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DORDT COLLEGE

2006-2007 Catalog

This catalog is published for the faculty and students of Dordt College. We have made every effort to ensure the accuracy of the information in this catalog, but it is not to be considered a binding contract. The college reserves the right to make changes and to apply those revisions to registered and accepted students.

Academic Calendar

(Tentative)			
2006-07	2007-08	Day	Activity
Aug 24-25	Aug 23-24	Thurs, Fri	International/ESL student orientation
Aug 26-28	Aug 25-27	Sat-Monday	Freshman orientation
Aug 28	Aug 27	Monday	Transfer/returning orientation
Aug 29	Aug 28	Tuesday	Orientation/Registration
Aug 30	Aug 29	Wednesday	Classes begin - 8:00 AM
Aug 31	Aug 30	Thursday	Convocation - 11:00 AM (Pd. 45 - 12:10-1:25)
Oct 5, 6	Oct 4, 5	Thurs, Fri	Reading Days - Heartland Teacher's Conference, no classes
Oct 20	Oct 19	Friday	End of first set of half-courses
Oct 23	Oct 22	Monday	Beginning of second set of half-courses
Nov 1-15	Nov 1-15		Pre-registration for spring semester
Nov 22	Nov 21	Wednesday	Thanksgiving recess - 8:00 AM
Nov 28	Nov 27	Tuesday	Classes resume - 8:00 AM
Dec 15	Dec 14	Friday	Review day
Dec 18-21	Dec 17-20	Mon-Thurs	Testing
Jan 15	Jan 14	Monday	New and transfer/returning student orientation
Jan 16	Jan 15	Tuesday	Spring semester registration - 8:30 AM to 4:00 PM
Jan 16	Jan 15	Tuesday	Spring semester begins - 8:00 AM
Jan 18	Jan 17	Thursday	Convocation - 11:00 AM (Pd. 45 - 12:10-1:25)
Mar 5	Mar 3	Monday	End of first set of half-courses
Mar 6	Mar 4	Tuesday	Beginning of second set of half-courses
Mar 15	Mar 13	Thursday	Spring vacation - 12:05 PM [Pds. 41, 42, 45 (45 meets 10:50-12:05, no chapel)]
Mar 27	Mar 25	Tuesday	Classes resume - 8:00 AM
Apr 3	Apr 1	Tuesday	Assessment day
Apr 1-15	Apr 1-15		Pre-registration for fall semester
May 7	May 5	Monday	Review day - AM
May 7	May 5	Monday	Testing - PM
May 8-10	May 6-8	Tues-Thurs	Testing - AM & PM
May 11	May 9	Friday	Commencement - 10:00 AM
July 9	July 7	Monday	Graduate school summer session begins
July 27	July 25	Friday	Graduate school summer session ends

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Dordt College - An Overview

Principles and Purposes

Dordt College owes its existence to a community whose faith commitment demands obedience to biblical principles in all of life. This religious commitment, historically known as the Reformed faith, has always been the basis of education at Dordt College.

The Dordt College community confesses that the Scriptures are the Word of God. As God's infallibly and authoritatively inspired revelation, the Bible reveals the way of salvation in Jesus Christ, requires a life of obedience to the Lord, and provides the key to understanding, interpreting, and finding purpose in life.

In various documents over its half-century of existence Dordt has articulated its mission as an institution in the Reformed theological tradition, committed to promoting student learning for life-long Christian service. From the early statements of Dordt's founders to the comprehensive "The Educational Task of Dordt College," the college's current statement of purpose, (www.dordt.edu/publications/faculty_handbook/1-2.shtml#1.2.1) those documents have consistently sounded the same theme. That theme was described most concisely in our mission statement which guides the work of the institutional planning committee:

Dordt College is an institution of higher education committed to the Reformed Christian perspective. Its mission is to equip students, alumni and the broader community to work effectively toward Christ-centered renewal in all aspects of contemporary life. We carry out our educational task by:

- *Developing a biblical understanding of creation and culture*
- *Discerning the pervasive effects of sin throughout our world*
- *Celebrating and proclaiming the redemptive rule of Christ over all of life and all of creation*
- *Nurturing a commitment for challenging the forces that distort God's good creation and all of human activity*
- *Offering academic programs, maintaining institutional practices, and conducting social activities in a visionary, integrated, biblically-informed manner*
- *Fostering a climate in which discipleship becomes a practiced way of life both on and off campus*

A Kingdom Perspective Scripture and creation reveal to us a sovereign God. Nothing exists without him; all things are under his control and find their goal and purpose in his glory. The creation is God's kingdom.

The Bible also tells us that God created humankind in his image. People are covenantally bound to their creator by his law, that calls for loving obedience.

After Adam's fall into sin, humankind, though called to develop and care for God's world, began to treat it as an object of exploitation. Rather than serving the King, people abandoned themselves and the rest of creation to division and strife, misery and death.

But God came to us with his Word of grace. Through the death and resurrection of Jesus Christ, God has reclaimed what had been deformed and distorted by sin. Even though the effects of the fall continue, Christ has rescued the creation from the curse of sin and reigns as King over all. He summons those he has redeemed to work for the expression of his kingdom everywhere.

Serviceable Insight Our mandate to be busy in Christ’s kingdom requires that we study, examine, and understand his world. Christian educational institutions must work to gain and transmit insights into the created order.

The Christian’s understanding of God’s handiwork is distorted by centuries of secularization. Dordt College is faced with the challenge of developing genuine Christian insight – an understanding of the creation illumined by the liberating light of the Scriptures.

Christians in a technological and secular civilization need the ability to distinguish sharply, to think critically, and to judge wisely. Dordt College must provide the kind of insight that enables Christians to carry out their tasks effectively in a complicated world.

Such insight is not merely theoretical. While Christian insight reflects an understanding of the structure and workings of God’s created order, it includes other dimensions as well: the practical ability to carry out one’s task in loving obedience and service, and the desire to function effectively as a kingdom citizen.

A Christian Curriculum Central to the implementation of the educational task of Dordt College is the curriculum, a basic means for encouraging student learning and transmitting serviceable insight. Those fields of investigation that focus on the structure of the created order form the backbone of education at Dordt College. A core curriculum of various academic disciplines, such as language, natural science, and social science, make up the foundation of every student’s education at Dordt.

Students at Dordt are also required to study history, philosophy, and contemporary problems in order to gain insight into how mankind has responded to God’s call to service within his creation. Through this requirement, students are challenged to discern the spirits of the age and to work for genuine reformation in culture and society.

Dordt seeks to provide insight into the nature and demands of the various vocations and professions. Majors and pre-professional programs form another essential part of the curriculum.

Throughout the curriculum, students are helped to develop the analytic, communicative, artistic, and physical skills that are essential for effective Christian service.

Education for the Whole Person The co-curricular aspects of the college also play a vital role in the implementation of the educational task of Dordt College. Dordt, therefore, seeks to provide a wide range of opportunities that develop and enhance serviceable insight.

Dordt College cannot count itself truly successful if its graduates possess knowledge and skill, yet lack the desire to carry out their tasks in service and loving obedience. The college works to foster this attitude by promoting social and devotional activities. Such activities are not considered mere additions to the academic task; Dordt College attempts to integrate them into a total pattern of curricular and co-curricular activity, all of which provide the student with serviceable insight.

The History

Dordt College had its beginning in 1937 with the circulation among midwestern Christian Reformed Churches of proposals and recommendations regarding the establishment of a Christian college. World War II put an end to these discussions; however, after the war, the movement gained new impetus due to the critical shortage of qualified teachers for Christian schools in the area.

The college was organized in 1953 as the Midwest Christian Junior College. Under this name, instruction began in September 1955 with 35 students and five faculty members. In 1956 the name of the college was changed to Dordt College.

In 1961 the decision was made to expand to a four-year college. In September 1963 the junior class was added, and in 1965 the first class of students received the B.A. degree.

Dordt College grew rapidly in the '60s and '70s. By 1965 enrollment had topped 500 and continued growing steadily to an enrollment of 1218 by 1978. In the same period the campus grew from one to more than a dozen buildings. Today Dordt enrolls around 1250 students and occupies a well-equipped, 115-acre campus.

Dordt also has expanded its offerings over the years. Founded primarily to train teachers, Dordt was graduating students in a number of the liberal arts by the late 1960s. In 1969, the first courses in business administration were offered, marking a move toward combining a "liberal" education with "practical" instruction. Others that followed this precedent were agriculture, engineering, nursing, and social work. In 1993 Dordt College added a master of education degree to its associate's and bachelor's degree offerings. The current curriculum includes more than 40 programs, taught by more than 70 faculty members.

Accreditation

Dordt College is accredited by The Higher Learning Commission as a four-year, bachelor degree granting institution. Dordt's HLC accreditation dates from 1971, with the most recent renewal in 2001. The college also gained HLC approval in 1994 to offer a graduate program leading to the master of education degree.

The Iowa Department of Education has approved Dordt's program of teacher education. Graduates of the teacher education program are recommended for the first level of licensure granted by the state of Iowa. Approval has also been granted to offer a master of education degree.

The Dordt College social work program has been accredited since 1986 by the Council on Social Work Education.

The Dordt College engineering major has been accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) since 1991. The engineering science major and engineering technology major have not been examined or accredited by ABET.

The college is also approved to train veterans under Public Law 550, war orphans under Public Law 634, and students from foreign countries.

The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Ph. (312) 263-0456
(800) 621-7440
Fax (312) 263-7462
www.ncacihe.org

State of Iowa
Board of Educational Examiners Licensure
Grimes State Office Building
Des Moines, IA 50319-0146
Ph. (515) 281-3245

Council on Social Work Education
1725 Duke Street, Suite 500
Alexandria, VA 22314
Ph. (703) 683-8080
Fax (703) 683-8099

Accreditation Board for Engineering and Technology, Inc.
111 Market Pl., Suite 1050
Baltimore, MD 21202
Ph. (410) 347-7700
Fax (410) 625-2238

Policy of Nondiscrimination

The commitment of Dordt College to nondiscrimination on the basis of age, color, disability, gender, national or ethnic origin, or race in the administration of its admissions, education, and employment policies is consistent with the requirements of the Age Discrimination in Employment Act of 1967, Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Vocational Rehabilitation Act of 1973 and the Iowa Civil Rights Act of 1965. Inquiries concerning compliance should be directed to the vice president for business affairs at the business office, 712-722-6010.

The Campus

Location

The Dordt College campus is located in Sioux Center, Iowa, a prosperous, rapidly growing community in northwest Iowa. Sioux Center is situated on Highway 75, 45 miles north of Sioux City, Iowa, and 55 miles southeast of Sioux Falls, South Dakota.

Facilities

The Classroom Complex As indicated by its name, the classroom complex is home to many of the facilities for the academic program: a 200-seat lecture hall, numerous classrooms of various sizes, the New World Theatre and theatre arts shop, a student-art gallery, various art studios, computer labs, and faculty offices. The classroom complex also accommodates the offices of graduate education, computer services, and the copy center.

B.J. Haan Auditorium/Music Center The B.J. Haan Auditorium/Music Center was completed in 1979. The music building houses rehearsal rooms and studios for all of the musical organizations on campus, as well as vocal and instrumental practice rooms and music faculty offices. The B.J. Haan Auditorium, which is used for chapel services, concerts, organ recitals, and other events, seats approximately 1500 people and contains a large, beautiful Casavant pipe organ. The mezzanine of the B.J. Haan Auditorium accommodates the offices of the Studies Institute.

The John and Louise Hulst Library The John and Louise Hulst Library is a centralized library facility that houses a collection of 303,000 volumes, including 124,000 book volumes, 16,000 print journal volumes, and 163,000 microtext units. The library subscribes to over 600 journals, magazines, and newspapers and has electronic access to another 10,000 titles. In addition to providing print and electronic resources, the library serves the campus' media needs by acquiring and circulating audio and video tapes, DVDs, projectors, recorders, camcorders, cameras, GPS units, VCRs, DVD players, and other media equipment. Open nearly 90 hours per week during the academic year, the facility, which has been in use since 1966, provides study space for over 300. The library has a significant collection of curriculum and children's literature materials housed in the Learning Resource Center. Other specialized collections include the Dordt College Archives and the Dutch Memorial Collection.

The library is also a central campus location of computing resources for students. MacIntosh and PC-based multi-media labs are located on the lower level of the library. The library has a wireless area network in place and a pool of laptops available for checkout. These laptops are capable of connecting wirelessly to the Internet and other network applications from any location within the library. From any of these computing workstations, students can search the library's web-based catalog to locate books and articles, surf the Internet, send e-mail, compose papers, create presentations, watch DVDs, and listen to music or other audio. A variety of other computer applications are available, as are a number of computer

peripherals such as zip drives, scanners, digital cameras and camcorders, compact disc recorders, and video conferencing equipment.

Science and Technology Center The original natural sciences building was completed in 1968. Additions in 1978, 1982, and 1990 more than doubled its size. The building incorporates a greenhouse, 80- and 180-seat lecture halls, general use classrooms, a computer lab, faculty offices, and dedicated facilities for the agriculture, biology, chemistry, engineering, environmental studies, and physics departments. Agriculture facilities include animal science and agronomy labs, a surgery, and a live animal room. The biology department has at its disposal numerous laboratories of varying sizes, including an electron microscope lab. The engineering wing incorporates labs for mechanical engineering, electronics, electrical engineering, and computer-aided design. Two large laboratories are available for general and organic chemistry, a smaller laboratory is used for advanced courses, and four instrument laboratories are available for all courses and individual projects. The physics department has one large laboratory for introductory courses, equipped with computer interfaced data acquisition systems at each station, and a project laboratory and an optics room for advanced courses and individual projects. The physics department is equipped with apparatus to study holography and laser optics, the properties of high-temperature superconductors and nuclear radiation.

The Commons The first section of the Commons was completed in 1964. Wings were added in 1966, 1969, and 1979. The building has complete facilities for serving all meals to students living in the residence halls.

KDCR Radio The facilities of radio station KDCR-FM include a master control room, a production studio, an announcer's booth, administrative offices, an engineer's workroom, record and tape library, and newswire services.

The Recreation Complex The recreation complex provides a wide range of fitness and recreation opportunities for the Dordt College community and local residents. It also is home to the health, physical education, and recreation (HPER) department. The building combines the original college gymnasium, which seats 1400 spectators, with approximately 85,000 square feet of new and remodeled space completed in 1997. In addition to the gymnasium used for intercollegiate competition, the recreation complex incorporates three additional courts, adaptable for basketball, volleyball, tennis, etc; a 200-meter rubberized track, along with space for field events; three racquetball courts; spacious rooms for weightlifting and exercise equipment; training and locker facilities; and classrooms and HPER faculty offices.

The Campus Center The Campus Center, completed in 2002, serves as the focal point of campus. The building's location and unique combination of programs allows it to serve as a social, recreational, academic and administrative center for the college community.

The lower level of the Campus Center houses the college game room that includes a four-lane bowling alley, billiard and ping-pong tables and the student project room complete with darkrooms.

The student services office complex is located on level one. This area includes the director of residence life, counseling and placement offices, the campus pastor and the vice president for student services. The campus grille, student mailboxes and student lounge are also located on level one.

Level two includes the welcome center for guests arriving on campus, the bookstore and the admissions and financial aid offices. An art gallery for displaying the works of students and local artists is also located on this level.

Administrative offices for the registrar, vice president for academic affairs and the president are located on level three. Classrooms and faculty offices for the business administration program are also housed on this level.

The Residence Halls

West Hall accommodates 160 underclass men and women in four-person suites. Also in the building are a lounge area, laundry facilities, and kitchenette.

North Hall houses 200 first and second-year men in double rooms. It includes lounge areas, computer rooms, laundry facilities, and kitchenette.

East Hall accommodates approximately 200 first and second-year women in double rooms. It also has a kitchenette, lounge, computer lab, and laundry room.

Covenant Hall houses 220 male and female students and has ten seminar rooms, four kitchenettes, a computer laboratory, office facilities, and summer storage space. Campus Health Services are also located in Covenant Hall.

East Campus Apartments This apartment complex includes six buildings housing 288 students. Each building has eight three-bedroom apartments that are equipped for cooking.

Southview Apartments This building has 28 cooking apartments housing a total of 168 students. Six students reside in each apartment. Computer rooms, lounge areas, laundry facilities, and a community room complement the living areas.

Agriculture Stewardship Center Two miles north of the college, the ASC includes 90 acres of farmland used for production, crop testing, and research.

Recreational Facilities In addition to on-campus recreational facilities, students have access to municipal facilities, including the Sandy Hollow nine-hole golf course, a football/track stadium, and a park adjacent to campus. Students also have access to the All-Seasons Center that houses an indoor/outdoor aquatics center and an ice rink.

Accessibility for Students with Disabilities

Dordt College is committed to offering equal access to people with disabilities. The college has established the position of Coordinator of Services for Students with Disabilities (CSSD) in order to assist students with disabilities desiring to enroll at the college. A student with a disability should contact the coordinator approximately six months before the start of the semester of admission or as early as possible to ensure the accessibility of classrooms and housing and the availability of auxiliary aids. The student will be asked to provide appropriate documentation of the disability that is no more than three years old so that the current impact of the disability is addressed. The coordinator uses the documentation

to develop an individual plan with each student, implementing necessary services and accommodations. Accommodations may not lower course standards or alter degree requirements, but provide students with disabilities an equal opportunity to learn and demonstrate their abilities.

Certain facilities on campus are not fully accessible to people with disabilities, but Dordt College does adhere to the accessibility standards of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by ensuring the student's program and learning environment, when viewed in their entirety, are accessible to people with physical disabilities.

Campus Life

As a Christian institution, Dordt College aspires to be a community of faculty and students committed to the study and evaluation of the various branches of learning in the light of the Bible, God's infallible Word. The life of this community has both its academic and social aspects, and in both of these all members of the Dordt College community seek to glorify the triune God.

In accordance with the Christian aim of Dordt College, students are expected to express the Christian faith positively in their general conduct and life style. It is not the purpose or intention of Dordt College to lay down minute regulations for the daily conduct of its students. By their applications for admission and their decision to attend Dordt College, students certify that they intend to live according to the Christian aims and policies of the college. Though admission to Dordt College is the rightful privilege of its constituency, that privilege may be readily withdrawn should the student fail to maintain proper standards of conduct or scholarship.

Students are expected to attend church services each Sunday. Students who are not able to attend their home church are asked to select one of the local churches as their church home.

Chapel exercises are held twice each week to provide opportunity for students, faculty and staff to join in meditation upon the Word of God. All students are expected to attend chapel exercises regularly, not out of compulsion, but out of recognition of the need for spiritual nourishment and refreshment.

Each school year begins with the college retreat at Lake Okoboji. This is followed throughout the year by Bible study groups, lecture series, mid-week praise and worship, residence hall devotions, etc. Recognizing the importance of the spiritual aspect of student life, the college also provides pastoral counseling for students. Members of the Student Services staff meet with and help students with questions and problems that may be troubling them. Thus, the college seeks to maintain and develop a vibrant spiritual climate on campus in the context of which the work of Christian scholarship may be effectively carried on.

Student Activities

Student Government Student Forum is the student government organization on the Dordt College campus. It represents the student body and helps all students fulfill their office. Student Forum consists of 18 students— four freshmen representatives, three sophomores, three juniors, and three senior representatives, and five at-large representatives. Each of these students serves on a college committee and participates in the major decision-making processes of Dordt College. Student Forum meets regularly to discuss issues of concern to the Dordt College community.

Athletics Dordt College is a member of the National Association of Inter-collegiate Athletics (NAIA) and the Great Plains Athletic Conference. As a member of the NAIA, Dordt College teams are eligible for post-season tournament play. Dordt plays a full schedule of games with colleges in Iowa, Nebraska, Minnesota, and South Dakota. Intercollegiate competition for men is scheduled in baseball, basketball, cross-country, golf, soccer, tennis, and track. Competition for women is scheduled in basketball, cross-country, soccer, softball, tennis, track, and volleyball.

Intramurals A year-round program of intramural sports gives all students an opportunity to take part in recreational activities, both competitive and non-competitive. The intramural program is planned and supervised by the student intramural council. Recreation is provided through such activities as badminton, basketball, bowling, softball, volleyball, racquetball, soccer, golf, floor hockey, sand volleyball, and pool.

Club Sports Students have organized a number of sports clubs that supplement the regular program; some allow for intercollegiate competition. Soccer, hockey, volleyball, lacrosse, and wrestling are examples of the types of club sports that have been organized in previous years. Additional clubs may be organized as student interest demands. The club sports program is supervised by the vice president for student services and the Student Activities Committee.

Clubs A number of clubs are organized to provide outlets for students with special interests. All clubs must receive Student Activities Committee approval.

List of Active Clubs and Organizations

Agriculture Club	Hispanic - Spanish
American Society of Mechanical Engineers	Institute of Electronic and Electrical Engineers (IEEE)
Anago	International Justice Club
A Mission OutReach (AMOR)	Juggling Club
Art Club	Men's Glee Club
College Republicans	Mission: Extreme Club
Comedy Club	Photography Club
Community Outreach Program (COP)	Ping-Pong Club
Computer Club	Positive Airwaves
Disc Golf Club	Pre-Law Club
Dodgeball Club	Pre-Physical Therapy Club
Dynamic Dance Club	Psychology Club
English Majors Club	Putting Love Into Action (PLIA)
Flying Club	Reaching Others for Christ–Evangelism Club (ROC)
Four Square Club	Shamar-Bread for the World Clubs
Future Active Christian Teachers (FACT)	Social Work Club
Future Business Executives (FBE)	Students Without Borders–Cross-Cultural Club
Future Physician's Club (Pre-Med Club)	Students in Free Enterprise (SIFE)
Game Club	Youth Ministry Club
Hands Lifted Up - Outreach and signing	

Social/Cultural Activities The college schedules a variety of activities throughout the year. Students are encouraged to participate in campus events as an important part of college life.

In addition to club activities, athletics, and musical activities, various groups plan a number of social events. Students are encouraged to attend the fine arts festivals, the college-sponsored travelogue series, the annual music festival, the Christmas banquet, the Talent Extravaganza, the Spring Fling Festival, or many of the other school activities organized by student representatives.

Drama Several dramatic productions are given each year. All students who wish to participate are encouraged to audition. Opportunity is also given to participate in other forensic activities.

Musical Activities Vocal and instrumental groups contribute to the social and cultural life of individual students and offer opportunity for professional training and credit toward graduation. Current groups include the following:

Campus Community Band—All new students, as well as upperclassmen may audition for membership in the Campus Community Band, an organization that studies representative symphonic band literature and performs several local concerts each year.

Chamber Orchestra—The Chamber Orchestra consists of string players who study chamber music literature, perform several local concerts each year, and tour extensively. Membership is by audition.

Chorale—All new students, as well as upperclassmen, may audition for membership in the Chorale, a group that studies representative choral literature and performs several local concerts each year.

Concert Band—Band members, chosen by audition, study representative symphonic band literature, perform several local concerts each year, and tour extensively.

Concert Choir—Each year the Concert Choir presents a number of local concerts and tours extensively. Membership in the choir is open by audition.

Ensembles—Ensembles and small groups are organized each year to study ensemble literature, and adequate opportunity is provided for performance.

