arts and Humanities..... 333
Theatre..... 484

W

Women's Studies.....494
World Languages and Cultures..... 498

HOPE COLLEGE IS A CHRISTIAN COMMUNITY THAT INVITES ALL ITS MEMBERS INTO A HOLISTIC AND ROBUST ENGAGEMENT WITH THE HISTORIC CHRISTIAN FAITH AND A PERSONAL ENCOUNTER WITH THE LIVING CHRIST THROUGH THE HOLY SPIRIT. OUR CHRISTIAN IDENTITY IS DESCRIBED BY THE FOLLOWING THREE ASPIRATIONS:

HOPE ASPIRES TO BE FAITHFUL.

HOPE ASPIRES TO BE WELCOMING.

HOPE ASPIRES TO BE TRANSFORMATIONAL.



Hope COLLEGE

HOLLAND, MICHIGAN