Jazz Band—Membership is by audition. Unless other arrangements are made, all players must also be members of the Campus Band or Concert Band.

Northwest Iowa Symphony Orchestra—Chamber Orchestra members have automatic membership in this large full symphony orchestra. NISO performs three concerts each year, and membership is open to wind and percussion students by audition.

Women's Chorus—Membership is open by audition. The Chorus presents local concerts.

Student Publications

Dordt College Diamond, the school newspaper, published biweekly by the students.

The Signet, an annual student publication—issued in the summer.

The Canon, the creative literary publication in the arts.

Student Services

Counseling Counseling services are offered to the Dordt community as a program of the Office of Student Services. These services are designed to promote and enhance responsible academic activity and to meet the individual counseling needs of the community. Trained counseling personnel are available

to assist students with their social, emotional, spiritual, and vocational needs. Referral services to off-campus agencies are also available through the counseling staff.

Career Services The career services office provides help for students seeking vocational direction for their lives. Several computer-based tests are administered, and results are immediate. A resource library offers a wide variety of career information. The career services office sponsors the Peer Counseling program, that orients students to college and gives them academic and career advice specific to Dordt College.

Job Placement Assistance The Career Services office also offers formal placement services for all students graduating with either a four-year or two-year degree. Placement services include arranging on- and off-campus interviews and maintaining student placement records. The services available to the student include resumé writing, job application procedures, interviewing skills information, job vacancy listings, and services for students interested in graduate school programs.

Housing

All unmarried students who are not 22 years of age by September 1, 2006, are required to live in Dordt College housing unless they live at home with a parent or guardian. Those students who wish to live with other relatives must receive approval from the vice president for student services prior to making other arrangements for housing. The student life committee may grant exceptions to this general policy where circumstances make it advisable. All requests for exceptions must be presented in writing to the vice president for student services prior to the academic year. Mid-year requests will not be considered unless extenuating circumstances exist. Dordt/St. Lukes students in their first and second years in the St. Lukes program are considered full-time students with regard to the residency policy.

Rooms for incoming freshmen and transfer students are reserved in advance upon receipt of the \$100 tuition deposit. Rooms for returning upperclassmen are reserved in advance upon receipt of \$100. This deposit will be applied to the first semester's room charge and is non-refundable and non-transferable. All students who register for the first time at Dordt must pay a \$100 security deposit at registration that must be maintained at \$100 during the student's attendance at Dordt College. This fee will be refunded when the student graduates or terminates enrollment at Dordt College if no excessive wear has been sustained, and there are no outstanding bills due the college.

While the college is responsible for housing all unmarried students, such students do have a measure of choice in regard to room and roommates. However, the college reserves the right to make housing adjustments when necessary. Because the college is unable to provide on-campus married student housing, married students are expected to make their own housing arrangements. Information about available apartments for married students can be obtained from student services.

Housing Regulations Rooms are furnished with necessary articles of furniture, such as beds, mattresses, desks, chairs, and dressers. Students provide their own blankets, linens, bedspread, pillows, towels, and wash cloths. Every room is furnished with a telephone connection with voice-mail capabilities. All residence halls are equipped with network connections in individual rooms. Students must purchase a Network Connection Certificate from the college bookstore in order to gain access to DENIS (Dordt's Electronic News and Information System). Students will need to have a network card in their

computer to use this service. Students can provide their own card or purchase a card from the bookstore. Individual rooms are not furnished with computers or telephones. Each student, by applying for a room and paying a deposit, obligates himself or herself to college housing for the entire year or for such portion of the year as he or she may attend Dordt College. Room contracts terminate at 8:00 a.m. on Friday, December 22, 2006, at the end of the fall semester and at 1:00 p.m. on Friday, May 11, 2007, at the end of the spring semester. Students must be out of their residence by that time. Graduating seniors must be out of their residence by 12:00 noon on Saturday, May 12, 2007.

The charges set by the college do not include Christmas and spring vacation periods, when the dining hall and the residence halls are closed. The college encourages students to either go home or to a friend's home during these vacation periods. Students who do not live in or near Sioux Center may make arrangements to pay an extra fee to stay in the East Campus Apartments over breaks.

Rooms of students in any college owned residence are open for college inspection at any time. The student is held responsible for any damage to his or her room, residence complex, or furnishings. Each residence hall is under the supervision of a resident director or community advisor and resident assistants. Students are responsible to the residence life staff, and they are expected to abide by all college-determined housing regulations in addition to those listed in this catalog. For a more complete statement of policies regarding student housing and student conduct, see the *Defender*, the student handbook.

Meals All students living on campus, except married students and those assigned to apartment style residences, are required to take their meals through college food service unless exempted by the college. Regular cooking is not permitted in the college residence halls.

Admissions

Freshman Admission

Dordt College seeks applicants who want to attend a Christian college and who have demonstrated the desire to learn. All students exhibiting these characteristics will be considered for admission. Previous academic experience is a large, but not the only, factor in evaluating applications.

The executive director of admissions determines admission for all freshmen students after the following items have been received:

1. A completed Dordt College application for admission
2. A non-refundable (after December 31) \$25.00 (U.S. funds) application fee
3. A final high school transcript
4. ACT or SAT test results.

Regular Admission Applicants are normally granted regular admission status if their academic record demonstrates the following:

1. A minimum of 17 units of high school credit. A subject pursued for one school year of 36 weeks with five class periods per week is considered one unit. At least ten units must be from the subjects listed under the “recommended high school program” below.
2. A college-preparatory course of study with:
 - 3 years (minimum) of English
 - 2 years (minimum) of mathematics (must be in algebra and/or geometry)
 - 2 years of foreign language in a single language with grades no lower than ‘C’ in the second year. International and ESL students meet this requirement if they receive a passing score on the Entrance Interview.
3. A cumulative high school GPA of 2.25
4. ACT or SAT I test scores as follows:

ACT: English - 18	Math - 18	Composite - 19
SAT I: Verbal - 460	Math - 460	Combined - 920

Admission with Special Provision Applicants with incomplete admissions records or applicants with high school records or test scores that do not meet all regular admission standards may be granted admission with special provision. In the case of incomplete records, receipt of the complete record may result in a change of admission status. Students who were unable to take the ACT or SAT I prior to enrollment will be required to take the ACT after arrival on campus. The results of this test may affect the student’s status.

All students admitted who have not had at least two years of high school foreign language will be required to study foreign language at the 100-level at Dordt. Students pursuing a bachelor’s degree must complete the foreign language requirement prior to fulfilling the cross-cultural requirement.

Students admitted who do not meet the specified scores on the ACT or SAT I test will be required to take additional preparatory courses either during the summer prior to the freshman year or during the freshman year. These courses give the necessary background in English and mathematics to do

college-level work. See the section in the catalog for “Academic Skills Courses” for details on these courses. These additional courses may lengthen the time it takes to complete a degree.

Students who are admitted with a high school GPA below 2.25 or a composite ACT score below 19 (SAT I combined score below 920) will be admitted to Dordt through the Aspire Program. This program includes diagnostic testing, study skill seminars, academic and career counseling, and other services designed to help students adjust to college life. See page 21 for details on the Aspire Program.

Applicants being considered for admission with a composite ACT score below 17 (SAT I combined score below 810) will be required to take part in a personal admissions interview.

Other background deficiencies not specifically listed here will be handled on a case-by-case basis.

Recommended High School Program

The type of courses and programs that students select in high school will affect how well they adjust to college work. Ideally they should take the following:

English/Language Arts 4 years

Mathematics 3 years

One year of algebra, one year of geometry, one year of advanced algebra or advanced mathematics; four years of mathematics is recommended for students considering majors in mathematics, computer science, engineering, physics or other science programs.

Science 2 years

Including biology, chemistry, or physics; pre-nursing and agriculture students should take chemistry; three years of science is recommended for students considering majors or programs in science.

Social Science 2 years

Foreign Language 2 years

Three or more years of foreign language in one language, with grades no lower than ‘C’ in the final year of study, may satisfy Dordt’s cross-cultural requirement provided the student can show evidence of an appropriate cross-cultural experience. (See General Education Course Requirements, page 48)

Electives 4 years

College preparatory courses from areas listed above.

Nondiscrimination Policy

Dordt College’s commitment to nondiscrimination on the basis of age, color, disability, gender, national or ethnic origin, or race includes nondiscriminatory access to college programs and activities and treatment therein. Inquiries should be directed to the vice president for academic affairs.

Making Application

Application for admission should be made well in advance of the semester a student wishes to enter Dordt College. To make a formal application for admission, candidates should write to the executive director of admissions requesting application forms.

Students will be considered for admission after they have submitted the following official forms:

1. Application for admission with \$25.00 (U.S. funds) fee
2. Transcript of high school record

Accepted students are to deposit \$100.00 toward tuition within 21 days of the acceptance date.

The tuition deposit serves as a declaration of intent to enroll and reserves housing. The \$100.00 is credited to the student's account at registration. It is refundable until May 1 if requested in writing.

Entrance Test

Applicants for admission are also required to submit the results of the ACT or SAT. Applicants who are not able to take the ACT or SAT may be considered for admission but will be required to take the ACT after enrollment.

Notification of Admission

As soon as the required forms have been received the office of admissions will evaluate them. Admission will be granted as follows:

General Admission- Students whose records indicate that they are able to pursue college work are granted general admission.

Admission with Special Provision- Students whose records indicate that they might have serious difficulty pursuing college work or who have not met all admission requirements, are granted special admission.

Readmission

Former students who seek readmission must initially contact the office of admission. Students who have been away from college for more than one semester must meet the requirements stated in the current catalog.

Transfer Admission

Students who have attended another accredited institution of collegiate rank may be considered for admission with advanced standing. College credits presented by transfer students will be evaluated in terms of the quality of the student's work and the relationship of the subject matter to the Dordt curriculum. A minimum grade of C- is required in each course to receive credit.

Students who plan to transfer to Dordt College are encouraged to contact the registrar as soon as possible so that course planning may take place and optimal use of courses and credits will occur. A maximum of 30 semester hours of credit (two semesters) may be granted for CLEP, AP, or other college level courses earned prior to receiving a high school diploma. A maximum of 61 semester hours of academic credit (four semesters) is granted to graduates of community colleges. (See also the Residence Requirement section of the catalog.) The registrar evaluates transfer credits. Admission to advanced standing

does not exempt a student from meeting the specified requirements for graduation from Dordt College.

After the application materials have been evaluated, students will receive notification of credits accepted, student classification, and academic status. Student classification and academic status are assigned following the policies governing all students at Dordt College.

Regular General Admission The executive director of admissions determines regular general admission for transfer students after the following items have been received:

1. A completed Dordt College application for admission and a non-refundable \$25.00 (U.S. funds) application fee
2. An official high school transcript
3. An official college transcript. Transfer candidates must request that the registrar at each collegiate institution attended forward an official transcript; transcripts submitted by the candidate are not acceptable. The college transcript must show a cumulative GPA of 2.0 or above for regular general admission.
4. ACT or SAT results

Admission with Special Provision Students who do not meet the minimum academic requirements for admission may be granted admission with special provisions, if warranted by the total academic record of the student. Special admission may require the following:

1. A contract approved by the Academic Skills Center director, that may include developmental courses or workshops
2. A limit of 14 credits for the first semester of attendance

Approval for and status of admission is decided by the executive director of admissions in consultation with the academic policies committee.

Special Students

Students who do not plan to follow a prescribed course of study leading to a degree may register as special students for courses they wish to pursue on the basis of their qualifications.

Permission to register as a special student must be obtained from the registrar.

Admission of International and ESL Students

An official score of 500 or higher on the paper-based TOEFL or 173 on the computer-based TOEFL are required for admission of all non-native English-speaking students. Non-native English speakers who have lived and have been schooled in English speaking countries for seven years or more may be exempt from this requirement. With the exception of Canadians, all international and ESL students are required to take the entrance interview for International/ESL Students administered during International/ESL Student Orientation (ISO). This interview serves to evaluate students' previous educational experience and to ensure their successful introduction to Dordt's educational program. The results of this interview also will determine whether or not an international/ESL student will be required to take academic ESL courses. For native speakers of a language other than English, a passing score on the En-

trance Interview will meet the general admissions foreign language requirement (see Regular Admission) and the cross-cultural requirement (see page 49). Students who do not receive a passing score on the Entrance Interview for International/ESL Students must successfully complete the Academic English-as-a-Second-Language courses, ESL 101 and ESL 102 during the first semester of attendance at Dordt to satisfy these requirements.

International/ESL students must attend the ISO, which is held Thursday and Friday, August 24 and 25 (see page 47). Students attending ISO may move into the residence halls on Wednesday, August 23.

Academic Support Services

Aspire Program The Aspire Program provides an opportunity for motivated students who have the potential to be successful at Dordt but who do not meet the regular admission standards to benefit from a Dordt education. Inclusion in the program is determined by the executive director of admissions in consultation with the director of the ASK Center and is based on high school grades and courses, ACT/SAT scores, recommendations from a high school teacher or counselor, and a personal interview.

Students admitted to the Aspire Program are offered the following aids to academic success:

A limit of 14 credits in their first semester of attendance

Assessments in reading and learning skills during orientation

Placement in one or more developmental courses if ACT/SAT scores in English/Verbal and/or Mathematics are below the 18/460 required for general admission.

Enrollment in ASK 090: College Success Seminar

Academic and career counseling

Periodic conferences with ASK Center staff throughout the semester.

Students with Special Needs Dordt College makes available academic support for students with special learning needs such as sensory impairments, physical and health problems, and learning disabilities. For more information contact the Coordinator of Services for Students with Disabilities (CSSD).

Students who believe that they need academic support should notify the CSSD as soon as possible. Ideally, this should occur during the application process. Accepted applicants will be asked to provide relevant assessment information so that appropriate academic support can be planned. If prior assessment information is not available or is more than three years old, the applicant will be encouraged to have such an assessment done. This type of assessment can usually be obtained in the student's school district, at no cost, if the student is currently enrolled in a K-12 school.

Students who request academic accommodations after they have enrolled as students at Dordt College will also be asked to provide assessment information that confirms the existence of the special need such as a learning disability. Where such assessment information is not available, the student will be encouraged to have appropriate assessment performed.

Registration

Registration takes place at the beginning of each semester. Students will be sent instructions and appointments several weeks prior to the registration dates.

Registration is not completed until tuition and fees have been partially paid. A late registration fee is charged if registration is not completed on the designated registration day each semester.

Finances

Expenses

The cost of attending Dordt College is kept as reasonable as possible. Tuition covers only a part of the cost of education. Each student receives the benefit of finances obtained from individual gifts, church offerings, and denominational ministry shares.

Tuition	Per Semester	Per Year
Full-Time.....	\$9,200	\$18,400
Part-Time, per credit*	770	
Overload Fee per credit over 18.5 credits per semester.....	200	
Summer tuition rate, per credit (1-6).....	200	
Auditing, per credit (8-11 credits per semester).....	385	
per credit (1-7 credits per semester).....	193	
senior citizens, per credit.....	30	

*Students taking 8 credits or less will receive a part-time student grant of \$310 per credit hour.

Room and Board

Residence hall room (semi-private).....	1,360	2,720
Residence hall room (private)	1,700	3,400
Apartment style residence.....	1,680	3,360
Board—college meal plan.....	1,220	2,440

Fees

Student Activity Fee**	130	260
Late registration	25	
Security deposit**	100	
ACT fee.....	29	
Application fee.....	25	
Off-campus program administrative fee.....	140	
Music lessons, individual**	200	
group**	100	
Medical insurance**		
student+	520	
student/spouse+	2,080	
student/child+	1,560	
student/spouse/child+	3,120	
Service charge for returned checks		
U.S. checks	20	
Canadian checks	30	

**See pages 24 and 25

+subject to change when final rates are negotiated

Activity Fee Items included: athletic events, co-curricular activities, game room, graduation fee, intramurals, medical care fee, movies, music rentals (tux, formals, instruments), placement fee, yearbook, student teaching, technology fee, transcripts, vehicle registration, recreation complex use, and access to the All-Seasons Center. Items excluded: ACT testing, banquets, club-sponsored events, dances, financial aid fees, matriculation fee, music lessons, occupational testing, retreat, Talent Extravaganza, theatre arts activities, travelogues.

Security Deposit All students who register for the first time at Dordt must pay a \$100 security deposit at registration that must be maintained at \$100 for the length of the student's attendance at Dordt. This deposit will be refunded when the student terminates attendance at Dordt if no fines have been levied (for things such as parking, overdue library books, room damage) and there are no outstanding bills due the college (for things such as tuition).

Music Lessons Music majors who have passed Music 204 and music minors who have completed four semesters of lessons will pay half the fees for individual lessons. Half fees do not apply to group lessons or piano proficiency lessons.

Payment of Accounts Charges for tuition, room and board, and fees are due and payable at the beginning of each semester. A finance charge of .75 percent per month (9 percent annual percentage rate, accrued monthly) is charged on all unpaid accounts. For the convenience of students and parents wishing to pay their college expenses in installments, a deferred payment plan is offered.

Accounts must be paid in full by December 15 for fall semester and April 13 for spring semester. *Students may not validate their registration for a new academic term if their account balance is not paid in full. The college will withhold diplomas, transcripts and grade reports until accounts are paid in full.*

Related Expenses When determining the amount of financial assistance necessary, Dordt College includes the average cost of books, travel, and personal expenses. Depending on the student's grade level and chosen major, the cost of books ranges from \$300 to \$780 per year. Travel expenses vary from \$400 to \$1,860, depending on the number of times the student goes home, the distance of the student's home from the college, and the mode of transportation used. Personal expenses range from \$700 to \$2,000, depending on the student's lifestyle.

Part-Time Adult Learner Program Dordt College has established a special financial aid program for the adult learner. To be eligible for the program, students must be 25 years of age prior to the first day of classes and classified as a part-time student. The Financial Aid for Part-Time Students/Adult Learner Students Form must be completed.

Students eligible to participate in the Adult Learner Program receive their first course at no cost. Per credit charges for subsequent classes are at the regular part-time student rate with the applicable part-time learner grant if taking 8 credits or less per semester. Adult learners may also be eligible for state or federal loans and financial aid.

Students should consult admissions to determine their eligibility for the program and the registrar for evaluation of transfer credit.

Student Medical Insurance A hospital/medical insurance policy is available to all full-time students. Premiums, listed above, cover the 12-month period from August 20 to August 19. Plans are also available for married couples and families. If a student does not wish to participate in the plan, proof of alternate insurance coverage is required. All international students, except those from Canada, are required to purchase medical insurance. Additional information is available from the student services office.

Refund/Repayment Policy If a student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) during the semester, the student's refundable charges and financial aid will be prorated if he/she has been enrolled for less than or equal to 60 percent of the semester. If a student has been enrolled for more than 60 percent of the semester, he/she is not eligible for a reduction in charges. The following costs are refundable by the terms of this policy: tuition, room, board, and student activity fee. All other charges are nonrefundable.

The withdrawal date is the later of (1) the date the student begins the withdrawal process by providing official notification (oral or written) of the intent to withdraw; or (2) the student's last date of attendance at an academically related activity. A student who wishes to withdraw must contact the office of student services to initiate and complete the appropriate paperwork.

The *percentage of the semester completed* is calculated by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays, but excluding breaks of five or more consecutive days. For example, if there are 107 calendar days in a semester and a student's withdrawal date is on the 50th day, his/her refundable charges and financial aid will be prorated to reflect that he/she has been enrolled for 46.7 percent of the semester (50 days divided by 107 days).

Recipients of Federal Title IV Financial Aid If the withdrawing student is a recipient of Federal Title IV financial aid, the amount of Title IV assistance the student earned must be compared with the amount disbursed.

The amount of Title IV assistance earned is calculated as follows: Percentage of Title IV financial aid earned (percentage of semester completed) times amount of Title IV aid disbursed (or that could have been disbursed) as of the withdrawal date equals amount of Title IV funds earned.

If the withdrawing student received less Title IV financial aid than the amount earned, the college will make a post-withdrawal disbursement as specified by the Department of Education.

If the withdrawing student received more Title IV financial aid than the amount earned, the college, or the student, or both, must return the unearned funds, as required, in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG Grant, and LEAP funds.

If the student is required to return federal grant funds, he/she will have 45 days from the date of notification to pay the amount in full or to make satisfactory arrangements for repayment with the college or the Department of Education. Failure to repay or make arrangements within this time will result in a loss of eligibility for all federal aid for attendance at any college until amount is paid in full.

A copy of worksheets showing details of the required treatment of Title IV funds when a student withdraws and examples of the application of this withdrawal refund/repayment policy are available upon request.

Financial Aid

In addition to the extensive scholarship program that is based on superior academic potential and performance, Dordt College has a complete program of financial assistance for students demonstrating financial need. Types of financial assistance available include grants, loans, work, and other special programs outlined below.

At Dordt, 95 percent of the student body receives some type of financial aid. Regardless of your income, the only way to know if you qualify is to apply. Financial aid applications may be obtained by writing or calling the financial aid office.

All United States citizens who wish to apply for financial aid must submit the Free Application for Federal Student Aid (FAFSA) as well as the Dordt College Supplemental Data Form. Other supplementary information may be requested of the student through additional forms. All Canadian citizens who wish to apply for financial aid must submit the Canadian Financial Aid Form from Dordt College. All necessary forms may be obtained by writing or calling the financial aid office at Dordt College.

Dordt College Grants Dordt College makes grants available to students in the following groups. In most cases, no financial aid application is necessary.

Alumni Grant This grant is available to students attending full time whose mother and/or father are alumni (attended Dordt the equivalent of at least two semesters full time).

Canadian Exchange Rate Grant Dordt College provides an exchange rate grant to Canadian students in consideration of the loss they may incur when paying college accounts in Canadian dollars. For all other expenses (books, personal spending, etc.) students may exchange money through the business office at the current bank exchange rate.

Distance Grant All full-time students who are not from Iowa are eligible for this grant that is based on the student's state of permanent residence. Two semesters of continuous local residence will change the distance grant status unless the student regularly returns to his or her former residence for summer employment or continues to be legally dependent on his or her parents.

Institutional Grant All full-time students who are members of supporting churches and denominations or who are graduates of Christian high schools receive this annual grant.

International Tuition Grant Students from countries other than the United States and Canada may be eligible to receive this grant from Dordt College to help defray costs. Students whose parents are foreign missionaries also may be eligible. The "Foreign Student Financial Aid Application" must be completed in order to determine need and be considered for this grant.

Grants

Federal Pell Grant The Federal Pell Grant Program makes funds available to the most needy students. Grants range from \$400 to \$4,050, and application is made by completing the FAFSA. This program is available to United States citizens.

Federal Supplemental Educational Opportunity Grant The purpose of this program is to provide non-repayable grants to students who, because of exceptional financial need on the part of their family, would be unable to attend college without such assistance. Students who are citizens of the United States are eligible. Grants will range from \$200 to \$4,000 per year.

Heritage 21 Grant This grant is provided by the college to all students, regardless of citizenship, who have financial need that cannot be met with other grant programs. Grants range from \$200 to \$4,000 per year.

Century Need-Based Scholarship This aid is a combination grant/scholarship program. Two criteria must be met: good grades and financial need. This scholarship ranges from \$200 to \$2,000. Because of limited funds under this program the money will be disbursed very selectively. Not every good student with high need will receive these funds.

Loans

Perkins Loan This program provides long-term loans to students who are citizens of the United States. Applicants must show financial need to be eligible. No interest is charged on the loan while the student is in college. The loan may be repaid over a period of ten years with a minimum repayment of \$40 per month required. Interest is at the rate of 5 percent per year. Repayment may be deferred for as long as a borrower is serving in the Armed Forces, with the Peace Corps, or VISTA. Repayment is also deferred for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time course load.

Heritage 21 Loan This loan is provided by the college to all students with need, regardless of citizenship. No interest is charged while the student is enrolled as a full-time student at Dordt College or at another recognized college or university. Interest and principal payments will begin four months after the last month of attendance at Dordt or at another recognized college or university, with a maximum deferment of five years allowed for attendance at another institution. Interest rates on funds borrowed will vary according to the number of years of study completed at Dordt. For a student who has completed four years of study the interest will be three percent; three years, four percent; two years, five percent; and one year, seven percent. All loans must be repaid within ten years from the time of the last month of attendance as described above. Minimum payments will be \$50 per month and will be payable to the business office at Dordt College.

Federal Stafford Loan This subsidized loan is available to students who demonstrate financial need and are United States citizens. A freshman may borrow up to \$2,625 per year. A sophomore

may borrow up to \$3,500 per year. A junior or senior may borrow up to \$5,500 per year. Repayment of a Federal Stafford Loan begins six months after leaving school. Until repayment begins, no interest is charged on the loan. For loans disbursed on or after July 1, 2006, the Stafford Loan rate will be a fixed rate of 6.80%. The repayment period may be as long as ten years, but a monthly payment of \$50 is usually required. Dordt has a preferred lender list through which students receive their Stafford funds. The financial aid office knows these banks work well with Electronic Funds Transfer (EFT). With EFT, funds are disbursed to the college within approximately two weeks of applying for the Stafford Loan.

Federal Unsubsidized Stafford Loan This loan is similar in most ways to the Federal Stafford Loan (see above paragraph). However, there are two main differences. First, while the government pays the interest on the Federal Stafford Loan during the in-school period, the student must pay the interest on the Federal Unsubsidized Stafford. Second, the Federal Unsubsidized Stafford is not need-based; anyone eligible for U.S. aid may qualify.

Federal PLUS and Additional Federal Unsubsidized Stafford Loan The PLUS loan program allows parents of dependent students to apply for as much as the difference between the cost of attendance and a student's financial aid. Independent students may apply for an additional Federal Unsubsidized Stafford. Neither loan is need-based, and applications may be obtained from the financial aid office. However, these loans should be used only after all other resources have been considered since interest begins 60 days after the money is disbursed.

Alternative Loans Students who find they still need additional financial aid after other aid has been applied, or students whose families do not demonstrate need, may find an alternative loan a viable option. There are many alternative loans available with terms and conditions varying. Most do require proof of credit worthiness. You may wish to contact your local lender to see if they participate in an alternative loan program. In recent years, the most popular alternative loan for Dordt students has been the Iowa Partnership Loan. You may contact the financial aid office for an Iowa Partnership Loan packet.

Canada Student Loan The provincial governments have loan programs that may be used by Dordt students. Information and application forms may be secured through your high school or local bank or by writing to the department of education of your home province. (See following page)

ALBERTA

Students Finance
P.O. Box 28000, Station Main
Edmonton, Alberta T5J 4R4
Telephone: (780) 427-3722 or (800) 222-6485
Fax: (780) 422-4516
<http://www.alis.gov.ab.ca/studentsfinance/main.asp>

BRITISH COLUMBIA

Ministry of Advanced Education
Student Services Branch
P.O. Box 9180, Stn Prov. Gov't
Victoria, British Columbia V8W 9H9
Telephone: (250) 387-6100 or (800) 561-1818
Fax: (250) 356-9455
<http://www.aved.gov.bc.ca/studentsservices/>

MANITOBA

Student Financial Assistance
409-1181 Portage Ave.
Winnipeg, Manitoba R3G 0T3
Telephone: (204) 945-6321 or (800) 204-1685
<http://www.edu.gov.mb.ca/>

NEW BRUNSWICK

Department of Education
Student Financial Services
548 York Street
Fredericton, New Brunswick E3B 3R2
Telephone: (800) 667-5626
Fax: (506) 444-4333
<http://www.studentaid.gnb.ca>

NEWFOUNDLAND

Student Aid Financial Services Division
Department of Education
P.O. Box 8700
St. John's, Newfoundland A1B 4J6
Telephone: (709) 729-4244 or (888) 657-0800
Fax: (709) 729-2298
<http://www.edu.gov.nf.ca/studentaid>

NOVA SCOTIA

Department of Education
Student Assistance Office
P.O. Box 2290, Halifax Central
Halifax, Nova Scotia B3J 3C8
Telephone: (902) 424-8420 or (800) 565-8420
Fax: (902) 424-0540
<http://studentloans.ednet.ns.ca/>

ONTARIO

Student Support Branch
Ministry of Training, Colleges and Universities
P.O. Box 4500, 189 Red River Road, 4th Floor
Thunder Bay, Ontario P7B 6G9
Telephone: (807) 343-7260
Fax: (807) 343-7278
<http://osap.gov.on.ca>

PRINCE EDWARD ISLAND

Ministry of Education Skills and Training
2nd Floor, Sullivan Building,
P.O. Box 2000, 16 Fitzroy St.
Charlottetown, Prince Edward Island CIA 7N8
Telephone: (902) 368-4600
Fax: (902) 368-4663
<http://www.gov.pe.ca/education/>

QUEBEC

Direction générale de l'aide financière aux étudiants
Ministère de l'éducation
1035 rue de la Chevrotière
22ième étage, Édifice Marie-Guyart
Québec (Québec) G1R 5A5
Telephone: (418) 646-4505
<http://www.afe.gov.qc.ca>

SASKATCHEWAN

Student Financial Assistance Branch
Saskatchewan Learning
Box 650, Wascana Parkway
Regina, Saskatchewan S4P 3A3
Telephone: (800) 597-8278 or (306) 787-5620
Fax: (306) 787-1608
<http://www.studentloans.sk.ca>

Student Employment

College Work-Study Program Dordt College participates in the Work-Study Program that creates part-time job opportunities for students with financial need. These jobs average seven hours per week. Students qualify for participation in the Work-Study Program if they are:

1) United States citizens 2) Able to meet job qualifications 3) In need of financial aid 4) Capable of doing good academic work in college 5) Accepted for admission as full-time students in good standing. Students with required skills and experiences may qualify for jobs in the following fields: clerical assistant, library assistant, typist, custodial work, instructional assistant, kitchen help, agricultural help, and miscellaneous other campus positions. Applications are due July 1.

Work for Institution Program The college provides employment for students who may not qualify for the federal Work-Study Program and yet need employment to assist them to pay for college expenses. Application forms must be completed by July 1.

Special Programs

Veterans' Education Benefits Dordt College is approved to offer education to students who are eligible for benefits under the terms of the Veterans' Readjustment Act (Public Law 90-77) or under the War Orphans Bill (Public Law 634). Eligible students should write to their regional Veterans' Administration Office to obtain the application information.

Vocational Rehabilitation Benefits Students who, by reason of physical disabilities, are eligible for benefits under vocational rehabilitation programs should write to the Division of Rehabilitation Education and Service in their state.

State of Iowa Scholarship Program The Iowa Legislature has established a state scholarship program for the benefit of Iowa residents attending colleges within the state. These scholarships are based on the academic ability of the student and may be used only for tuition and mandatory fees. Application forms and information regarding eligibility for the program are available from Iowa high school counselors.

State of Iowa Tuition Grant Program The Iowa Legislature has established a state tuition grant program for the benefit of Iowa residents attending private colleges within the state. These grants are based on financial need and may be used only for educational expenses. (Application is made by filing the FAFSA.)

Scholarship and Loan Programs—Other States Several states have scholarships or loan programs that may be used at Dordt College. Information on such programs may be obtained from high school counselors.

Eligibility for Financial Aid

All freshmen and transfer students who are admitted to Dordt College in good academic standing are eligible for financial aid. Continued eligibility for financial aid is dependent upon both good academic standing and satisfactory progress toward graduation. Eligibility is monitored at the end of each semester. If either good academic standing or satisfactory progress toward graduation is not attained, a student will be limited to one more semester of financial aid. However, a student who receives less than a 1.00 GPA in any given semester is subject to suspension and will not necessarily be eligible for one more semester of financial aid.

Likewise, students who are admitted on academic probation, including students readmitted after a period of academic suspension, will be limited to one semester of financial aid. Students so limited may receive additional semesters of financial aid if they make satisfactory progress toward graduation and meet a minimum semester grade point average specified by the financial aid office.

Academic Standing A student is expected to maintain a minimum cumulative GPA of 2.00 to graduate. Students needing extra assistance in the form of individual tutors, study skills, time management, etc. should contact the staff of the Academic Skills Center, located in the lower level of the library. Students will be notified when they are not meeting the graduation minimum and will be expected to seek the necessary assistance. Academic standing is determined by the following:

	<u>ACADEMIC ALERT</u>	<u>ACADEMIC PROBATION</u>	<u>ACADEMIC SUSPENSION</u>
Total Credits <u>Earned</u>	Cumulative GPA <u>is below</u>	Cumulative GPA <u>is below</u>	Cumulative GPA <u>is below</u>
0 to 24	2.0	1.6	1.0
24 to 54	2.0	1.8	1.4
54 to 84	-	2.0	1.6
84 or more	-	2.0	1.8

Academic Alert Students who finish a semester with a cumulative GPA below the graduation requirement will be alerted to their academic status at the beginning of the following semester. Students will be informed of the support services available and encouraged to make use of them. Academic alerts may also be issued during a semester when an instructor reports that a student is in danger of failing his or her course. Academic alerts do not result in any additional restrictions of activity or loss of financial aid, but are intended to inform students of their current situation so they can take action to correct it.

Academic Probation Students who finish a semester with a cumulative GPA below the specified standard will be placed on academic probation. Students are notified by letter when placed on probation. The academic policies committee will set certain requirements for a student on probation - including a minimum GPA to be attained in the following semester. A student who has been placed on academic probation and fails to meet the requirements established by the committee the following semester will be subject to academic suspension. Probation may result in the loss of athletic eligibility and certain financial aid.

Academic Suspension Students who finish a semester with a cumulative GPA below the specified standard are subject to academic suspension from the college for a period of one semester. Students suspended from the college will be notified of their suspension immediately in writing and will be given an opportunity to file a letter of appeal prior to the start of the next semester. Students filing an appeal must do so in writing to the registrar by the time indicated in the notification of suspension. The letter of appeal should explain the situation leading up to the suspension – including extraordinary circumstances such as serious illness, injury, or family crisis – and include a specific plan for correcting the problems. Students allowed to return on the basis of an appeal will be placed on academic probation as described above. Students who do not file a letter of appeal or whose appeal is not granted may apply for readmission after a lapse of one semester. Readmission is not automatic but is based on evidence that the circumstances leading up to the suspension have been resolved. Any student, regardless of prior academic standing, who receives less than a 1.0 GPA in any given semester is subject to academic suspension at the end of the semester.

Academic Dismissal Students who have been suspended and readmitted and who fail to meet the requirements specified by the academic policies committee will be subject to permanent academic dismissal. Any full-time student who earns no grade points in any given semester is subject to permanent academic dismissal.

Satisfactory Progress Federal regulations require that students maintain satisfactory progress in order to continue to receive financial aid. Dordt College also requires satisfactory progress for all institutionally controlled financial aid. Poor grades can impinge on a student's financial resources.

Satisfactory progress toward graduation is defined in terms of successfully completing 12 credits (excluding repeated courses) or 70 percent of the credits for which a student is enrolled in a given semester. The minimum percentage of successful completion is calculated by dividing the number of successfully completed hours (i.e., those with a grade of A, B, C, D, or P) by the sum of cumulative hours enrolled (including those courses with WP, WF, or F grades and late grades) and multiplying that number by 100.

Students receiving financial aid must complete their program within the equivalent of six years of full-time enrollment. If a student transfers to Dordt and has transfer hours applied to a program he or she plans to complete at Dordt, progress will be monitored from the point he or she begins at Dordt. For example, assume a student has 62 hours transferred to Dordt. He or she must still earn 70 percent of each semester's earned hours to continue to be eligible for federal and state aid. If the student were enrolling full-time (at least 12 hours), this would indicate that the student must complete his or her degree within 2½ years.

If a student loses financial aid eligibility due to consecutive semesters of not making satisfactory progress, the financial aid office will notify the student in writing of the specific procedures and minimum requirements necessary for reinstatement of his or her financial aid for the next semester. In some instances a student (if allowed to remain in school by the academic policies committee) will receive no financial aid for a semester until grades can prove that once again the student is making satisfactory academic progress. There may also be a situation where a student is in good academic standing or on academic probation, but will not meet the criteria for financial aid (e.g., a student who received three As and two Fs will not meet the 70 percent completion requirement even with a cumulative GPA of 2.40 and being considered in good academic standing).

Students may appeal the loss of financial aid to the director of financial aid when there are special circumstances such as illness or death in the family. The director may grant the appeal after consultation with at least two other staff members from the admissions, student services, or academic offices. Students should be aware that only truly extraordinary circumstances would be considered. Appeal requests must be in writing and must include a statement from a member of the admissions, student services or academic office or a faculty advisor. The written appeal documents will be kept in the student's financial aid file. Should an appeal be granted, the student will be allowed to continue with financial aid for the semester, but will remain in a probation category.

Scholarships

The scholarships listed will be awarded for the 2007-08 academic year. Scholarships are awarded only to full-time students. One-half of the award will be paid each semester.

Scholarship information and application forms can be obtained by writing to the Scholarships Coordinator, Dordt College, 498 4th Ave NE, Sioux Center, Iowa 51250-1697.

The application deadline for all incoming freshman scholarships is January 15, 2007, unless stated otherwise. February 15, 2007 is the application deadline for all sophomore, junior, and senior scholarships, unless stated otherwise.

Scholarships for Freshman Students

Dordt College Scholarships

Distinguished Scholar Awards Distinguished Scholar Awards are given to seven incoming freshman students. These \$9000 academic scholarships may replace a previously awarded Presidential Scholarship. To be considered for this award, a student must have a minimum cumulative grade point average (GPA) of 3.75 and a minimum ACT composite score of 30 or minimum SAT score of 1320. Eligible students will be invited to a selected Dordt College Distinguished Scholar Day in February during which a variety of activities related to academic interests will be presented. A written response to an essay question will be a required activity that day. Students who find it difficult to schedule this visit may write the essay under the supervision of their high school guidance counselor. Dordt College admissions counselors can answer specific questions about Distinguished Scholar Awards that are renewable for an additional three consecutive years, provided the recipient maintains a minimum cumulative GPA of 3.50. Application deadline is January 15.

Dordt College Academic Scholarships These scholarships are awarded on the basis of the applicant's cumulative grade point average, ACT or SAT scores, extra-curricular involvement and leadership contributions. Minimum requirements for these scholarships are a 3.00 cumulative grade point average and a 21 ACT or 980 SAT score. Dollar amounts awarded range from \$1000 to \$6000 and will be named Dordt College Honors Scholarships or Dordt College Presidential Scholarships according to the dollar amount awarded. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a 3.00 minimum cumulative GPA.

Dordt College Athletic Scholarships Athletic scholarships of \$800 to \$6000 are available for students who have contributed significantly to their high school athletic program and who intend to actively participate in a Dordt College athletic program. Applicants must complete an application form and will be contacted by a

Dordt College coach for information about their abilities. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully contributes to the athletic program, as determined by the athletic department coaches.

Dordt College Music Scholarships Music scholarships of \$1000 to \$4000 are available for students who have contributed significantly to their high school or community music program and intend to actively participate in one or more of the following Dordt College music areas: vocal, instrumental or keyboard. Applicants need not be music majors; however, they must submit an application form, a specified taped repertoire, and a music instructor's recommendation. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully contributes to the music program, as determined by the music department directors.

Dordt College Theatre Arts Scholarships Theatre arts scholarships of \$1000 to \$2000 are available for students who have contributed significantly to their high school or community theatre arts programs and who intend to actively participate in the Dordt College theatre arts program. Applicants need not be theatre arts majors; however, they must submit an application form and a recommendation from a person who can attest to their talents and skills in the area of theatre arts. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully participates in the theatre arts program, as determined by theatre arts department faculty members. One or more of the following activities can meet participation requirements: acting in shows, working on technical crew, or taking a theatre arts course.

Dordt College Student Publications Scholarships Student publication scholarships of \$1000 are available for students who have contributed significantly to the publication of their high school student newspaper and who intend to participate in the publication of The Dordt College Diamond, a biweekly college student newspaper. Applicants need not be communication majors; however, recipients will be asked to enroll in Communication 241, Introduction to Journalism, in the fall of their first semester at Dordt. An application form and a recommendation from a person who can attest to the applicant's abilities in the area of student publications are required. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and is an active staff member of The Dordt College Diamond, as determined by the student newspaper's faculty advisor.

Donor-Funded Scholarships

The Alumni Association Regional Scholarships The Dordt College Alumni Association funds eight \$1000 scholarships to encourage incoming freshman students who wish to receive a Christian higher education at Dordt College. One recipient will be selected for each of the eight alumni geographic regions. Applicants need not be children of alumni, but must write a short essay and submit a recommendation written by a Dordt College alumnus. Minimum cumulative GPA of 2.80 is required.

Dordt Development Foundation Activities Grants Five \$700 non-renewable grants are awarded to students who have contributed significantly in one or more of the following high school extra-curricular areas: athletics, music, theatre arts. A minimum cumulative GPA of 2.00 is required.

JJR Freshman Leadership Scholarships Three \$1000 scholarships are available for incoming freshman students who show strong character, Christian commitment, and leadership skills. Applicants must have a 3.00 minimum cumulative GPA. These scholarships are not automatically renewed; however, a recipient may reapply for this scholarship as an upper class student.

The Jesse Hugen Memorial Scholarship In recognition of his grandmother, Troy and Brenda Hugen are making this \$1500 scholarship available for an incoming freshman student who is a graduate of Pella Christian High School or is from the Pella, Iowa geographical area. Preference will be given to students who are first generation students to attend college. Financial need will be given consideration in the recipient selection process.

Phoenix Heritage Scholarship A \$600 scholarship is available for an incoming freshman or upper class Dordt College student who is a member of the Phoenix, Arizona, First Christian Reformed Church. Recipients must complete a FAFSA (Free Application for Federal Student Aid) and a Dordt College SDF (Supplemental Data Form.) Financial need will be considered when awarding this scholarship.

MTC Foundation Scholarships Three \$1500 MTC Foundation Scholarships are available for students having a Sioux Center, Iowa, telephone prefix (722). Students must have a 3.00 cumulative GPA, an ACT composite score of 21, and demonstrate scholarship, leadership, character, and Christian commitment. These scholarships are renewable for an additional three consecutive years provided the recipient maintains a 3.00 GPA. No application form is necessary; the scholarship committee will consider all eligible students accepted for admission by February 1.

The Louis and Agnes Kamps Scholarship This \$1,250 scholarship is available for a high school student from the Gallatin Valley, Montana geographical area who wishes to attend Dordt College. The recipient must be accepted as a full-time student in good academic standing by the Dordt College Office of Admissions.

The Jake Hop Scholarships Two \$750 scholarships are available for incoming freshman students from Northwest Iowa. The first scholarship will give preference to a Western Christian High School student accepted into the Dordt College Men's Basketball program. The second scholarship will give preference to a student who has a Rock Rapids, Iowa postal address. No application materials are necessary.

The Egbert Meyer Memorial Founders Scholarships Several scholarships are funded in memory of Egbert Meyer from Volga, South Dakota who was one of the founders who worked to establish Dordt College. These scholarships will be awarded to financially needy and deserving students who strongly desire to attend Dordt College for Christian higher education.

Vander Haag Foreign Students Scholarships Several scholarships are available to first-time freshman students who reside in a foreign country other than Canada.

The Nick Verbrugge International Student Scholarship This \$800 scholarship is available for students who are citizens of countries other than the United States or Canada. Applicants must be accepted at Dordt College as full-time students in good academic standing. Financial need will be considered.

Jeanie E. Zinkand Memorial International Student Scholarship This \$900 scholarship is available for students who are citizens of countries other than the United States or Canada. Recipients must be accepted at Dordt College as full time students in good academic standing. Preference will be given to students from developing countries that show financial need.

Presidential Grants for Future Leaders Two \$1000 scholarships are awarded to students who have a minimum cumulative GPA of 3.50 and show outstanding leadership qualities.

Harker's Leadership Scholarships Two \$600 Harker's Leadership Scholarships are available for students who have a minimum cumulative GPA of 3.00 and show outstanding leadership abilities.

Bomgaars Scholarship This \$1000 scholarship is for a Dordt College full time student in good academic standing that is an employee or immediate dependent of an employee of any Bomgaars store. If there are no applicants, consideration will be given to students who live in the vicinity of a Bomgaars location. The availability of this scholarship is dependent on annual funding.

Huisman Minority Students Scholarships Several scholarships ranging from \$500 to \$1500 are awarded annually to incoming freshman students. The recipients must demonstrate leadership qualities and must be from a minority race as defined by the Christian Reformed Church Synodical Committee on Race Relations.

The Simon and Lena Prins Memorial Scholarships Several scholarships are available for incoming freshman students who are graduates of Southwest Christian High School in Edgerton, Minnesota. Applicants must be accepted by Dordt College as full-time students in good academic standing. Financial need will be a consideration in the recipient selection process.

Trans Ova Agriculture Scholarship One \$600 scholarship will be given annually to an incoming freshman student who has a minimum 3.00 GPA and who intends to major in agriculture or animal science. Preference will be given to applicants who demonstrate a special interest in swine management.

The Ralph Jennings Family Agriculture Scholarship This \$1200 scholarship is available for an incoming freshman student who intends to major in agriculture. Applicants must have a 3.00 minimum cumulative high school GPA. Preference may be given to applicants who are residents of the state of Iowa.

The Ralph Jennings Memorial Agriculture Scholarship This \$1200 scholarship is available for an incoming freshman student who intends to major in agriculture. Applicants must have a 3.00 minimum cumulative high school GPA. Preference may be given to applicants who are residents of the state of Iowa.

Vermeer Charitable Foundation Agriculture Scholarship This \$1500 scholarship is available to incoming freshman students who plan to major in agriculture and who have a minimum cumulative GPA of 3.00. Recipients will be chosen on the basis of academics and career goals, along with leadership potential and involvement in agriculture projects. Renewable for an additional three consecutive years provided the recipient maintains a cumulative GPA of 3.00 and continues majoring in the area of agriculture.

Hilda Ozinga Art Scholarship A \$500 renewable scholarship is awarded each year to an incoming freshman student who intends to major in the visual arts. Selection criteria include a minimum cumulative GPA of 2.50 and a visual arts portfolio submitted as specified by the art department faculty. This scholarship is renewable for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.50, continues to major in the visual arts, and is endorsed by the art department faculty. The availability of this scholarship is dependent on annual funding.

American State Bank Business Scholarship This \$500 scholarship is available to students who exhibit special aptitude and potential in accounting or business administration. The recipient must rank in the top 20 percent of the high school class and must intend to major in accounting or business administration. This scholarship is renewable for an additional three consecutive years provided the recipient maintains acceptable academic standing.

John and Frances Bonnema Memorial Business Scholarships Two \$700 awards will be given. Recipients must have a GPA of 3.00, display special potential in the field of business, and demonstrate Christian commitment and Christian principles.

Vander Haag Computer Science Scholarship This \$750 scholarship is available to a student who exhibits superior aptitude in the field of computer science. The recipient must have a minimum GPA of 3.00 and intend to major in computer science or management information systems. Renewable for an additional three consecutive years provided the recipient maintains acceptable academic standing.

John and Frances Bonnema Memorial Teacher Education Scholarship A \$700 scholarship will be awarded annually. The recipient must have a minimum 3.00 GPA and must show a commitment to Christian education.

John B. Hulst Teacher Education Scholarship Two \$1000 scholarships are awarded annually. The recipients must have a minimum GPA of 3.00 and intend to teach in a Christian school.

The Innotec Engineering Scholarship This \$700 scholarship is available for an incoming freshman student who intends to major in engineering. Applicants must have a minimum cumulative GPA of 3.00. Preference may be given to applicants who are residents of the state of Michigan.

Vermeer Charitable Foundation Engineering Scholarship This \$1500 scholarship is available to incoming freshman students who plan to major in engineering and have a minimum cumulative GPA of 3.00. Recipients will be chosen on the basis of academics and career goals. Preference may be given to an applicant who is interested in engineering as it pertains to agriculture projects. This scholarship is renewable for an additional three consecutive years provided the recipient maintains a cumulative GPA of 3.00 and continues majoring in the area of engineering.

The John and Frances Bonnema Memorial Music Scholarship This \$600 scholarship is for an incoming freshman student who intends to major in music. Applicants must have a minimum cumulative GPA of 3.00 and demonstrate Christian commitment and principles in the area of music.

Joe J. Dahm Memorial Music Scholarships Three \$100 awards are available annually, one each in the categories of instrumental performance, vocal performance and keyboard performance.

Minnie J. Dahm Organ Education Scholarship A \$300 scholarship is given to a student who demonstrates a high level of competence and potential as a future professional organist. The recipient must have a minimum GPA of 3.00. Scholarship is renewable for an additional three consecutive years dependent on the annual review of the music department.

Ringerwole Piano Scholarship A \$300 award is given annually to a student who demonstrates a high level of competence and potential as a future professional pianist. The recipient must have a minimum GPA of 2.00 and will be required to take private piano lessons at Dordt.

Richard and Hendrika Zwart Scholarship This \$500 scholarship intends to give recognition and encouragement to students interested in the physical sciences. To be eligible, a student must be a first-time freshman with a cumulative GPA of 3.00 or above. Preference will be given to applicants who intend to become high school teachers in one of the following areas: physics, chemistry, or physical science. This scholarship may also be awarded to non-teacher education applicants who intend to major in physics, chemistry or engineering.

Chris E. Haan Memorial Scholarship for Preseminary Students One \$1000 award is given to a student interested in entering the preseminary program. Recipients must have a minimum cumulative GPA of 3.00. Renewable for an additional three years provided the recipient remains in good standing in the Dordt College's preseminary program.

The H & H Van Klaveren Youth Ministry Scholarship Two \$1250 scholarships are available for incoming freshman students who intend to major in theology with a youth ministries emphasis. Applicants must have a minimum cumulative GPA of 3.00.

The John and Frances Bonnema Memorial Social Work Scholarship This \$700 scholarship is for an incoming freshman student who intends to major in social work. Applicants must have a minimum cumulative GJPA of 3.00 and demonstrate Christian commitment and principles in the area of social work.

Scholarships for Upperclass Students

Dordt College Scholarships

Dordt College Presidential and Honors Scholarships Students who received Honors or Presidential Scholarships as incoming freshmen will have their scholarship automatically renewed if they have maintained a cumulative GPA of 3.00 in their Dordt College courses. Students who forfeited a Presidential or Honors Scholarship because they were not able to maintain the minimum cumulative GPA requirement of 3.00 may have their scholarship reinstated at the end of any following academic year if they are able to regain a Dordt College minimum cumulative GPA of 3.00. Students who did not receive a Presidential or Honors Scholarship upon their enrollment at Dordt College because they did not meet the minimum GPA or ACT/SAT requirements will be eligible for a scholarship at the end of any academic year provided they have a Dordt College minimum cumulative GPA of 3.00. Student's Dordt College GPA will determine the dollar amount of the scholarship.

Dordt College Athletic Scholarships Students who have been awarded Dordt College Athletic Scholarships will have their scholarships automatically renewed for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully contributes to the athletic program as determined by the athletic department coaches. Transfer students may also apply for these scholarships. See the descriptions in the freshman scholarships section for details on selection criteria.

Dordt College Music Scholarships Students who have been awarded Dordt College Music Scholarships will have their scholarships automatically renewed for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully contributes to the music program as determined by the music department directors. Transfer students may also apply for these scholarships. See the descriptions in the freshman scholarships section for details on selection criteria.

Dordt College Theatre Arts Scholarships Students who have been awarded Dordt College Theatre Arts Scholarships will have their scholarships automatically renewed for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and successfully participates in the theatre arts program as determined by the theatre arts department faculty members. One or more of the following activities can meet participation requirements: acting in shows, working on technical crew or taking a theatre arts course. Transfer students may also apply for these scholarships. See the descriptions in the freshman scholarships section for details on selection criteria.

Dordt College Student Publications Scholarships Students who have been awarded Dordt College Student Publications Scholarships will have their scholarships automatically renewed for an additional three consecutive years provided the recipient maintains a minimum cumulative GPA of 2.00 and is an active staff member of The Dordt College Diamond, as determined by the student newspaper's faculty advisor. Transfer students may also apply for these scholarships. See the descriptions in the freshman scholarships section for details on selection criteria.

Donor-Funded Scholarships

Dordt College Alumni Association Scholarships The alumni board, on behalf of the Dordt College Alumni Association, awards scholarships to three second-semester juniors. Three \$1000 scholarships will be awarded. Students in any area of study at Dordt with a minimum GPA of 3.25 are eligible for these awards. Some of the criteria for this scholarship are attitude, involvement, and perspective.

The Dick and Hilda Addink Scholarship Marilyn J. and William Moore have honored her parents by establishing this \$2000 scholarship for financially deserving students who desire a Christian higher education degree from Dordt College. This scholarship is not automatically renewable, however a recipient may reapply and will be equally considered with other applicants each year.

The Gladys Apol Scholarship For Students With Disabilities This \$1000 scholarship is available for a Dordt College student who incurs special expenses because of a disability. No minimum GPA is required; however, the applicant must be a motivated student in good academic standing. Consideration will be given to the extent of the applicant's disability and to the special expenses incurred while pursuing a college education. The availability of this scholarship is dependent on annual funding.

The Mephibosheth Scholarships These scholarships are available to help provide assistance to students with physical disabilities. Applicants must plan to attend or already attend Dordt College as full-time students. The number of worthy applicants will determine the dollar amount. Financial need will be considered. These scholarships are not automatically renewed; however, a recipient will be given equal consideration with other applicants each year.

The Alice De Graaf Memorial Scholarship This \$1000 scholarship is available for a full-time Dordt College student in good academic standing that is a state of California resident. Financial need will be considered. The availability of this scholarship is dependent on annual funding.

JJR Upper class Leadership Scholarships Two \$800 scholarships are available for Dordt College students who show strong character, Christian commitment, and leadership skills. Applicants must have a 3.00 minimum cumulative GPA. These scholarships are not automatically renewed; however, a recipient who reapplies will be given equal consideration with other applicants each year.

Vogel Paint Scholarship One \$1500 scholarship is awarded each year to a full-time Dordt College student. Special consideration will be given to Vogel Paint or Iowa State Bank employees or their immediate dependents. Applicants must demonstrate an ability to achieve their academic goals and show evidence of a sincere Christian faith and character. Availability is dependent on annual funding.

The Sioux Center Municipal Utilities Scholarship This \$1000 scholarship is funded by the Missouri River Energy Services. No application materials are necessary. All Dordt College students who are direct paying customers or are dependents of a direct paying customer of Sioux Center Municipal Utilities will be considered. The recipient must also be a full-time student in good academic standing.

Dordt College Heritage Agriculture Scholarship This \$400 scholarship is awarded each year to an agriculture major. Applicants must be classified as a sophomore or junior student with a 3.00 minimum cumulative GPA. A recipient may reapply and could potentially receive this scholarship for a second year.

Joe's Ready Mix, Inc. Scholarship This \$500 scholarship is available to students majoring in agriculture or agri-business. Applicants must be full-time Dordt College students with a 3.00 minimum GPA.

Ben and Mathilda Vos Sustainable Agriculture/Family Farm Scholarship This \$900 scholarship is available for students who are majoring in a four-year agriculture program other than agri-business. Applicants must be sophomore or junior status students who have a minimum cumulative GPA of 3.00. This scholarship will be awarded on the basis of the applicant's understanding of sustainable agriculture/family farms and how they see their future involvement in that area.

The First National Bank Business Scholarship A \$1500 scholarship funded by the Sioux Center First National Bank is available for a full time Dordt College student majoring in business administration or accounting. Applicants must also have a 3.00 minimum cumulative GPA. Availability of this scholarship is dependent on annual funding.

Carrie Foods Special Effort Scholarships for Business Students Two \$350 awards are available each year. Recipients must have a minimum GPA of 2.00 and must do scholastic work above the level that would ordinarily be expected of them. This does not necessarily reward those students who earn excellent grades, but rather those who put forth extraordinary effort to obtain their grades.

Henry De Groot Business Administration Scholarship A \$400 award is given to an outstanding accounting, business administration, or business education major. The award is based on evidence of scholarship, Christian commitment, and an interest in service through the administration of a non-profit organization, teaching of accounting, professional accounting, public relations, or advertising.

John and Frances Bonnema Memorial Business Scholarship A \$600 award is given to a student who exhibits special potential in the field of business and demonstrates Christian commitment and principles. The recipient must have a minimum GPA of 3.00.

Pella Business Scholarship A \$1000 scholarship is awarded to a student who has a minimum GPA of 3.00 and shows special aptitude in accounting or business administration.

R.J. Dykstra Scholarship for Business Administration Students One \$300 award is given to a student who exhibits special potential in business administration. The award is based on Christian commitment, evidence of scholarship, and communication skills.

Ralph and Cornelia Gritters Business Scholarship One \$900 scholarship is awarded each year to a business or accounting major. The recipient must have a minimum cumulative GPA of 3.00 and must be a full-time student entering the sophomore, junior or senior year.

Smith Business Information Systems Scholarship One \$1000 scholarship is awarded each year to a business administration major. Special consideration will be given to students with an information systems emphasis. The recipient must have a minimum cumulative GPA of 3.00 and must be a full-time student entering the sophomore, junior or senior year. Availability of scholarship is dependent on annual funding.

Integrity in Business Scholarship One \$400 scholarship is awarded each year to a student who shows a strong Christian perspective in the area of accounting or business administration. The recipient must have a minimum cumulative GPA of 3.00 and must be entering their senior year.

The Heritage Communication Scholarship This \$600 scholarship is available for a Dordt College student majoring in communication. Communication course work and involvement in communication activities will be a consideration in the recipient selection process.

The Martin Seven Communication Scholarships This \$600 scholarship is available for a Dordt College student majoring in communication. Grade point average, communication course work and involvement in communication activities will be a consideration in the recipient selection process.

Interstates Electric and Engineering Computer Science Scholarship This \$1000 scholarship is available to computer science majors. Applicants are required to have a minimum cumulative GPA of 3.00.

The Garry and Delores Zonnefeld Christian Education Scholarship This \$2000 scholarship will be awarded to a teacher education major who can articulate their belief in distinctive Christian teaching. Applicants must be third year students who will receive the scholarship during their senior year at Dordt College.

The Henry and Sadie Buteyn Family Teacher Education Scholarship A \$1000 scholarship is available for a sophomore or junior status student who is accepted in the teacher education program at Dordt College. The applicant must show a strong commitment to Christian education.

The Louis and Johanna Zuiderhof Teacher Education Scholarship A \$1250 scholarship is available for a student majoring in elementary or secondary education. The applicant must be a sophomore or junior status student, who has been accepted into the Dordt College teacher education program.

John and Frances Bonnema Memorial Teacher Education Scholarships Two \$600 scholarships will be awarded each year. Recipients must have a minimum cumulative GPA of 3.00 and must show a commitment to Christian education.

The B.J. and Deborah Haan Teacher Education Scholarship This \$1000 scholarship will be awarded to a student who is accepted in the teacher education program at Dordt College. A minimum cumulative grade point average of 3.00 is required.

John Bosma Memorial Scholarship \$800 is awarded to a student majoring in teacher education who exhibits commitment to Christian service, scholastic ability, and potential for success in the classroom.

Vander Ark Family Scholarships Two \$700 scholarships are available to students majoring in teacher education. Applicants must exhibit scholastic ability and strong commitment to teaching in a Christian grade or high school.

The Heritage Teacher Education Scholarship This \$750 scholarship will be awarded to a Dordt College student majoring in teacher education. Applicants must have a minimum cumulative GPA of 2.5 and must be accepted into the teacher education program.

The Ron and Jo Ritsema Elementary Education Scholarship This \$2500 scholarship is available for a Dordt College student who is majoring in elementary education. Applicants must have a minimum cumulative GPA of 3.0 and must be accepted into the teacher education program. The availability of this scholarship is dependent on annual funding.

The Good Shepherd Scholarship This \$1600 scholarship is available for a Dordt College student accepted into the teacher education program. First consideration will be given to those applicants with a special education major or minor.

The Teachers of Underprivileged Children Scholarship This \$1500 scholarship is available for a Dordt College student who intends to teach in a school for economically or socially underprivileged children. Applicants must have a minimum cumulative GPA of 3.0 and must be accepted into the teacher education program.

EDA, Inc. Engineering Scholarships Two \$500 EDA, Inc. engineering scholarships are available; one will be awarded to an electrical engineering major and the other to a mechanical engineering major. Applicants must have junior class status and have a minimum cumulative GPA of 2.50. Preference will be given to applicants who have a special interest in HVAC or in commercial electrical design. The availability of these scholarships is dependent on annual funding.

The Steensma Engineering Scholarship This \$1000 scholarship is available for a Dordt College student majoring in engineering. Special consideration may be given to applicants who have financial or personal circumstances that make completing a college degree especially difficult.

Interstates Electric and Engineering Electrical Engineering Scholarship One \$1000 scholarship award is available. The recipient must have a minimum GPA of 3.00 and must demonstrate special aptitude and potential for a career in electrical engineering.

Link Manufacturing, Ltd. Technical Scholarship This \$1000 scholarship is available for students majoring in mechanical engineering. A recipient can be a third, fourth, or fifth-year student at Dordt College. Applicants must be in good academic standing and demonstrate good leadership skills and maturity in both academic and extracurricular activities. A personal interview with the president and general manager of Link Manufacturing is required during the selection process. The availability of this scholarship is dependent on annual funding.

The Pella Engineering Scholarship This \$1000 scholarship is available for a Dordt College student majoring in engineering. Applicant must be junior status student with a minimum cumulative GPA of 3.0. Recipient may also be given an opportunity to participate in an internship program at Pella Corporation. The availability of this scholarship is dependent on annual funding.

The Vermeer Engineering and Computer Science Intern Scholarships Two \$800 scholarships are available for computer science, Management Information Systems or engineering majors who have successfully completed or are currently enrolled in a formal internship program. Recipients must be classified as junior or senior students for the year they receive this scholarship.

Martin Seven English Scholarships Two \$300 scholarship awards are given annually to students majoring in English.

Mike Vanden Bosch English Scholarship One \$600 scholarship is awarded each year to an English major who is in the teacher education program and intends to pursue a career as an English teacher. Recipient must have a minimum cumulative GPA of 3.00 and be a full-time student entering the junior or senior year.

The Louis and Tina Van Dyke History Scholarship This \$1000 scholarship is available for a junior or senior student who is majoring in history and has a GPA of 3.30.

Martin Seven Classics Scholarship This \$400 scholarship is available for students who major in one or more of the following areas: history, philosophy, theology, or individual studies. A minimum cumulative GPA of 3.00 is required.

Nick R. Van Til Scholarship This scholarship of \$500 is awarded to a junior history, philosophy, or theology major. Recipients are selected on the basis of grade point average, general academic interest, competence, academic potential, life goals, and financial need. A minimum GPA of 3.30 is required.

The Martin Seven Mathematics Scholarship \$300 scholarship is available for a Dordt College student majoring in mathematics. Applicants must be a 3.00 minimum cumulative GPA and must be sophomore or junior year status students at time of application.

The Anne Heyns De Beer Music Education Scholarship Dr. Karen De Mol, Professor of Music at Dordt College has established this \$2000 scholarship in honor of her mother. Applicants must be music education majors who are full time sophomore or junior status students accepted or in the process of being accepted into the Dordt College teacher education program.

The Mildred M. Dupon Memorial Music Education Scholarship John A. and Merrie Beth Den Boer have established this \$2000 scholarship in honor of her mother. Applicants must be music education majors who are full time sophomore or junior status students accepted or in the process of being accepted into the Dordt College teacher education program.

The Carol Lee Zylstra Church Music Scholarship This \$2000 scholarship is available for full time Dordt College students who have good academic standing and who show commitment and contribution in the area of church music, particularly organ music. Applicants may be, but are not required to be church music majors. This scholarship is not automatically renewable, however a recipient may reapply and will be equally considered with other applicants each year.

The John and Frances Bonnema Memorial Music Scholarship This \$600 scholarship is for a full time student who is majoring in music. Applicants must have a minimum cumulative GPA of 3.00 and demonstrate Christian commitment and principles in the area of music.

The Steensma Music Scholarship This \$400 scholarship is available for a Dordt College student majoring in music. Applicants must have a 3.00 minimum cumulative GPA. Selection criteria include scholarship, leadership character and Christian commitment.

Jack Grotenhuis Memorial Scholarship This \$500 scholarship is awarded to a student who is specifically interested in studying voice with the music department. Applicants do not have to be music majors and can be freshmen, sophomore, or junior class status. The availability of this scholarship is dependent on annual funding.

Joe J. Dahm Memorial Music Scholarships Three \$100 awards are given to a sophomore, a junior, and a senior based on music scholarship and contribution to the music program at Dordt.

Ringerwole Organ Scholarship This \$600 scholarship is available for a full-time Dordt College student who desires to continue studying organ music performance. Applicants will be required to play a selected list of works for a jury examination committee, and the recipient will be required to take organ lessons from a Dordt College faculty member for both semesters in which the Ringerwole Organ Scholarship monies are awarded.

The John and Reona Reinsma Organ Scholarship This \$1500 scholarship will be awarded to a student who desires to contribute to church music programs as well as the Dordt College music programs. Applicants need not be majoring in music; however, they must be able to demonstrate performance ability in the area of organ music.

Bloemendaal Organ Scholarship One \$300 scholarship is awarded each year to a student entering the sophomore, junior or senior year, who shows Christian commitment and contribution to church organ music programs as well as the Dordt College organ music program. The recipient need not be a music major; however, a minimum cumulative GPA of 2.50 is required. The availability of this scholarship is dependent on annual funding.

The Jill Vander Zee Memorial Scholarship This \$600 scholarship, funded in memory of Jill Vander Zee, daughter of Professor Delmar and Lois Vander Zee, is awarded to a Dordt College student with a major or minor in an area of music or art. Applicants must have a 3.00 minimum cumulative GPA.

The Heritage HPER Scholarship This \$600 scholarship is available for a Dordt College student who is a HPER (Health, Physical Education, Recreation) major. Applicant must be in good academic standing and show leadership and service in the HPER area.

The Martin Seven HPER Scholarship A \$400 scholarship is available for a Dordt College student who is majoring in HPER (Health, Physical Education, Recreation). Applicant must be junior status student in good academic standing that shows leadership and service in the HPER area.

The Len and Lee Rhoda Women's Basketball Scholarship One \$1200 or two \$600 scholarships will be awarded to students who have or will make a significant contribution to the Dordt College Women's Basketball Program. A minimum GPA of 2.50 is required. The Dordt College Women's Basketball Coach and the Dordt College Director of Athletics will select the recipient.

The Rick Vander Berg Men's Basketball Scholarships These scholarships will be awarded to top quality athletes who will contribute to excellence in the Dordt College Men's Basketball Program. Recipients must meet NAIA and GPAC guidelines for participation in the men's basketball program.

Minnie Julia Dahm Scholarships for Medical Technology Students Two \$300 awards are available annually. All medical technology students are eligible to apply, but preference will be given to applications from students who will be entering their junior year. Recipients must have a minimum GPA of 3.00 and must demonstrate an understanding and application of Christian principles in the area of medical technology.

Minnie Julia Dahm Scholarships for Premedical Students Two \$300 awards are awarded annually. All premedical students are eligible to apply, but preference will be given to applications from students who will be entering their junior year. Recipients must have a minimum GPA of 3.00 and must demonstrate an understanding and application of Christian principles in the area of medicine.

Al Mennega Honors Scholarship One \$600 scholarship is awarded each year to a student who is in a pre-medical or related health care professional program at Dordt College. Special consideration will be given to applicants who show strong aptitude and motivation for service in medicine, dentistry and optometry. Recipient must have a minimum cumulative GPA of 3.00 and be entering junior or senior year.

The Talsma Memorial Premedical Scholarship Two \$1200 scholarships are available for sophomore or junior premedical students with a minimum cumulative GPA of 3.50. A student may apply and receive this scholarship for more than one year.

The Daniel Oosterman Memorial Scholarship This \$800 scholarship is available for students who are in the Dordt College preveterinary program. Applicants must be in good academic standing.

Chris E. Haan Memorial Scholarship for Preseminary Students A \$500 or \$1000 scholarship may be available for preseminary program students who have a minimum GPA of 3.00. These scholarships can be renewed provided the recipient remains in good standing in the preseminary program.

The James Albert Klaver Memorial Scholarship This \$1000 scholarship is available for students majoring in theology with a youth ministries emphasis. A minimum cumulative GPA of 3.00 is required.

Dordt College Social Work Scholarship This scholarship of \$300 is awarded annually to a social work major. Recipients are selected on the basis of grade point average, financial need, general academic interest, and commitment to the field of social work. The recipient must have a minimum cumulative GPA of 3.00.

The Jeffrey A. Alons Theatre Arts Scholarship This \$500 scholarship is for a student pursuing a theatre arts area of study, although not necessarily a theatre arts major. Academic success will be considered, but potential and participation in theatre arts will be more important than GPA. Freshmen, sophomores or juniors can make application.

The James Koldenhoven Theatre Arts Scholarship This \$600 scholarship is for a student pursuing a theatre arts area of study, although not necessarily a theatre arts major. Academic success will be considered, but potential and participation in theatre arts will be more important than GPA. Freshmen, sophomores or juniors can make application.

Dordt College Foreign Language Department Scholarship One \$500 scholarship is available for a student who has been accepted into a Dordt College approved study-abroad program. Applicants should intend to study or use a foreign language during their study abroad semester. Preference will be given to students with a foreign language major or minor. Application deadline is November 5.

The Foreign Candy Company Study Abroad Scholarships Two \$400 scholarships are available for students who have been accepted into a Dordt College approved study abroad program. Recipients will be selected on academic ability, interest in continuing in the study of or work in a foreign language, and financial need. Application deadline is November 5.

Boot Family Study Abroad Scholarship This \$400 scholarship is available for a student who has been accepted into a Dordt College approved, full semester study abroad semester. Preference will be given to applicants who are enrolled in a foreign language class during their study abroad semester. Preference will also be given to applicants with sophomore and junior class status. Application deadline is November 5.

The Dallas Apol Foreign Language Scholarship This \$800 is available for students accepted into a Dordt College approved study abroad program. First consideration will be given to applicants with a major or minor in Spanish who will be studying in a country where the language is spoken.

Summer Ministries Scholarships These scholarships are available for students who desire to participate in summer mission work and therefore are not able to finance their education with normal summer employment. Applications will be due April 9.

The Academic Program

Dordt College offers a wide variety of programs and majors for students wishing to earn a bachelor's degree. Dordt College also awards associate of arts (A.A.) degrees. These two-year programs offer a wide range of educational options through professionally and occupationally designed programs, or through a flexibly designed two-year sequence of relevant courses and educational experiences. Also available is a master of education degree.

Advising

An academic advisor is assigned to each student. Because of the variety of educational opportunities available at Dordt College and alternative ways of achieving graduation requirements, students must confer with their advisor regularly to plan their academic program. The Academic Coordinator for International and Minority Students will make contact with international, ESL, and minority students so that these students can benefit from ongoing advising concerning their academic progress and so that the Dordt community can benefit from these students' unique experiences and insights. Career planning assistance from qualified personnel is available to help students select courses that will prepare them for service, vocations, or further schooling.

Residence Requirement

A minimum of eight semesters of full-time college study is required for the bachelor's degree and four semesters for the associate's degree. A maximum of eight credits ($\frac{1}{2}$ of a typical full-time semester) of overload work will be applied toward the residence requirement (see the section relating to student load on page 71). Requests for an accelerated program are based upon equivalent residency for approved transfer or summer study and must be submitted to the registrar at least one year prior to graduation.

A minimum of 30 credits shall be earned in residence at Dordt College. A minimum of six credits from upper-level courses in the major and nine credits from the general education curriculum must be completed in residence at Dordt College. If only 30 credits are earned at Dordt College, the credits normally shall be earned in full-time residence during the final academic year. The Curriculum and Academic Policies Committee may grant nontraditional students exception to the full-time residency requirement.

Under normal circumstances, the final 30 credits toward the Dordt College degree shall be completed at Dordt College or in an off-campus program sponsored by Dordt College. Students may request special permission from the registrar to complete final credits at another college. Up to 30 credits may be granted if a minimum of 90 Dordt College credits has been completed; up to 15 credits may be granted if a minimum of 60 Dordt College credits has been completed. These credits normally are taken at four-year colleges or universities. Permission is not automatic but is contingent upon the rationale of the request. A maximum of 12 of the final 30 credits or 6 of the final 15 credits earned off campus may be applied to the student's major requirements with written approval from the major department. Appeals may be submitted to the Curriculum and Academic Policies Committee.

Assessment

Dordt College places a high value on student learning. To assure that student learning goals are accomplished and to provide the best possible learning environment, Dordt College has established a comprehensive assessment program. We are dedicated to evaluating the quality and effectiveness of all facets of student learning, including basic skills, the general educational program, and academic majors and programs. Some of the assessment activities are scheduled into the academic calendar at times outside of regular courses, and others are embedded in courses or departmental meetings.

The purposes of assessment are threefold: (1) to help students gain insight concerning their own learning; (2) to help the college gain a better insight into the process of student learning and the learning needs and concerns of students; and (3) to inform decisions about possible changes to improve student learning in courses or programs. In other words, assessment is for the benefit and improvement of the student's education.

Students are required to participate in several assessment activities. Baseline data will be collected at the freshman level and additional assessment will occur throughout the student's academic career. The number and type of assessment activities will vary slightly from student to student and year to year.

Freshman Orientation

The freshman orientation program introduces beginning college students to the task and calling of the Dordt College student through learning experiences in goal-setting, self-assessment, advising, campus life, learning skills and abilities, institutional expectations, available resources, and building community. In addition to freshman orientation days at the beginning of the fall semester, this program includes peer counseling and targeted academic skills support during the first semester of college. Freshman students must plan to arrive on campus on Saturday, August 26, 2006 for the freshman orientation program.

International/ESL Orientation

In addition to participating in the freshman orientation days at the beginning of the fall semester mentioned above, international/ESL students participate in the International/ESL Student Orientation (ISO), which takes place August 24 and 25, 2006, preceding the freshman orientation days. ISO creates an opportunity for international/ESL students to experience fellowship, establish community, and gain successful entrance to the Dordt College community. International/ESL students should plan to arrive on campus Wednesday, August 23, to move into residences and be ready to participate in ISO the next day.

Master's Degree

Dordt College offers a graduate program in education with a concentration in curriculum and instruction that leads to a master of education degree. The program is a ten-course sequence that can be completed on a part-time basis in as few as three summers. Additional information on the master's program is contained in the graduate academic bulletin that can be obtained from the graduate education office.

Bachelor's Degrees

Degree Types Bachelor's degree recipients will earn one of the following degrees:

Bachelor of Science in Engineering	Engineering majors
Bachelor of Science in Nursing	A four-year program in partnership with St. Luke's College in Sioux City, Iowa.
Bachelor of Social Work	Social Work majors
Bachelor of Arts	
Bachelor of Arts, elementary education major	Elementary education teachers
Bachelor of Arts, secondary education	High school teachers
Bachelor of Arts, medical technology major	Awarded by Dordt College following completion of a program of study that includes a final year of study off-campus, typically at a hospital-administered medical technology program.

Graduation Requirements The formal requirements for graduation with a bachelor's degree are the following:

1. A minimum grade point average of 2.00 (4.00 scale) in courses taken at Dordt College.
2. A minimum of 124 credits. In meeting this requirement, students must fulfill the general education requirements, complete a major, and in many cases, take elective or professional courses.
3. Eight semesters of full-time study or its equivalent. (See residence requirement, page 46.)
4. Participation in freshman orientation and the freshman, junior, and senior assessment program.

General Education General education courses constitute the core curriculum required of all Dordt College students. The core curriculum plays a crucial role in the integration of subject matter through which Dordt College seeks to reflect the wholeness of God's creation.

This integration goes beyond giving students a common educational experience. It is particularly in these courses that students are introduced to the character and scope of Christian perspective and that they learn to think more critically about choices and decisions affecting their lifestyle.

Courses in the core curriculum are meant to provide insight into the nature and demands of contemporary Christian living, whatever one's specific calling. This cannot be accomplished without a sufficient understanding of how various aspects of contemporary life are interrelated and how our global culture has developed. Philosophical and historical knowledge are important in this regard.

General education courses also supply students with the basic quantitative, analytic, lingual, and physical skills essential to the program overall and to their tasks as citizens of God's kingdom.

General education requirements for the B.A. degree include proficiency requirements plus 15 courses.

General Education Course Requirements (15 courses)

Health, Physical Education, Recreation (HPER) Requirement

Each student must complete HPER 10 and three activity courses, one course from 20-29, one

from 30-39, and one from 40-49.

Mathematics Proficiency Requirement

Non-teacher education students may demonstrate proficiency by one of the following:

1. A percentile ranking of 70 or higher on the mathematics section of the ACT or SAT I
2. Passing a comprehensive mathematics skills test with a score of 70 percent. Those who score from 61 percent to 69 percent may retake the test once, but then must score at least 75 percent to pass.
3. Completion of any three- or four-credit mathematics course at the college level. If a college course is taken to meet the requirement, it may be applied toward meeting the 124-credit graduation requirement.

Teacher education students must take at least one three- or four-credit mathematics course. Elementary education students must take Mathematics 108. Secondary teacher education students should take Mathematics 106, 107, 110, or 111; those taking the middle school endorsement must take Mathematics 109.

Communication, Cross-Cultural, Literature Requirement (4 courses)

English 101	1
English 200	1
Communication 110.....	1
Cross-Cultural credit.....	1

For students who have satisfied the foreign language entrance requirement (page 18), the Cross-Cultural requirement may be met by Spanish 200; Dutch, French, German, or Spanish 201 (taken at Dordt); foreign language 202 or 206 or:

1. Completing an approved cross-cultural course
 - Gen 211-230: on-campus cultural survey courses
 - Gen 231-250: on-campus courses focusing on specific cultures
 - Gen 251 and above: off-campus cross-cultural immersion experiences
 - Education 209 and Education 239 (with an approved placement)
2. Completing an approved, semester-long cross-cultural program (e.g., N-SPICE)
3. Satisfactorily completing three or more years of high school foreign language study with grades no lower than C in the final year, plus one of the following:
 - Evidence of having had an appropriate pre-college cross-cultural experience
 - Participating in an approved cross-cultural experience sometime during college.
 - Education 209
4. Participation in an extensive cross-cultural experience evaluated and approved by the Coordinator of Academic Services for Minority and International Students and the Coordinator for Off-Campus and Cross-Cultural Programs prior to college such as:
 - International and ESL students required to take the entrance interview (see page 20 on admissions of International students): attendance at Dordt College
 - Minority Students: significant involvement and schooling in a North American subculture
 - Majority Students: significant involvement in a non-English speaking culture or a culture substantially different from a predominately white North American culture. (e.g. Foreign Exchange Student Program). For those who have not met the language entrance requirement, you must take the equivalent of a 102 level foreign language.

Arts Requirement (1 course)
 General Education 200 (Introduction to the Arts) 1

Natural Science Requirement (2 courses)
 Biology 101 or 102 1
 Physical Science 107 1

Students who have had a good high school background in the sciences or who are in science programs or majors may choose from one of the following sequences:

a. Agriculture 101 and 111	f. Astronomy 121 and 122
b. Biology 115 and 122	g. Chemistry 101 and 122
c. Biology 201 and 202	h. Chemistry 103 and 104
d. Environmental Studies 151 and any other science course except Biology 102	i. Physics 115 and 116
e. Biotechnology 213 and any other science course except Biology 101 or 102.	j. Physics 201 and 202

If a student begins one of the sequences a-e but does not choose to complete that sequence, the student must complete the science requirement by taking Physical Science 107. Similarly, if a student begins one of the sequences f-j but does not complete it, the student must take Biology 101 or 102.

NOTE: Teacher education students must take one course from the biological sciences and one course from the physical sciences. Environmental Studies 151 may replace the biological science course.

Social Science Requirement (2 courses)
 Psychology 201 or Sociology 201 1
 (Students in education may take Education 235, 236, or 237)
 Economics 200, 202, 203, or Political Studies 201 1

History, Philosophy, Theology Requirement (4 courses)
 History 100 1
 Philosophy 201 1
 Theology 101 1
 One from History 212-214, Philosophy 206, 320, 333, 350, Physical Science 201, Theology 221, 222 1

General Education Requirement (2 courses)
 General Education 100 (Kingdom, Identity and Calling) 1
 General Education 300 (Calling, Task, and Culture) 1

Majors To earn a bachelor's degree from Dordt College, a graduate must complete one major, a sequence of at least 10 courses in a subject area. Following are the majors available at Dordt College. Note that (G) indicates majors available in the general B.A. degree [or in the cases of the engineering, nursing, and the social work majors, the B.S.E., B.S.N., and B.S.W. degree]; (S), in the B.A. degree in secondary education; and (E), in the B.A. degree in elementary education.

Majors

Accounting (G)

Agriculture

Agriculture Emphasis (G)

Agri-Business Emphasis (G)

Agri-Missions Emphasis (G)

Animal Science Emphasis (G)

Biotechnology Emphasis (G)

Plant Science Emphasis (G)

Art

Architectural Design Emphasis (G)

Art (E) (S)

Fine Arts Studio Emphasis (G)

Graphic Design Emphasis (G)

Art History Emphasis (G)

Biology (G)(S)

Biology/Molecular Emphasis (G)

Business Administration

Biotechnology Emphasis (G)

Finance Emphasis (G)

General Business Emphasis (G)

Human Resources Emphasis (G)

Information Systems Emphasis (G)

Public Administration Emphasis (G)

Business Education

Business - General (S)

Business - Marketing Management (S)

Business - Office (S)

Chemistry (G) (S)

Communication

General Communication Emphasis (G)

Journalism Emphasis (G)

Public Relations Emphasis (G)

Radio-Television Emphasis (G)

Speech Emphasis (G)

Computer Science

Biotechnology Emphasis (G)

Hardware Systems Emphasis (G)

Information Systems Emphasis (G)

Systems Administration Emphasis (G)

Dutch (G)

Elementary Education (E)

Engineering

Biomedical Emphasis (G)

Civil and Environmental Emphasis (G)

Computer Emphasis (G)

Engineering (cont.)

Electrical Emphasis (G)

Mechanical Emphasis (G)

Engineering Science

General Engineering Science (G)

Agriculture Emphasis (G)

Architecture Emphasis (G)

Biology (G)

Business Administration Emphasis (G)

Chemistry Emphasis (G)

Computer Emphasis (G)

Physics Emphasis (G)

Engineering Technology

Computerized Manufacturing Emphasis (G)

Industrial Instrumentation, Control Emphasis (G)

Electrical Technology Emphasis (G)

Manufacturing Engineering Emphasis (G)

English

Literature Emphasis (G)

Writing Emphasis (G)

English/Language Arts Emphasis (S)

Environmental Studies

Natural Resources and Conservation Emphasis (G)

Policy and Management Emphasis (G)

General Science (S) [see page 121]

Health, Physical Education, Recreation

Exercise Science Emphasis (G)

Physical Education Emphasis (G)(E)(S)

Recreation Emphasis (G)

Health Science (G) [see page 181]

History (G)

United States & World Emphasis (S)

World Emphasis (S)

Individual Studies (G) [see page 60]

Mathematics (G) (S)

Music (E) (G)

Church Music Emphasis (G)

Performance and Pedagogy Emphasis (G)

Choral Music Education (S)

Instrumental Music Education (S)

Choral/Instrumental Music Education (S)

Nursing (G)

Philosophy (G)

(majors continued on next page)

- Physical Science (S)
- Physics (G) (S)
- Political Studies
 - General Political Studies Emphasis (G)
 - Criminal Justice Emphasis (G)
- Psychology (G)
- Social Science (S)
- Social Studies (G)
- Social Work (G)
- Spanish (G) (E) (S)
- Theatre Arts
 - Acting/Directing Emphasis (G)
 - Design and Scenic Art Emphasis (G)
 - Drama Ministry Emphasis (G)
 - Dramaturgy Emphasis (G)
 - Technical Theatre Emphasis (G)
 - Theatre Management Emphasis (G)
- Theology
 - Biblical Studies Emphasis (G)
 - Historical/Systematic Emphasis (G)
 - Missions and Evangelism Emphasis (G)
 - Youth Ministry Emphasis (G)

Major and Cognate Courses (10 - 30 courses)

B.A. *General*.....10 - 30
 Students pursuing the general B.A. degree can find the sequence of courses for the major of their choice at the beginning of each department-area section in the “Academic Offerings” section of the catalog.

B.A. *Secondary Education* 10 - 15
 Requirements for teaching majors, minors, and endorsements may be found in the “Teacher Education Program” section on pages 112-134 of the catalog.

B.A. *Elementary Education* 15
 Requirements for the elementary teaching major leading to certification and endorsement may be found in the “Teacher Education Program” section on pages 112-134 of the catalog.

NOTE: A maximum of six credits in the major field may also be used to meet general education credit requirements—the number of credits required in the elective/professional category will increase by the number of “overlap” credits. Unless otherwise specified in the “Academic Programs” section of this Catalog, students pursuing multiple programs (majors, emphases, minors) will have them transcribed only if there are 12 unique credits among the programs.

Electives, Minors, and Professional Courses Students may choose elective courses that complement their majors or that arise out of a special interest. Students earning a general B.A. degree must take as many elective credits as needed to meet the 124-credit requirement, after meeting the general education and major requirements. In certain subject areas a minor of fifteen to twenty-one credits may be earned.

Students earning the B.A. degree in elementary or secondary education should consult the “Teacher Education Program” section on pages 112-134 of the catalog for information regarding elective and professional credits.

Following are the minors available at Dordt College. Note that (G) indicates minors available in the general B.A. degree, (S), minors in the B.A. degree in secondary education, and (E), minors in the B.A. degree in elementary education.

Minors

American Government (S)

American Studies (G)

Art (E) (S)

Biology (S)

Business Administration

Human Resources (G)

Business Education

Business - General (S)

Business - Marketing/Management (S)

Business - Office (S)

Chemistry (G)(S)

Communication

Journalism (S)

Speech (E) (S)

Computer Science (E) (S)

Dutch (G)

English/Language Arts (E) (S)

French (G)

General Science (S)

Health, PE, Recreation

Health (E) (S)

Physical Education (G) (E) (S)

Recreation (G)

History (E)

World History (S)

Kuyper Scholars Program (G)

Linguistics (G)

Mathematics (E) (S)

Music

Church Music (G)

Music Performance (G)

Music (E) (S)

Physical Science (S)

Physics (G)(S)

Political Studies

General Political Studies (G)

Public Administration (G)

International Affairs (G)

Psychology (G)

Reading (E)

Science - Basic (E)

Social Studies (E)

Sociology (G)

Spanish (G) (E) (S)

Special Education (E) (S)

Theatre Arts (G)

Theology

Bible (S)

Bible Education (G)

Biblical Studies (G)

Historical/Systematic (G)

Mission and Evangelism (G)

B.A. Degree in Medical Technology**Dr. Tony Jelsma, Program Advisor**

Dordt College offers a specialized degree in medical technology, that includes three years (30 courses) of work at Dordt College, followed by one year of clinical education in an approved school of medical technology. In addition to the general education courses required for the B.A. degree, medical technology students will take a sequence of courses prescribed by the Registry of Medical Technologists. More information is available on page 175 of this catalog and from the program advisor.

Preparation for Graduate Study Dordt College, through its major departments, prepares students for graduate-level work. Students who plan to do graduate work should consult faculty members in the major department when selecting courses in the major field of study or in related supporting subjects. Courses should be carefully selected to meet the specific requirements of the graduate school that the student plans to enter. The placement office maintains a file of graduate school catalogs that may be used by faculty members and students.

Preprofessional Programs Students wishing to prepare for professional schooling may enter one of the following programs:

Prearchitecture	Prenursing	Prephysical Therapy
Predental	Preoccupational Therapy	Preseminary
Prelegal	Preoptometry	Preveterinary
Premedical	Prepharmacy	

All of these programs except prenursing lead to the B.A. degree and prepare the student for graduate-level studies. As an additional option to Dordt's nursing program, students interested in a career in nursing may also transfer to a different nursing school following one or two years of preparatory study at Dordt. Students in preprofessional programs normally complete one major at Dordt. Preprofessional programs do not mandate any specific major. Students should work closely with the program advisor to plan a course of study and select a major that will adequately prepare them for the professional school(s) of their choice.

Prearchitecture Program

Mr. David Versluis, Program Advisor

Architects work alongside engineers to design buildings and other public structures that meet the needs of individuals and communities. Architects must concern themselves with the aesthetic normativity of a structural design, while working to create structures that are environmentally responsible and culturally appropriate. Along with a team of engineers and construction managers, an architect is responsible for designing a structure that is both safe and ergonomic. Architects serve communities by designing buildings and landscapes that reflect responsible use of spatial, material, environmental, and economic resources.

There are multiple educational paths that lead to a career in architecture. One of the common academic paths into the profession of architecture is to first complete an interdisciplinary B.A. or B.S. degree in a prearchitectural program at a liberal arts college. To be eligible for professional licensure as an architect, a student will then complete a three to four year Masters of Architecture degree at an institution that offers an accredited architecture graduate program. While the entrance requirements for architectural graduate programs vary, most programs prefer students to have completed an interdisciplinary liberal arts bachelor's degree that includes courses from art, graphic design, physics, mathematics, engineering, economics, history, environmental studies, philosophy, or psychology. Demonstrating proficient writing and communication skills is essential for admission into professional architectural programs.

While a variety of general bachelor degree programs can provide an adequate foundation for further architectural studies, Dordt has two preprofessional major options specifically designed to guide students through an undergraduate program of study that will meet the requirements of many graduate programs in architecture; a B.A. degree in Art with an Architectural Design emphasis, and a B.A. degree in Engineering Science with an Architecture Emphasis.

Pre dentistry Program

Dr. Edwin J. Geels, Program Advisor

A career in dentistry involves detection of diseases; diagnosis, treatment, and prevention of problems affecting teeth and mouth tissue; aesthetic improvement; surgical restoration; and public education and prevention. Most dental schools require three or four years of college before admission to the dental school. Prerequisite courses for admission typically include: general chemistry (2

semesters), organic chemistry (2 semesters), biochemistry (1 semester), physics (2 semesters), English (2 semesters), biology (2 or 3 semesters in zoology, embryology, comparative anatomy), psychology (1 semester).

Since required courses vary from one dental school to another, the student is advised to check requirements of specific schools early in his or her career.

Prelegal Program

Mr. Christopher Rehn, Program Advisor

This program is designed as an advisory tool to assist students who are considering or planning to attend law school. Since law schools do not have any specific academic course requirements for admission, a broad liberal arts program, including major and selected electives, provides the most appropriate preparation. Law schools are looking for college graduates who demonstrate leadership, exemplify strong character, and possess well-developed writing and analytical skills.

At Dordt, prelaw students receive a B.A. degree with a major in political studies, history, English, social work, psychology, philosophy, business administration, or criminal justice, depending on their interests. In addition, many students participate in an off-campus program that enables them to serve as an intern and gain experience in legal practice. They are also advised on a range of electives to expand their critical thinking, writing, and analytical perspective, and help prepare them for the Law School Admission Test, required for entrance to an accredited law school.

Although they are not required prelaw courses, Dordt offers courses in American constitutional law, business law, and criminal procedure that provide a beneficial context for the later pursuit of legal studies.

Premedical Program

Dr. Carl Fictorie, Program Advisor

Medicine is a very demanding, but rewarding profession that offers many opportunities to serve and care for people. The undergraduate premedical program provides the required background and skills in the basic sciences and communication to succeed in medical school. However, medical schools seek out students with broad interests and abilities, so excellent performance in Dordt College's general education curriculum with additional study in disciplines is also important.

Medical schools vary in their admission requirements; however, there are more similarities than differences. Most schools require two semesters of biology (Biology 115 and 122), four semesters of chemistry (Chemistry 103, 104, 221, and 222), two semesters of physics (Physics 115 and 116), and a semester of advanced writing (English 305). Many schools require calculus (Mathematics 111), but some will accept statistics (Mathematics 107). Additional course work in human anatomy and physiology, biochemistry, genetics, cell biology, and microbiology are strongly recommended. Students may complete any academic major. Students should have a cumulative GPA of 3.50.

In the spring of the junior year, students are required to take the Medical College Admissions Test (MCAT), the scores of which are used by many medical schools in admission decisions. The MCAT is based on the material covered in the required course work in biology, chemistry, physics, and English.

In addition to academic excellence, students should demonstrate a commitment to and passion for helping people through extracurricular activities, volunteering, and on- and off-campus employment. Good communication skills, leadership abilities, dedication, and self-motivation are all important qualities medical schools seek in applicants. The Future Physicians Club exists to provide a means

by which pre-medical students can get to know each other and help each other with planning, MCAT preparation, medical school applications, volunteering activities, and extracurricular activities.

The premedical program, while designed specifically for students interested in medical school, also serves as a good background for entry in to most postgraduate professional medical programs. Additional information about the premedical program is available at: www.dordt.edu/academics/ under "Programs of Study".

Prenursing Program

Dr. Tony Jelsma, Program Advisor

In order to meet the challenges of modern day nursing, it is recommended that prenursing students complete the four-year bachelor of science in nursing degree. Dordt College has affiliations with several nursing programs where our students transfer without losing transfer credits. Upon completion of two years of specific prenursing requirements, students transfer into the junior year of an accredited school of nursing where, after two years of further studies, the B.S.N. degree is conferred. The graduate then becomes an R.N. by passing state board exams.

Students at Dordt College should carefully select the courses that meet the requirements of the nursing program that they hope to transfer to at the end of their sophomore year. In the first semester at Dordt College these requirements should be obtained from the prenursing advisor or from the target nursing school.

Courses that are required for nearly all nursing programs include two semesters of human anatomy and physiology, microbiology, two semesters of chemistry, three semesters of psychology, and several general education courses such as English and history. Specific course requirements must be met before transfer to the nursing program can be made.

See page 181 for an outline of options for Dordt students interested in the nursing profession.

Preoccupational Therapy Program

Dr. Mark Christians, Program Advisor

Occupational therapy is the health profession that uses everyday activities as the means of helping people to achieve independence. A variety of rehabilitative, educational, social and vocational activities are used to treat adults and children with disabilities resulting from physical injury, disease, developmental delays, aging, and psychological dysfunctions. Occupational therapists help individuals to adapt or improve performance in areas of work, school, independent living or play. The goal for all patients is to attain the maximum level of independence and productivity possible.

Although Dordt does not offer a professional degree or major in occupational therapy, an excellent preprofessional program is available that prepares the student for subsequent professional education. A student may complete a B.A. degree at Dordt along with the preoccupational therapy program of study and then apply for admission to an occupational therapy program. Information is available in the career development office relating to specific requirements of graduate schools. Certification as an occupational therapist is based on graduation from an approved occupational therapy program and acceptable performance on the American Occupational Therapy examination.

Appropriate majors for students interested in a career in occupational therapy include psychology, biology, or health, physical education and recreation. A foundation in biology (introduction to biology, anatomy and physiology) and psychology (introductory, psychopathology, developmental, personality) is required. Additional requirements include other introductory science courses, humanities courses (English composition), mathematics, and other courses that vary from program to program.

Preoptometry Program**Dr. Edwin J. Geels, Program Advisor**

Doctors of optometry are the major providers of vision care. As independent primary health care providers, they examine, diagnose, treat and manage diseases and disorders of not only the eyes, but also the entire visual system. Optometrists work with other health professionals in co-

managing a patient's care. Most optometry schools require four years of college before admission to the optometry school. Prerequisite courses for admission include general chemistry (2 semesters), organic chemistry, (2 semesters) calculus, (1 or 2 semesters) physics, (2 semesters) biochemistry, (1 semester) anatomy, (1 semester) microbiology, (1 semester) statistics, (1 semester) psychology, (1 semester).

Since particular course requirements for admission to specific optometry schools can vary, students are urged to contact the schools for these requirements early in their college career.

Prepharmacy Program**Dr. Edwin J. Geels, Program Advisor**

Pharmacy is a profession that cares for patients' drug-related needs in community pharmacies, hospitals, long-term care facilities, and home health care settings. Many pharmacy programs include two years of prepharmacy college courses followed by four more years of a pharmacy program leading to a doctor of pharmacy degree.

Although particular course requirements for admission to specific pharmacy schools vary and should be determined at an early stage, the following courses are generally required: general chemistry (2 semesters), organic chemistry (2 semesters), physics (2 semesters), general biology (1 semester), microbiology (1 semester), anatomy (1 or 2 semesters), economics (1 semester), calculus (1 or 2 semesters), communication (1 semester), English composition (1 or 2 semesters). Some schools also require the Pharmacy College Admissions Test (PCAT) to be taken.

Prephysical Therapy Program**Mr. Craig Stiemsma, Program Advisor**

Physical therapy is a health profession, whose primary purpose is the promotion of optimal human health and function through the application of scientific principles to prevent, identify, assess, correct, or alleviate acute or prolonged movement dysfunction.

Although Dordt does not offer a professional degree or major in physical therapy, an excellent pre-professional program is available that prepares the student for subsequent professional education. A student may complete a B.A. degree at Dordt along with the prephysical therapy program of study and then apply for admission to a physical therapy program. Information is available in the career development office on specific requirements for graduate schools. Licensure as a physical therapist is based on graduation from an approved physical therapy program and passing a licensure examination.

A student may select any major but the following preprofessional courses must be completed: biology, (zoology, human anatomy and physiology, biology electives) general chemistry, general physics, general psychology, abnormal psychology, mathematics, (elementary statistics, college algebra or calculus). Additional courses may be required depending on the graduate program to which the student applies.

Preseminary Program**Dr. Wayne A. Kobes, Program Advisor**

Although Dordt College does not offer a preseminary major, an excellent preprofessional program is available that prepares the student for graduate work in a seminary. As is the case with students

planning to enter medical or law school, any major that meets the entrance requirements of the particular graduate school or seminary chosen by the student is suitable. Breadth of interest in the liberal arts is important for one who must constantly deal with the wide spectrum of changes occurring in our lives. Courses in history, philosophy, literature, and social sciences provide this type of base from which to assess the current scene. Courses in the languages of the Bible as well as modern foreign languages equip the prospective minister to handle the biblical text and read current and classical theological works in their original form.

Dordt College not only provides majors in relevant fields for those planning to enter a theological seminary, but also provides a solid program of courses in New Testament Greek. Faculty members stand ready to advise preseminary students regarding the selection of a major and of individual courses in light of the requirements of the seminary the student hopes to attend. There is also an active program of discussions and socials for those in the preseminary program.

Preveterinary Program

Dr. Duane Bajema, Program Advisor

Veterinary medicine is an animal health profession that is dedicated to protecting the health and welfare of people and animals. Veterinarians are primarily animal doctors, highly educated and skilled in preventing, diagnosing, and treating animal health problems. Veterinarians work in private practice with both large and small animals, or in research, public health, the military, regulatory agencies, and zoos.

Dordt College does not offer a degree in veterinary medicine but does offer an excellent preprofessional program that prepares the student for subsequent professional education. A student may complete the requirements for admission to veterinary school at Dordt College. Students may complete a bachelor's degree at Dordt or may select those courses at Dordt that are specified as requirements for admission by the school of veterinary medicine. Students are strongly encouraged to contact the professional school of choice to learn their requirements for admission.

Dordt's agriculture program provides courses that will complement the professional program requirements. The college also works with many local veterinarians, pharmaceutical companies, and professionals involved with animal health to provide students with professional experience that is often required by schools of veterinary medicine.

Students should follow the guidelines suggested by the school of veterinary medicine of their choice, usually in their home state or province. Students can major in biology, animal science, chemistry, or agriculture while at Dordt College.

Associate of Arts Degree

The formal requirements for graduation with an associate's degree are:

1. A minimum of 60 credits. In meeting this requirement, A.A. students must take general education requirements, complete requirements for an area of concentration, and may also take elective courses.
2. A minimum grade point average of 2.00 (4.00 scale) in courses taken at Dordt College.
3. A minimum of 30 credits earned at Dordt College. A student may not receive both the A.A. and B.A. degrees at the same commencement. However, credits earned in obtaining the A.A. degree

may be applied toward the B.A. degree at any time.

4. Participation in the freshman orientation and student assessment programs.

Distribution Requirements The following outline of requirements may be changed slightly for individual programs. Students should confer with their advisor regularly to plan their program. Career planning assistance from qualified personnel is available to help students select courses that will prepare them for service, vocations, or further schooling.

General Education (9 courses) Please read the information on page 48 about the purpose and nature of general education courses.

A writing course.....	1
Any course from English 101, 301, 302, 303, 304, 305, Communication 241.	
History (any course).....	1
Theology or Philosophy (any course).....	1
Science.....	1
Any course from the agriculture, astronomy, biology, chemistry, physical science, or physics offerings.	
Mathematics or Computer Science (any course).....	1
This requirement may be waived if the student has one of the following:	
• A percentile ranking of 70 or higher on the mathematics section of the ACT or SAT I.	
• A passing score on a comprehensive mathematics skills test.	
Humanities.....	1
Any course from the art, English, music, theatre arts, or General Studies 200 offerings; or any foreign language/linguistics course.	
Social Sciences.....	1
Any course from the communication, economics, political studies, psychology, sociology, or social work offerings.	
Elective.....	1
One additional course from any of the categories listed above.	
Health, Physical Education, Recreation (HPER) 10.....	1
General Education 100.....	1

Area of Concentration (6 - 12 courses) Each student must choose an approved area of concentration. Course sequences for the various areas of concentration may be found in the “Academic Offerings” section of the catalog:

- Administrative Assistant - page 93
- Agriculture - page 78
- Computer Networking - page 104
- General Studies - page 154 (The general studies concentration allows a wide variety of options).
- Early Childhood Aide, Special Education Aide, Teacher Aide - page 125

Elective Courses (0 - 6 courses) These courses are to be selected by the student to meet individual needs and goals.

- A second area of concentration may be worked out.

- Cognate courses may be selected to support the area of concentration.
- Additional courses in the area of concentration may be selected.
- Courses that explore alternate career options may be selected.
- A wide distribution of courses may be chosen to provide a broad general background.

Individual Studies

Individual Studies Major The individual studies major will provide an opportunity for specially qualified students to plan a specific program in an area of study not yet formally developed by the college as a major. The individual studies major is intended for a limited number of students who are broadly matured and possess special characteristics such as the ability to articulate their goals clearly and specifically; self-reliance and the ability to work independently; self-motivation; and the ability to carry a project to completion.

The individual studies major is a major option within the graduation requirements for the B.A. General degree. Since every general student has a large number of elective options beyond the already structured majors, an individual studies major presupposes a scope of courses and program structuring that goes beyond what a student can normally accomplish within the elective course options. Therefore, the student must submit, in writing, a 124-credit sequence that makes a unified program. It will be the student's responsibility to specify why each course has been selected and to demonstrate how each course applies to the goal articulated for the individual studies major. The 124-credit sequence must include courses that meet the 44-credit general education requirement; a 45-credit major program that will ensure depth of understanding and performance in the special area selected; and 35 elective credits, each carefully selected to contribute to the special area of study.

Students who wish to plan an individual studies major should see the registrar to discuss the specific requirements and application procedures (minimum requirements are 30 credits and a cumulative grade point average of 2.50 or better). The registrar will assign a faculty member to assist the student in writing a proposal and to serve as faculty coordinator of the accepted program.

The Individual Studies Committee will review all proposals. The committee may approve, reject, or suggest modifications. The committee will also review individual studies major programs periodically to evaluate the quality of work being done, the extent to which goals and requirements are being met, and the need for modifications of the original proposal. The committee has the right to terminate an individual studies major at any time if it becomes apparent that the student is not qualified to continue or is not carrying out the program as originally approved.

Individual Studies Courses Individual Studies 391, 392, and 393 courses are offered by many departments to provide properly qualified students the opportunity to do intensive work in a subject not normally included in the regular course offerings or to pursue in depth a topic encountered as part of previous studies, or to engage in experiential education projects. The individual studies courses allow for greater flexibility of program as well as greater responsibility for the student in the learning process. Within the individual studies concept are included such options as research, practicum, independent study, service-learning, readings, and performance. It is understood that the burden of responsibility for learning will be on the student—it is not a tutorial program.

Students who wish to enroll in an individual studies course must complete a course proposal form

that may be obtained from the registrar's office. In the written proposal the student will describe in some detail the object or goal of the study, the procedures to be followed, the materials to be used, a projected product or outcome, and the method of evaluation. The faculty project supervisor must sign the proposal. Completed proposals must be returned to the registrar for approval by the deadline for adding courses.

If a proposed individual studies project is interdepartmental or falls within a department that does not have an individual studies option, the student may consult the registrar for permission to register for Individual Studies or General Education 391, 392, or 393.

Service-Learning Courses Service-Learning 281, 282, and 283 courses may be directly connected to courses in and across departments, or students may choose to participate independently in service activities with a select community organization under the supervision of a faculty/staff member. Service-Learning courses allow for greater flexibility of program as well as greater responsibility for the student in the learning process.

Service-Learning is an educational method and experience:

- through which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs.
- that is integrated into the student's academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity.
- that provides students with opportunities to use newly acquired skills and knowledge in real-life problem-solving situations in the community.
- that enhances student learning beyond the classroom and fosters a clearer sense of servanthood and living as kingdom citizens.

Students who wish to enroll in a service-learning course must complete a course proposal form that may be obtained from the registrar's office. In the written proposal the student will describe in some detail the community setting for the project, the student's learning goals, the service activities provided, the plan for reflection activities, and the method of evaluation. The faculty project supervisor must sign the proposal. Completed proposals must be returned to the coordinator of community-based learning and the registrar for approval by the deadline for adding courses.

If a proposed service-learning is interdepartmental or falls within a department that does not have an individual studies option, the student may consult the registrar for permission to register for Individual Studies or General Education 281, 282, or 283.

Individual studies courses and Service-Learning courses are governed by the following policies:

1. They may have 1-3 credits. (281 and 391- one credit, 282 and 392 - two credits, and 283 and 393 - three credits)
2. Individual Studies: Second semester freshmen and sophomores may take 391 courses, juniors and seniors 391, 392, and 393 courses. (The registrar may grant exceptions)
Service-Learning: First semester freshmen may take 281 courses; second semester freshmen, sophomores, juniors and seniors may take 281, 282, and 283 courses. (The registrar may grant exceptions.)
3. A student must have a cumulative grade point average of at least 2.00 to enroll in 281 and 391

- and 2.25 for 282, 283, 392 and 393.
4. A maximum of nine individual studies/service-learning credits may be applied to the B.A. degree; a maximum of four credits to the A.A. degree.
 5. Students may enroll in a course more than once. For example, a student may enroll in Business Administration 391 or 392 or 393 more than once. Not more than four individual studies/service-learning credits may be taken in a semester.
 6. Normally, an individual studies/service-learning course should be completed in the semester of enrollment, but with advance notice the course may be spread over the first and second semesters of the year. Register for the course only in the semester that the course will be completed.
 7. Individual studies courses 392 and 393 and service-learning courses 282 and 283 are open to students who have had extensive previous course-work in the department.

Off-Campus Study

Students should contact Ms. Corinne Hentges, Coordinator of Off-Campus Programs for information and application forms.

* designates programs that satisfy the general education cross-cultural requirement

Off-Campus Policies

1. Students must be in good academic and behavioral standing to participate in off-campus programs and courses. (See *Student Handbook for Off-Campus Behavioral Expectations*.)
2. The pass-fail option is not available for off-campus programs and courses.
3. Cancellation Policy
 - Dordt College will cancel college-run off-campus programs, courses, or service projects when, prior to departure for the program, the U.S. State Department issues a travel warning for the location of the program, course or project. In addition, the college will not participate in or provide student financial assistance for off-campus programs offered by partner colleges or organizations for locations under the U.S. State Department travel warning.
 - If a U.S. State Department travel warning is issued once a program is in progress for a country in which Dordt is currently operating an off-campus program, course or project, the coordinator for off-campus programs will notify the crisis management coordinator and implement the crisis management plan.
 - If a U.S. State Department travel warning is issued once a program is in progress for a country in which Dordt students are participating in an off-campus program offered by a partner college or organization, the coordinator for off-campus programs will consult with the partner organization's designated director and their on-site staff to implement a crisis plan that carefully follows the State Department's advice.
4. Refund Policy
 - If Dordt College cancels the program prior to departure, students will receive a full refund of any tuition or program fees paid. Any portion of a non-refundable deposit not encumbered (e.g. travel arrangements, housing deposits) will also be returned.

- If a student withdraws from a program prior to departure, he/she is responsible for any expenses incurred on his/her behalf by Dordt College (or the sponsoring organization) in preparation for the program.
- If it becomes necessary to cancel a program in progress, Dordt's refund policies will be followed (see 25). Additional expenses incurred for an early departure may need to be deducted from any refund provided.
- If a student withdraws from a program after the program has begun, Dordt's refund policies or the policies of the sponsoring organization will be followed. Students are responsible for any other costs incurred by an early departure. (Early withdrawals for medical reasons are covered by a separate policy.)
- Students dismissed from a program for behavioral reasons will be charged the full fee and are responsible for any other costs incurred by an early departure.

Dordt College Program

Netherlandic Studies Program in Contemporary Europe* Dordt College offers an opportunity to spend the spring semester off-campus in The Netherlands in a unique learning situation, while earning credit toward graduation. Students register for a minimum of 13 credits and may earn up to 16 credits.

Applicants need a 2.50 grade point average. A course of college-level Dutch or its equivalent is recommended. The program is designed for sophomores, juniors, and seniors. A screening committee will review all applications.

DUTCH 259 Cross-Cultural Explorations (1)

Required for all students; includes journaling, discussions and preparation of a cross-cultural experiences portfolio.

Dutch language: students must complete one of the following:

DUTCH 100 Beginning Dutch (3)

DUTCH 200 Intermediate Dutch (3)

DUTCH 341 Special Topics: Dutch Literature or Composition (3)

(Offered on a limited, pre-approved basis)

Students are required to take at least two of the following N-SPICE core courses:

ART 248 Dutch Art and Architecture (3)

Architecture and painting in the Low Countries, with emphasis on the 17th century, supplemented by museum visits and city walks. (Offered in English)

DUTCH 248 Dutch Culture and Society (3)

A study of contemporary issues in a pluralistic society. This course includes focus on the identity of the Dutch-speaking community as it enters a new era of economic and political affiliations within a larger European community. The course is supplemented by field trips and interviews with Dutch residents. (Offered in English)

HIST 248 History of the Low Countries (3)

A study of the history of the Netherlands and Belgium, from the Eighty Year War

until the present. Several visits to Dutch historical museums are included. (Offered in English)

Additional N-SPICE course options include:

IND 391-393 Individual Studies (1-3)

A mentored, student-directed intensive research/writing project or practicum experience in student's major area. Participation on a pre-approved basis.

PHIL 201 Perspectives in Philosophy (3)

An introduction to the nature, task, and basic problems of philosophy, its relationship to worldview, and a survey of its history. (Offered in English)

THEO 204 Calvin's Institutes (3)

A study of the mature thought of John Calvin as found in the 1559 edition of his *Institutes of Christian Religion*. (Offered in English)

Shared Sponsorship Program

Chicago Semester Selected juniors and seniors may register for a semester of living, learning and working in a major urban center. The Chicago Semester is co-sponsored by Calvin, Central, Dordt, Hope, Northwestern, and Trinity Christian Colleges and is a fully accredited, educational program under the supervision of Trinity Christian College.

Students spend four days a week in an internship related to their academic major and career interest; they also participate in seminars one day per week. To achieve fifteen hours of academic credit, students must take the internship course plus two of the three seminars offered. With an approved internship placement and the Metropolitan Seminar, the Chicago Semester can be used to meet the cross-cultural requirement.

Calvin College Programs

Calvin College offers several offcampus programs that Dordt students may attend on a room-available basis. Minimum requirements are sophomore status and a GPA of 2.50.

Study in China* (STCH) Study traditional and modern China, experience life in its capital, Beijing, and explore other areas of this fascinating country. Living and studying at the Beijing Institute of Technology allows for interaction with Chinese and foreign students and gives access to the National Library, sports facilities, and parks. Visit important cultural and historical sites such as the Emperor's Summer Palaces, the Temple of Heaven, Tiananmen Square and the Mausoleum of Mao. Tackle the Chinese language and be immersed in Chinese history and contemporary issues. (Fall semester)

Study in Britain at Oak Hill College, London* (STBR) A Christian college and theological seminary of the Church of England provides the context for learning. North Americans take part in a Christian academic environment familiar enough to invite comparisons, yet different enough to cause creative rethinking of cultural and religious values. This program gives the opportunity to live and study in a Christian community while engaging in a rich cultural society markedly more "post-Christian" than North America. (Spring semester)

Study in France* (STFR) Live with French families in Grenoble, nestled in the French Alps, and study the French language with other foreign students from around the world. Become acquainted with the wide variety of historical, natural, and cultural forces that have shaped contemporary France by going on excursions offered by the CUEF and by taking classes about French history, politics, literature, and art. During free time, enjoy hiking and skiing in the mountains or travel to destinations such as Paris, Geneva, the French Riviera, or Italy. (Spring semester)

Study in Ghana* (STGH) Enter into dialogue with Ghanaians, study the history and peoples of the country, and encounter world views different from those prevalent in North America. The semester in Ghana program strives for understanding the emerging theological, historical, and social perspectives within Ghana and throughout sub-Saharan Africa. Reflection and discussion of the implication of common humanity and different understandings as Christians in God's world is promoted. Live in a university residence, study the Twi language, and interact with Africans to experience a part of this rich country. (Fall semester)

Development Study in Honduras* (STHO) Study development theory and Honduran history in class, then live with a Honduran third world family, improve facility of the Spanish language, and visit urban squatters' camps, remote rural villages, and tropical rain forests. With this background and added experience from excursions to banana plantations, shrimp farms, and health and literacy projects of development organizations, talk with national leaders about Honduras' problems and future. The director leads discussions, both formal and informal, to encourage thinking and living as Christians in God's world. Wrap up the whole experience by evaluating a specific development program. (Spring semester)

Spanish Studies in Honduras* (SPHO) Become acquainted with the world of Honduras by immersion in the Spanish language and Latin American literature and culture. The Spanish Studies program provides an opportunity to be confronted with many situations that enable exploration of the meaning of faith in a third-world setting. Intensive study and living with a Honduran family grants necessary skills for building relationships with people of another language and culture. The emphasis on issues of poverty and development facilitates understanding of how North American lives are linked to those of the poor. (Fall semester)

Study in Hungary at Technical University of Budapest* (STHU) Witness the exhilarating changes of the twentieth century from the vantage point of one of Europe's most beautiful capital cities. Live and study together as a Christian academic community in the midst of a society engaged in intense conversation about the formation of culture. Develop and mature by experiencing a situation different from the familiar, by learning under a variety of teaching styles, by encountering a new set of behaviors and beliefs, and by drawing from course offerings and academic expertise unavailable elsewhere. Live in a university residence in Budapest; visit Vienna, Prague, and Krakow. (Fall semester)

Study in New Mexico at Rehoboth Christian School* (STNM) Native American society in the Southwest provides an exceptional opportunity to encounter the most culturally diverse area of the United States. Through interaction with Native Americans and their rich history, art forms, life styles, culture and stark landscape, achieve a degree of liberation from the insularity of familiar culture and forcefully

challenge stereotypical patterns of thinking. Arrive at a deeper self-understanding and a greater respect for other cultures. (Fall semester)

Study in Spain at Universidad Nacional de Educación a Distancia in Denia, Spain* (STSP) Includes both a core program and an advanced program. If accepted, preparatory courses in Spanish language, grammar, and culture at Calvin during the Interim term are required. In the core program, earn 16 hours of credit in Spanish language. Live in Spain during the spring semester, and take four classes per day, four days per week, for fourteen weeks. The classes are in Spanish grammar, conversation, reading, writing, culture, and civilization. In the advanced program, take 12 to 14 semester hours of course work beyond Spanish 202. (Spring semester)

Central College Programs

Dordt students may attend the following Central College programs on a room-available basis. Minimum requirements are sophomore status and a GPA of 2.50.

London, England* The Central College program in London offers participants two required courses through Central College, along with a wide range of optional courses at London universities and colleges which may be taken based on academic interests and for more interaction with British students. Central College also offers three elective courses: a theatre course, a business course in advertising from a cross-cultural perspective, and a history of art survey course. Most students also participate in an internship program.

Bangor, Wales* The Central College Abroad in Wales program offers American students the opportunity to explore in depth the richness and complexity of Welsh culture. Students choose from a wide range of University of Wales courses, as well as special courses designed to guide the American students in their discovery of Wales.

Colchester, England This program exposes students to British student life while providing them with a wide range of course options through the University of Essex. The program is especially popular with computer science and exercise science majors, and is also an excellent choice for majors in any liberal arts or social science discipline. This program may meet the cross-cultural requirement with a pre-approved cross-cultural course.

Merida, Yucatan, Mexico* The Central College program in Merida provides an intensive, field-centered, cross-cultural learning experience. Classroom work in the Spanish language, Mexican civilization and Yucatecan culture is supplemented with fieldwork focusing on all aspects of local culture.

Vienna, Austria* The Central College Vienna program is a German immersion program, open to students of all levels of German, with the goal of developing students' German language and cross-cultural skills, as well as providing them the opportunity to choose from a wide range of courses at the University of Vienna and Central College Abroad.

Paris, France* The Central College Paris program is open to students with any level of language skill in French. Students may focus on intensive language study, language and liberal arts coursework, or a language and business curriculum. An internship program is available for those students whose language skills are equal to the challenge.

Council for Christian Colleges and Universities Programs

CCCU programs are offered in the Fall and Spring semesters for junior and senior students with a minimum GPA of 2.75. Participating students earn 16 semester hours of credit.

American Studies Program (ASP) Founded in 1976, the American Studies Program has served hundreds of students from member institutions as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student’s talents and aspirations and are available in a wide range of fields. They also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

Australia Studies Centre* (ASC) Since Spring 2004, the CCCU has partnered with the Wesley Institute for Ministry and the Arts in Sydney, Australia to offer the Australian Studies Centre. Every student is required to take the courses *Indigenous History, Culture and Identity* and *The View from Australia: Issues in Religion, Politics, Economics and Cultural Values*. Additionally, students choose from electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Home stays, service learning and travel around Australia are important components of the ASC. Students also come to know the traditions of Aboriginal people during an Outback excursion and spend the last week of each semester traveling to New Zealand to meet with Maori people, explore the beautiful terrain, and compare and contrast the two cultures of their off-campus semester. ASC students receive 16 semester hours of credit.

China Studies Program* (CSP) The China Studies Program enables students to engage this large and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students are given opportunities such as assisting Chinese students to learn English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.

Contemporary Music Center (CMC) The Contemporary Music Center provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts, management, marketing, communications, and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience, and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

Latin American Studies Program* (LASP) Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16 semester credits.

Los Angeles Film Studies Center (LAFSC) Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

Middle East Studies Program* (MESP) This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

Oxford Summer Programme - (OSP) A program of the CCCU and Wycliffe Hall, Oxford, it is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The program is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

The Scholars' Semester in Oxford* (SSO) SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university's historic halls. The SSO is designed for students interested in the fields of Theology, Biblical Studies, Education, Science, Pre-Med, Psychology, Business and the Humanities. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

Russian Studies Program* (RSP) RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses titled *History and Sociology of Religion in Russia*; *Russian Peoples, Cultures and Literature*; and *Russia in Transition*, students receive instruction in the Russian language, choosing either four or six semester hours of language course work. For those choosing four hours of Russian, a seminar course, *International Relations and Business in Russia*, is available. RSP strives to give students as wide an experience as possible in this complex nation, beginning with time in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhniy Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhniy Novgorod. The program concludes with time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

Uganda Studies Program* (USP) The USP offers students a very personal encounter with Uganda, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU) serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. A variety of courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education and will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

Washington Journalism Center (WJC) This semester-long study program in Washington, DC, is created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal

writing skills. These classes - *Foundations for Media Involvement*; *Reporting in Washington*; and *Washington, News and Public Discourse* - combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

Other Approved Programs

Au Sable Institute of Environmental Studies The Au Sable Institute has two primary campuses, one in the Great Lakes Forest near the middle of the North American Continent; the other on the Puget Sound on the edge of the Pacific Ocean between Seattle and Vancouver, British Columbia. The Institute also has programs in Kenya, 45 km from the capital city of Nairobi; and in the state of Tamil Nadu, in south India. As many as two courses can be taken at each of two summer sessions and applied toward meeting Dordt graduation requirements. Both Au Sable courses and home campus courses can be used to meet requirements for certificates issued by Au Sable in the following areas: naturalist, land resources analyst, water resources analyst, and environmental analyst. Semester internships in environmental education are also offered during the fall and winter semesters. Other internships are available in the following areas: environmental chemistry, agricultural missions at ECHO, Royal Botanical Gardens, Floresta Agroforestry, A Rocha Trust and A Rocha Portugal Estuarine Ecology, National Museums of Kenya. Au Sable fellowships and grant-in-aid are available to Dordt students. (Summer)

Creation Care Studies Program* (CCSP) Take advantage of a field-based education that explores Christian responsibility in a fragmented world—a world marked by poverty, hostility, environmental demise, opportunism, and social disintegration. While living in Belize, talk with community leaders, work with non-government organizations, interact with the Belizean people, and explore the remarkable natural resources, including the second largest barrier reef in the world and the rich diversity of a tropical rainforest. A similar program is offered in the South Pacific. The semester curriculum is guided by a view that the world is an integrated web of systems and philosophies that cannot be separated from each other. (Fall and Spring semesters)

Jerusalem University College* (JUC) Study for a semester at Jerusalem University College, an independent Christian institution of higher education formerly known as the Institute of Holy Land Studies. Courses in the history, geography, cultures, religions, and languages of ancient biblical times and the modern Middle East provide rich insights into the past and a meaningful cross-cultural experience. The university is located on Mount Zion, overlooking the Hinnom Valley, and serves as an extension campus for more than 100 universities, colleges, and seminaries around the world. (Fall and spring semesters)

Trinity's Semester in Spain* (TSIS) A semester study program in Seville, Spain. The program offers beginning, intermediate, and advanced courses in Spanish Studies. Live with a Spanish family for the entire semester and become accustomed to Spanish traditions: futbol, siestas, tortillas, pescado, and much more. Two summer terms are also offered. (Fall, Spring, Summer)

Trinity Western University's Laurentian Leadership Center (TLLC) Program located in Ottawa, Canada geared toward third and fourth year students who plan a career in business, communications,

history, international studies or political studies. The fully accredited program includes nine hours of interdisciplinary courses and a six-hour internship in Canada’s capital city. (Fall and spring semesters)

World Journalism Institute (WJI) The World Journalism Institute in Asheville, North Carolina was established to help train a cadre of young Christians who can write well, observe keenly and think biblically. WJI holds its journalism courses in New York City, Washington, D.C., Los Angeles and Asheville. Drawing its faculty from the ranks of working journalists as well as academic journalists, WJI offers summer courses with 2-3 weeks of classroom instruction and field based writing assignments. The WJI summer courses offer 3-4 credits. Students apply directly to WJI to participate in this program.

Special Topics Off-Campus Program In addition to the above list of approved programs, students may apply to participate in other off-campus programs to meet specifically defined learning objectives. Interested students must submit a written request that clearly indicates their learning goals and how this particular program meets these goals more effectively than any of the existing approved programs. In addition, the student’s advisor and/or major department must recommend their participation in this off-campus program. The coordinator for off-campus programs and the registrar will grant approval for participation on a case-by-case basis.

Academic Policies

Advising An academic advisor is assigned to each student. Because of the variety of educational opportunities available at Dordt College and alternative ways of achieving graduation requirements, students must confer with their advisor regularly to plan their academic program. Career planning assistance from qualified personnel is available to help students select courses that will prepare them for service, vocations, or further schooling.

Class Attendance All students are expected to attend all class periods and all laboratory periods. Penalties for absence are left to the individual instructors. The instructor may lower a student’s grade if there have been excessive unexcused absences. No allowed number of skips is permitted.

Credits All credit at Dordt College is given in semester hours and counts toward graduation. Each semester hour requires one period per week of class work and approximately two hours per week of preparation.

Student Classification Classification is made at the end of every semester and is determined by the number of credits successfully earned:

- Sophomore.....24 credits
- Junior54 credits
- Senior84 credits

Student Load Since 124 credits are required for bachelor’s degrees and 60 credits are required for associate’s degrees, students who plan to complete these degrees in the standard amount of time must average 15 to 16 credits per semester. Students must be enrolled in a minimum of 12 total credits per

semester in order to be considered full-time. Students registering for more than 15 total credits should do so in consultation with their academic advisor.

The following policies govern the maximum student load and are monitored by the registrar:

1. The normal maximum student load for all students is 18.5 credits.
2. First semester freshmen admitted with a high school GPA below 2.25 or a composite ACT score below 19 (SAT I score below 920) are limited to 14 credits.
3. Second semester freshmen, sophomores, juniors, and seniors with a college GPA of 3.0 or better may register for an overload with the permission of the academic advisor and the registrar. Only under rare circumstances will a student be allowed to register for 22 or more credits.
4. No more than a total of eight credits earned in excess of 16 credits per semester will be applied to the residence requirement.

Class Visitor and Audit Policies

1. *Full-time students* - will be allowed class visitor privileges with the permission of the instructor and the registrar if there is room in the class.
2. *Part-time students* - will not be granted class visitor privileges. They will be permitted to audit classes at half the non-audit part-time credit charge.

Dropping Courses Changes in registration must be completed during the drop/add period (within one week after the opening date of each semester). Permission to change courses must be obtained from the registrar of the college.

No course may be dropped without the permission of the registrar. Courses dropped without permission are recorded as “F”. Courses dropped after the drop/add period are recorded as:

WP - withdrawn passing - if the student has a passing grade in the course when it is dropped or

WF - withdrawn failing - if the student is failing when the course is dropped.

All courses dropped after the tenth week of the semester will be recorded as “F.”

Repeating Courses A student may repeat a course regardless of the grade earned. The initial grade will be followed by an “R” on the transcript and will not be used in calculating the grade point average. Only the last course will be listed for credit and the last grade will be used for calculating the grade point average.

Withdrawal From School A full-time student who wishes to withdraw from school must see the director of career development to obtain the necessary withdrawal form and receive permission to leave school. The form must be signed by the director of career development, vice president for student services, director of admissions, assistant to the vice president for business, and returned to the office of the registrar. Refunds are based upon the date of such approval. Students who withdraw before the end of the semester will receive grades of “WP” or “WF” depending on their current standing in each course. Students who withdraw without notifying the registrar will have grades of “F” recorded for all courses. (Part-time students must notify the registrar of their withdrawal.)

Grade Point Average Students must have a minimum cumulative grade point average of 2.00 in courses taken at Dordt College to meet graduation requirements. The GPA is determined by dividing

the total number of grade points by the total number of hours attempted.

A grade of “F” in a course will be computed in the student’s grade point average (this refers to both regular courses and pass/fail courses); a student who withdraws from a course prior to the expiration of 10 weeks will not have the “WF” computed in his/her GPA.

Grading System The following grading system is in effect at Dordt College:

<u>Grade</u>	<u>Points Per Hour</u>	<u>Description</u>
A	4	Exceptional
B	3	Good
C	2	Graduation level
D	1	Unsatisfactory
F	0	Failure
P	0	Pass
WP	0	Withdrawn Passing
WF	0	Withdrawn Failing
AU	0	Audit

Enrollment in Other Schools Students who are enrolled in Dordt College will not be permitted to take work for academic credit in the same semester in other schools without permission from the registrar. In no case will students be permitted to carry an academic load greater than that stated in the catalog. The registrar must approve all courses taken at other institutions in advance.

Dordt College does not offer undergraduate correspondence courses. However, if students plan to enroll in a correspondence course offered by another college or university, they should have the course approved by the office of the registrar in advance.

Pass/Fail Option Sophomores, juniors, and seniors have the option of selecting elective courses on a pass/fail (P/F) basis. The pass/fail option was adopted to provide more flexibility in program planning and to encourage students to explore many interests outside of their normal program without the worry of overload or about the effect of the grade on their grade point average. The following policies govern P/F courses:

1. A maximum of 15 credits of P/F work will apply to the 124 credits required for a bachelor’s degree; a maximum of 8 credits of P/F work will apply to the 60 credits required for an associate’s degree.
2. Students successfully completing a P/F course will have a grade of “P” recorded on their transcript. They will receive credit for the course, but no grade points. Thus, a grade of “P” will have no effect on the student’s grade point average.
3. Students failing a P/F course will have a grade of “F” recorded on their transcript. This “F” will be calculated the same way as an “F” under the normal grading system. Thus, a failing grade in a P/F course will affect the student’s grade point average.
4. Students taking a course P/F are expected to participate fully in the course. Instructors are not explicitly notified of the students taking the course pass/fail, but that information is available to them upon request.

5. Students who receive a “P” in a P/F course may not repeat the course on a graded basis.
6. Only elective courses may be taken P/F – courses required for a student’s general education program, major, or minor may not be taken P/F.
7. Departments have the prerogative to identify courses that should not be P/F.
8. Changes from A-F to P/F grading and from P/F to A-F grading may be made on forms supplied by the registrar’s office as follows:
 - P/F to A-F grading – any time prior to the last full week of classes
 - A-F to P/F grading – any time during the first two weeks of the semester
9. Students must petition the registrar’s office to have a course revert to the original grade earned when, due to a change in major, a course previously taken P/F becomes part of the student’s major.

Academic Standing A student is expected to maintain a minimum cumulative GPA of 2.00 to graduate. Students needing extra assistance in the form of individual tutors, study skills, time management, etc. should contact the staff of the Academic Skills Center, located in the lower level of the library. Students will be notified when they are not meeting the graduation minimum and will be expected to seek the necessary assistance. Academic standing is determined by the following:

	<u>ACADEMIC ALERT</u>	<u>ACADEMIC PROBATION</u>	<u>ACADEMIC SUSPENSION</u>
Total Credits Earned	Cumulative GPA is below	Cumulative GPA is below	Cumulative GPA is below
0 to 24	2.0	1.6	1.0
24 to 54	2.0	1.8	1.4
54 to 84	-	2.0	1.6
84 or more	-	2.0	1.8

Academic Alert Students who finish a semester with a cumulative GPA below the graduation requirement will be alerted to their academic status at the beginning of the following semester. Students will be informed of the support services available and encouraged to make use of them. Academic alerts may also be issued during a semester when an instructor reports that a student is in danger of failing his or her course. Academic alerts do not result in any additional restrictions of activity or loss of financial aid, but are intended to inform students of their current situation so they can take action to correct it.

Academic Probation Students who finish a semester with a cumulative GPA below the specified standard will be placed on academic probation. Students are notified by letter when placed on probation. The academic policies committee will set certain requirements for a student on probation - including a minimum GPA to be attained in the following semester. A student who has been placed on academic probation and fails to meet the requirements established by the committee the following semester will be subject to academic suspension. Probation may result in the loss of athletic eligibility and certain financial aid.

Academic Suspension Students who finish a semester with a cumulative GPA below the specified standard are subject to academic suspension from the college for a period of one semester. Students suspended from the college will be notified of their suspension immediately in writing and will be

given an opportunity to file a letter of appeal prior to the start of the next semester. Students filing an appeal must do so in writing to the registrar by the time indicated in the notification of suspension. The letter of appeal should explain the situation leading up to the suspension – including extraordinary circumstances such as serious illness, injury, or family crisis – and include a specific plan for correcting the problems. Students allowed to return on the basis of an appeal will be placed on academic probation as described above. Students who do not file a letter of appeal or whose appeal is not granted may apply for readmission after a lapse of one semester. Readmission is not automatic but is based on evidence that the circumstances leading up to the suspension have been resolved. Any student, regardless of prior academic standing, who receives less than a 1.0 GPA in any given semester is subject to academic suspension at the end of the semester.

Academic Dismissal Students who have been suspended and readmitted and who fail to meet the requirements specified by the academic policies committee will be subject to permanent academic dismissal. Any full-time student who earns no grade points in any given semester is subject to permanent academic dismissal.

Grade Reports First semester mid-term grades are reported to freshmen. These are not recorded on the permanent record but are for the purpose of indicating progress being made. Mid-term reports are obtained from the student's faculty adviser.

Final grade reports are released by the registrar's office as soon as possible after the close of each semester.

Participation in the Assessment Program Dordt College has a comprehensive assessment program to evaluate student learning. Assessment activities are an important part of the total educational program. They are scheduled into the academic calendar and embedded in academic programs. The various facets of assessment involve academic skills, academic programs and majors, and the educational goals of the general education program. Dordt College and its faculty are dedicated to evaluating the quality and effectiveness of all facets of its educational program. The purpose of assessment is to help make improvements in curriculum, student learning, and teaching.

Students will be required to participate in assessment activities. Baseline data will be collected at the freshman level, and additional assessment will occur throughout the student's academic career. The number and type of assessment activities may vary from student to student.

Official Transcripts Requests for transcripts should be submitted well in advance of the time they are required by the student. Transcripts will not be made during the week of registration or at the time semester grades and reports are being processed.

A transcript will be released only if all accounts have been settled with the college.

Transcripts are released only with the written permission of the student. They will not be sent to employers or other agencies without the permission of the student. Dordt College recognizes and desires to protect student rights of privacy, rights of access to educational data, and the right of challenging the contents of records for inaccurate or misleading information. Most records pertaining to the education of an enrolled student are open to the student upon request. Records may be released to specified persons by written consent of the student. College policies for the privacy rights of students and parents

are in compliance with the Family Educational Rights and Privacy Act of 1974. Inquiries concerning compliance should be directed to the vice president for academic affairs.

Graduation Students must make application for graduation the semester prior to their graduation. Commencement exercises are held only at the end of the spring semester. In order to participate in the commencement exercises, the student must have completed all course work for the degree. Requests for exceptions must be brought to the curriculum and academic policies committee via the registrar prior to February 1. There are no exceptions for the A.A. degree.

Academic Offerings

This section contains descriptions of programs, majors, minors, areas of concentration, fields of specialization, and courses. Semesters following course titles indicate when each course is normally offered. On rare occasions, a course may not be available when indicated because of low enrollment or unexpected staffing changes.

Courses listed as Fall Even and Spring Odd are scheduled to be offered during the 2006-2007 academic year. i.e., Fall 2006-2007 is Fall Even, Spring 2006-2007 is Spring Odd.

Academic Skills

Academic Skills courses are courses designed to help students review pre-college work with the goal of preparing the student to succeed in doing college-level work. These courses do not count toward college graduation requirements, but the credits do count toward student load for registration and financial aid purposes.

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- 50 **Basic Mathematics for College Students (3)**.....Fall, Spring
Designed for students who have not met the college mathematics entrance requirement or who need to review basic high school mathematics. Topics include properties of real numbers, evaluating and manipulating formulas, solving and graphing linear and quadratic equations, direct and inverse variation, exponents and polynomials, and additional topics such as basic data analysis, data display, and probability.
- 60 **Basic Writing for College Students (3)** Fall
Designed for students demonstrating a special need in written composition, this course is an intensive review of the skills needed to do college-level writing. The course focuses on the larger issues of presenting, developing, and supporting ideas, as well as issues of correctness at the sentence level (grammar, usage, punctuation, and mechanics).

Accounting

General Major- Business Administration 100, 201, 202, 225, 301, 302, 310, 311, 312, 313, 314, 315, 316, 320, 351; one elective course in business administration; Economics 202, 203; one elective course in economics; Mathematics 107.

Agriculture

The objectives of the course requirements in agriculture, and the other majors as well, are to enable students to develop a basic understanding of the discipline, to learn skills that will equip them to serve in God's kingdom in this area, and to prepare them for future learning experiences.

General Major- Core (common to all emphases): Agriculture 101, 105, 111, 290, 361, 370, 380, 381.

Students must select one of the following emphases:

General: Core; Chemistry 101 and 122 or 103 and 104; Agriculture 201, 221, 232; six credits from Agriculture 233, 234, 235, 238, 291, 331, 332, 334, 336, Biology 213, 302; six credits from Agriculture 251, 255, 311, 313, 314, 315, 350, Biology 115, 217, 319. Agriculture 321 and 371 are also recommended.

Agri-business: Core; Chemistry 101; Agriculture 312, 321; one course from Agriculture 201, 232, 233, 234, 235, 238, 251, 255; Business Administration 201, 202, 205, 206; Economics 202, 203; business administration or economics elective. Agriculture 371 is also recommended.

Animal Science: Core; Chemistry 101 or 103, 104 or 122; Biology 122, 213, 302; Agriculture 221, 232, 234, 291; one course from Agriculture 233, 235, 238; two courses from Agriculture 331, 332, 334, 336. Agriculture 321 and 371 are also recommended.

Biotechnology: Core; Chemistry 101 and 122 or 103 and 104; Chemistry 221, 222, 325, 326; Biology 213, 214, 302, 322, 335; Biotechnology 213; three credits from Agriculture 201, 232, 234, 291, 313, 314, 315, 332, 334, Biology 319 or 323. Students in the biotechnology emphasis must take Biotechnology 361 instead of Agriculture 361 and may substitute Biotechnology 373 for Agriculture 380 and 381 in the core requirements.

Missions: Core; Chemistry 101 or 103; Agriculture 221; Nine credits from: Agriculture 201, 232, 233, 234, 235, 238, 251, 255, 311, 350, BY 291 Sustainable Tropical Agriculture (Gordon College); Theology 231, 332, 351; one course from Theology 322 or 323; One course from Theology 211-217; Gen 235.

Plant Science: Core; Chemistry 101 or 103, 104 or 122; Biology 115, 213, 319; Agriculture 201, 221, 311; one course from Agriculture 251, 255; three credits from Agriculture 313, 314, 315; one course from 341-350. Agriculture 321 and 371 are also recommended.

Summer Program The agriculture department offers summer courses, open to sophomores, juniors, and seniors that may be applied to the emphases listed above. Courses offered will be selected from among Special Topics, Advanced Agriculture Operations, Directed Study, and Individual Studies. Contact the departmental chairperson for more information.

Associate of Arts Degree Options Area of Concentration (Associate of Arts in Agriculture) See the "Academic Program" section for the general requirements for all A.A. programs.

Agriculture 101, 105, 111, 221, 290; one course from Agriculture 201, 232; three elective credits of agriculture; Communication 110; Chemistry 101. Prescribed general education requirements include English 101, History 100, Philosophy 201, Theology 101; mathematics requirement may be met by an ACT score of 70 or higher or Mathematics 106 or 107.

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- 101 **Introduction to Animal Science (4)** Spring
Management, physiology, breeding, feeding and marketing of cattle, swine, sheep, poultry, and other animals. Three lectures and one three-hour laboratory period per week.
- 105 **Orientation and Agricultural Safety (1.5)**.....Fall, Spring
Classroom discussion and practical experience are used to familiarize students with the ASC and greenhouse and to develop understanding and competency in the areas of current agricultural production practices and safety procedures. Students will be certified in CPR and will complete first aid training. The course meets for six weeks. Two lectures, a three-hour laboratory, and three hours of scheduled activity at the ASC per week.
- 106 **Agricultural Operation and Experience (1.5)**.....Fall, Spring
Designed to give students the opportunity to develop additional skills and proficiencies in agricultural operations. Prior permission from the instructor(s) is required for enrollment. Prerequisite: Agriculture 105.
- 111 **Introduction to Plant Science (4)** Fall
This course deals with the production, management, and utilization of the major groups of economically important plants—grains, forage crops, fruits, vegetables, ornamentals, fibers, and stimulants. The effects of soil, climate, and plant pests are considered in relation to the management of various cropping situations. Three lectures and one three-hour laboratory per week.
- 201 **Nature and Properties of Soils (3)**.....Spring
A comprehensive introduction to the field of soil science with emphasis on scientific principles and their application in solutions to practical soil management problems. Two lectures and one three-hour laboratory per week. Prerequisites: Agriculture 111; Chemistry 101.
- 221 **Introduction to Farm Management and Accounting (3)**.....Spring
The study of decision making in the operation of an agricultural business using financial information and other criteria. Topics include current agricultural policy, goal setting, planning, organization of the farm business, systems management, record keeping, budgeting, balance sheets, income statements, cash flow statements, investment analysis, tax planning, and risk analysis. Two lectures and one three-hour laboratory per week. Prerequisite: Economics 200 or 202.
- 232 **Feeds and Feeding (3)** Fall
The evaluation, composition, and values of feedstuffs as they relate to animal nutrient requirements will be considered. The basics of ration formulation and feeding management will be covered for the major livestock species. Two lectures and one two-hour laboratory per week. Prerequisites: Agriculture 101; Chemistry 101.
- 233 **Principles of Dairy Science (3)**.....Spring
Dairy reproduction, physiology, lactation, breeding, nutrition, and genetics will be discussed with an em-

- phasis on scientific principles and their application to dairy science. Two lectures and one three-hour laboratory period per week. Prerequisites: Agriculture 105, 232; Chemistry 101.
- 234 **Principles of Animal Health (3)**..... Spring
Animal care and facility sanitation will be discussed, focusing on care, disease prevention, disease detection, animal treatment, pharmacology, and health programs. Three lectures per week. Prerequisites: Agriculture 101, 232; Chemistry 101. Recommended: Biology 302.
- 235 **Principles of Swine Science (3)**.....Fall Even
A study of swine care and management, physiology, diseases, equipment, reproduction, and nutrition. Two lectures and one three-hour laboratory per week. Prerequisites: Agriculture 101, 105; Chemistry 101. Recommended: Agriculture 232.
- 238 **Beef and Sheep Science (3)**..... Fall Odd
A study of beef and sheep management, production, physiology, nutrition, reproduction, diseases, equipment, facilities, and care. Two lectures and one three-hour laboratory per week. Prerequisites: Agriculture 101, 105; Chemistry 101. Recommended: Agriculture 232.
- 251 **Horticultural Plants (3)**..... Spring
The study of greenhouse, vegetable, and ornamental plants. The aesthetics, culture, physiology, and propagation of horticultural plants will be examined. Two lectures and one three-hour laboratory per week. Prerequisite: Agriculture 111 or Biology 115.
- 255 **Forage Crop Management (3)**.....Fall Even
The production and management of crops for livestock feed are considered and the establishment, growth, harvesting, preservation, and quality of these crops are examined. Primary emphasis is given to the value of major temperate region grasses and legumes as livestock feed, and the energy, protein, and other nutritional components they supply. The identification of common and alternative forage species is an important component of the course. Two lectures and one three-hour laboratory per week. Prerequisites: Agriculture 101, 111.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 290 **Perspectives on Agricultural Economics, History, and Policy (3)**.....Fall Even, Spring
The historical changes in food production, management, and processing systems are examined, and the impacts of past philosophies, religions, and worldviews on contemporary agricultural systems are discussed. Domestic and international agricultural policy is also studied. Several views on these topics are examined, and a Reformed perspective is developed. Two lectures and a one-hour small group discussion period per week. Prerequisites: Sophomore status; Philosophy 201. Economics 200 or 202 or Political Studies 201 is recommended.
- 291 **Anatomy and Physiology of Animals (4)**..... Fall
The structures and functions of the major body systems will be studied as they work together in the life processes of an animal. The nervous, skeletal, muscle, circulatory, endocrine, digestive, and reproductive systems will be examined. Three lectures and one three-hour laboratory per week. Prerequisites: Agriculture 101 or Biology 122; Chemistry 104

- 311 **Soil Fertility (3)**.....Spring Even
An integrated discussion of soil-crop yields relationships with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilizers and manure in crop production. Three lectures per week. Prerequisites: Agriculture 111, 201; Chemistry 101 or 103.
- 312 **Marketing of Agricultural Products (3)** Fall
An analysis of agricultural marketing systems, factors determining agricultural prices, and farmer marketing management. Topics include setting marketing goals, government price institutions, contract and futures markets, and marketing under risk and uncertainty. Three lectures per week. Prerequisite: Agriculture 221.
- 313 **Weed Science (2)**.....Spring Odd
A survey of weed species, weed biology and ecology, and the methods by which weed populations can be managed. Weed identification and methods of managing weed populations will be emphasized. Two lectures per week. Prerequisites: Agriculture 111 or Biology 115; Chemistry 101, 122.
- 314 **Plant Pathology (2)**.....Spring Even
An introduction to the principles of plant pathology. Attention will be given to the identification, physiology, ecology, life cycles, and appropriate control methods of major plant diseases. Nematodes, bacteria, fungi, viruses, and abiotic factors causing plant disease will be considered. Two lectures per week. Prerequisites: Agriculture 111 or Biology 115; Chemistry 101, 122.
- 315 **Entomology and Pest Management (3)**..... Fall Odd
An introduction to entomology and insect-pest management including insect biology, taxonomy, ecology, life cycles, and integrated pest management. Three lectures per week. Prerequisites: junior standing, Agriculture 111 or Biology 115; Chemistry 101, 122.
- 321 **Advanced Farm Management (3)**..... Fall
Christian concepts of stewardship and justice in agriculture, advanced planning techniques, investment analysis, agricultural finance, decision-making under risk and uncertainty, intergenerational transfer of the family business, governmental regulation and promotion of agriculture. Three lectures per week. Prerequisites: Agriculture 221 or Business Administration 100, 201 and 205; Economics 200 or 202.
- 331 **Reproductive Physiology (1.5)**Spring Even
A study of the principles of reproductive physiology and lactation focusing on the major classes of livestock. Students will use these principles to develop an understanding of reproductive management techniques and will examine the ethics of reproductive technologies. Two lectures and one three-hour laboratory per week for seven weeks. Prerequisites: Agriculture 291; Chemistry 101.
- 332 **Advanced Animal Nutrition (1.5)**.....Spring Odd
A problem-solving approach will be taken to examine the nutrient requirements of animals in different production systems. The methods that can be used to meet those requirements will be evaluated. Ration formulation will be discussed as it relates to the different digestive systems and production requirements. Two lectures and one three-hour laboratory per week for seven weeks. Prerequisites: Agriculture 232, 291; Chemistry 122.
- 334 **Applied Animal Breeding (1.5)**.....Spring Even
Quantitative genetic principles will be applied to livestock production systems. Improvement programs utilizing selection practices and mating systems will be discussed. Two lectures and one three-hour laboratory per week for seven weeks. Prerequisites: Agriculture 101; Chemistry 101. Recommended: Biology 213.

- 336 **Meat Science (1.5)** Spring Odd
The processes of converting muscle tissue into meat and factors affecting meat quality will be studied. The role of the producer, packer, USDA, and consumer in quality and safety issues will be examined. Two lectures and one three-hour laboratory per week for seven weeks. Prerequisites: Agriculture 101; Chemistry 101.
- 337 **ECHO Agricultural Missions Conference (1)** Fall
Participation in the major agricultural mission conference held the second week in November in Fort Myers, Florida. The Educational Concerns Hunger Organization hosts this international conference, which focuses on agricultural missions, cross-cultural issues, and community development. Prerequisite: sophomore standing. [Cross-listed: Theology 337]
- 341- **Special Topics (3)** Occasional
348 Courses vary from year to year and are designed to meet special student interests and utilize staff strengths and talents of experts in the community. Each course covers material not usually treated in regularly scheduled courses.
- 350 **Field Crop Production and Management (3)** Fall
Grain and forage production in the North Central Region of the US is investigated using lectures, group projects, field trips, and production and research experiences at the ASC. The role of grains in world food production is examined, and students are challenged to find solutions to the problems frequently associated with grain production. Students collect and analyze field crop data and explore sustainable crop production methods and systems. The investigation of new and innovative crop production strategies is an important component of the course. Two lectures and one three-hour laboratory per week. Prerequisites: Agriculture 105, 111, 221; one course from Agriculture 201, 251, 255, 311, 313, or 315.
- 352 **Advanced Agricultural Operations (2)** Summer
Field trips, ASC involvement and responsibility, and class discussions are utilized to enhance student operational, decision-making, and management skills in plant and/or livestock production enterprises. One lecture/discussion period and eight hours of ASC contribution per week, plus one overnight and two day-long field trips. Prerequisites: Agriculture 101, 105, 111, 290.
- 353 **Advanced Agricultural Operations (2)** Summer
A continuation of Agriculture 352.
- 361 **Senior Seminar (3)** Spring
An integration of departmental courses, research, and analysis of current topics with emphasis on Christian perspective for persons involved in agriculture. Issues will include government policies, world hunger, the family farm, meat production, and others. Three lectures per week. Prerequisite: senior standing in the agriculture department.
- 370 **Agroecology (4)** Fall
This course is an introduction to the principles of agricultural ecology, with an emphasis on the role of Christians as caretakers of creation. The characteristics of agroecosystems and natural ecosystems are compared. Topics include world food production, the development of agroecosystems, the hydrologic cycle, nutrient cycling, aquatic systems, diversity, and succession. The interaction of agroecosystems with surrounding ecosystems is studied, and the utilization of ecological principles in agroecosystem design and management are examined. Three lectures and one three-hour laboratory per week. Prerequisites: junior or senior standing, Agriculture 111 and 101 or Biology 115 and 122; Chemistry 101.

- 371 **Practicum (3)**.....Fall, Spring
 Students are given the opportunity to apply the principles of agriculture and business in an off-campus assignment. Ten hours per week at an off-campus site. Prerequisite: senior standing in the agriculture department.
- 380 **Directed Study - Class Component (1.5)** Fall
 Students, in groups of two or three, design a study of particular interest to them with the guidance of a faculty member in the agriculture department. The course involves identifying a relevant problem or question, reviewing background information, preparing a study proposal, and obtaining the agriculture department's approval of the proposal. Class meets one period per week (Tuesday or Thursday). Prerequisites: junior or senior standing and completion of Agriculture 101, 105, 111; and Agriculture 290 or 370.
- 381 **Directed Study - Project Component (2.5)**Fall, Spring, Summer
 A continuation of Agriculture 380. Students, working in groups of two or three, will collect and analyze data, evaluate the findings from a Christian perspective, and present their results in written and oral form. Research will typically be conducted during the spring or summer semester with a presentation the following fall (for seniors taking the course the presentation will be at the end of spring semester). Prerequisite: Agriculture 380.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See "Individual Studies" section of "Academic Offerings."

American Studies

General Minor- History 201; one course from English 201, 202, 203, 321; one course from Art 210 or Music 220; one course outside the student's major discipline from Economics 309, Political Studies 212, 322, Social Work 216; two additional courses outside the student's major discipline from Art 210, Music 220, English 201, 202, 203, 321, History 305, 306, 308.

Art

General Major- Art History emphasis: Art 201, 202, 207, 208, 209, 210, 216; two courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340.

Fine Arts Studio emphasis: Art 201, 202, 216, 302, 370; three courses from Art 207, 208, 209, 210; two courses from Art 218, 225, 228, 230, 240; two courses from Art 316, 318, 325, 328, 330, 340; one course from Art 352, 366, 368, 375, 378, 380, 390, 395; Philosophy 206.

Graphic Design emphasis: Art 201, 202, 209, 228, 230, 240, 340, 370, 390, 395; Art 225 or 302; Business Administration 206.

Pearchitectural Design Emphasis: Art 201, 202, 207, 208, 209, 240, 340, 370, 390; three courses from Art 225, 228, 230, 302, 395; Business Administration

206; Chemistry 103; Environmental Studies 151; Mathematics 112; Physics 201; Engineering 103, 104, 202, 210, 212, 310, 390.

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” on pages 112-134.

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- 201 **Design Theory (3)**..... Fall
 Manipulation of two-dimensional design through the use of the basic art elements: line, shape, value, color, texture, and space. The course is intended to develop a visual vocabulary and an imaginative approach to design. Required of all majors and minors.
- 202 **Drawing I (3)**..... Fall, Spring
 Acquiring the basic skills of drawing through an objective investigation of reality. Common media and tools are used. Required of all art majors and minors.
- 207 **Art History: Ancient and Medieval (3)**..... Fall Odd
 This course is the first of a three-semester survey of the history of the visual arts. It investigates the role of the visual arts in the historical and cultural development of world civilization between prehistory and the 14th century.
- 208 **Art History: 14th to 19th Centuries (3)** Spring Even
 This course is the second part of a three-semester survey of the history of art. It covers the history of architecture, painting, and sculpture from the 14th century through the 19th century.
- 209 **Art History: Contemporary Art and Architecture (3)**..... Fall Even
 This is the third course in an historical survey of art and architecture. The course will begin with the foundations of modernism in the last half of the 19th century and then cover the plurality of styles in the 20th century.
- 210 **Non-Western Art History (3)**..... Spring Odd
 This course studies non-European art and culture including Islamic art, Japanese art, and Chinese art.
- 211 **Teaching Art in the Elementary School (3)** Fall
 A course for art majors and minors designed to provide a detailed study of methods, materials and techniques of art education in the elementary school.
- 216 **Sculpture I (3)** Spring
 An introductory course emphasizing 3-D design, utilizing a variety of materials including clay, wood, plaster, stone, and mixed media.
- 218 **Ceramics I (3)**..... Fall
 An introduction to clay and the basic process of slab, pinch, coil and wheel-thrown constructions. Class size is limited.
- 225 **Painting I (3)** Fall
 An introduction to painting, emphasizing techniques and methods of communicating ideas visually. Class size is limited. Prerequisite: Art 201 or 202.

- 228 **Printmaking I (3)** Spring
 An introduction to some basic printmaking methods: serigraphy, linocuts, collographs, and intaglio. Class size is limited. Prerequisite: Art 201 or 202.
- 230 **Photography I (3)**..... Spring
 An exploration of black and white photography as an art form. Students must provide their own 35mm camera. Class size is limited.
- 240 **Graphic Design I (3)**..... Fall
 An introductory class in the use of the Macintosh computer, covering basic layout software, object-oriented drawing software, and a paint program for scanning, image manipulation and their use in graphic design. Through assignments that address the functional and experimental aspects of typography, students explore the interaction of form and meaning in typographic design. This course provides an initial exploration of visual communication issues and applications along with design methodology. Prerequisite: Art 201, Art 202 or permission of instructor.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
 283 See "Individual Studies" section of "Academic Offerings."

Note: Courses 302-340 are continuations of the introductory media courses. Each 300-level media course has a corresponding 200-level media course as its prerequisite. Permission of instructor is also required.

- 302 **Drawing II (3)** Fall
- 316 **Sculpture II (3)**..... Spring
- 318 **Ceramics II (3)** Spring
- 325 **Painting II (3)** Spring
- 328 **Printmaking II (3)** Fall
- 330 **Photography II (3)** Fall
- 340 **Graphics II (3)** Spring
 A continuation of Art 240, students apply their growing knowledge of the interaction between typography and visual form to specific design situations. Type/image relationships are important aspects of this course; typographic syntax and arrangement are stressed. Design methodology, research, the development of a variety of ideas, and print production technology is emphasized. Prerequisite: Art 240.
- 341- **Special Topics (3)**.....Occasional
 348 These courses vary each year and are intended to utilize various staff talents and communal expertise while involving the student in in-depth studies of art and art history.
- 352 **Drawing III (3)**..... Fall
 Prerequisites: Art 202, 302, permission of the instructor

- 366 **Sculpture III (3)** Spring
Prerequisites: Art 216, 316, permission of the instructor
- 368 **Ceramics III (3)** Spring
Prerequisites: Art 218, 318, permission of the instructor
- 370 **Senior Seminar in Art (3)** Fall
A critical examination of contemporary problems and trends in the field of art. The course will include readings, discussions, a paper or presentation, critique of current exhibitions, and a senior art show.
- 371 **Art Internship (1)** Fall, Spring
A professional opportunity for the art major to apply the knowledge, principles and skills gained in the classroom in an actual work place environment. Prerequisites: level I art course in area of internship and permission of instructor (Art 202, 216, 225, 228, 230, 240 or one of the following: Art 207, 208, 209, 210).
- 372 **Art Internship (2)** Fall, Spring
A professional opportunity for the art major to apply the knowledge, principles and skills gained in the classroom in an actual work place environment. Prerequisites: level II art course in area of internship and permission of instructor (Art 302, 316, 325, 328, 330, 340 or two of the following: Art 207, 208, 209, 210).
- 373 **Art Internship (3)** Fall, Spring
A professional opportunity for the art major to apply the knowledge, principles and skills gained in the classroom in an actual work place environment. Prerequisites: level III art course in area of internship and permission of instructor (Art 352, 366, 375, 378, 380, 390 or three of the following: Art 207, 208, 209, 210).
- 374 **Art Internship (4)** Fall, Spring
A professional opportunity for the art major to apply the knowledge, principles and skills gained in the classroom in an actual work place environment. Prerequisites: level III art course in area of internship and permission of instructor (Art 352, 366, 375, 378, 380, 390 or three of the following: Art 207, 208, 209, 210).
- 375 **Painting III (3)** Fall, Spring
Prerequisites: Art 225, 325, permission of the instructor.
- 378 **Printmaking III (3)** Spring
Prerequisites: Art 228, 328, permission of the instructor.
- 380 **Photography III (3)** Fall
Prerequisites: Art 230, 330, permission of the instructor.
- 390 **Graphic Design III (3)** Fall
A continuation of Art 340, this advanced course presents complex design situations. Students are involved in extended projects such as identity systems with various components including web site design, families of package design, utilitarian design or poster designs developed in a series. Students are expected to cultivate and demonstrate a high level of comprehension about the interrelationship between visual form and meaning. Prerequisites: Art 240, 340, permission of the instructor.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

- 395 **Graphic Design IV/Animation (3)**..... Spring
 This course is an introduction to the art of 2-D and 3-D digital graphics animation and interactivity for video, the Web and DVD. Students will gain knowledge of digital animation and its history. Projects are centered on getting hands-on experience and will integrate learning with real-world video production. The course also focuses on planning, design, and production using lectures, demonstrations, workshops, and screenings. Students will focus on using the most popular software programs. Prerequisites: Art 240, 340, 390, permission of the instructor.

Astronomy

- 121 **Solar System Astronomy (3)**..... Fall Odd
 An introduction to planetary astronomy, with emphasis on recent discoveries about planets and satellites and their implications for an improved understanding of our Earth. Theories concerning the origin of the solar system will also be discussed. Two lecture hours and three observation/laboratory hours per week or three lecture hours per week. Prerequisite: one year of high school algebra. [Cross-listed: Earth Science 121]
- 122 **Stellar and Galactic Astronomy (3)**.....Spring Even
 An introduction to stellar and galactic astronomy. Discussion of the kinds of stars, their origins, energy production, and final collapse; the nature of nebulae, star clusters, black holes, galaxies and quasars; modern cosmology; extra-terrestrial life. Two lecture hours and three observation/laboratory hours per week or three lecture hours per week.

Biology

The biology major is divided into a three-tier curriculum including foundational principles, distribution/exploration, and directed research. Integrative threads in biblical perspective, biological structure, unity and diversity, historical context, and environmental stewardship are treated throughout the major. The major includes five cognate support courses in chemistry. A course in technical writing is highly recommended.

General Major- Biology 115, 122, 200, 213, 358, 380; *one botanical science course from Biology 217, 316, 319, Agriculture 251, 313-314; *one zoological science course from Biology 201, 202, 301, 304, 312, Agriculture 315, Environmental Studies 270; *Four 3- or 4-credit courses including at least two biology courses from the following: Biology 201 or above, Agriculture 251, 313-314, 315, Environmental Studies 210, 270, and 320.

*Courses may be used from off campus study sites such as the Au Sable Institute or the Latin American Studies Program, if appropriate and approved.

Students must select one of the following chemistry cognates:

For graduate school or one of the allied health professions: Chemistry 103, 104, 221, 222, 325. Physics 115, 116, Mathematics 107 or 206 are recommended.

For analytical, technical support work or a career in natural history: Chemistry 103, 104, 122, and two courses from 212, 312 or 251.

For service in the pharmaceutical or molecular biology fields: Chemistry 103, 104, 221, 222, and one course from 212, 312, 325, or 251.

The Biotechnology/Molecular Biology emphasis retains the organismic foundations of the general biology major, but focuses on cellular and molecular biology. The link between organismic and molecular biology is emphasized in a course on bioinformatics, and the program includes a strong science foundation with course work in chemistry, mathematics, and physics. The program also includes an internship within the biotechnology field.

Biotechnology/Molecular Biology Emphasis—Biology 115, 122, 200, 213, 214, 302, 322, 323, 335, 358, 380; Biotechnology 213, 361, 373; one zoological course from Biology 201, 202, 301 or 304; one botanical course from Biology 217 or 319; Chemistry 103, 104, 221, 222, 325, 326; Mathematics 107, 111; Physics 115, 116.

For descriptions of the *SECONDARY* and *ELEMENTARY* majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

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- 101 **Biological Science (3)** Fall
A study of the nature of organisms and their functioning based on an understanding of how the human body functions. Some bioethical questions (such as abortion and aging) are explored. The course also provides a brief survey of plants and animals and a Christian perspective on the biotic world. A biology course designed for non-majors.
- 102 **Biological Science (3)** Spring
A study of the functioning of organisms in the major terrestrial and aquatic environments. This ecological perspective emphasizes the interactions among the organisms and their physical environment. This includes the effect and responsibility man has in the ecosystem in which he has been placed. The biology of different types of organisms and the major biomes (environments) in which they can be found are studied. Past fossil communities and genetics are also covered. Designed for non-majors.
- 115 **General Botany (4)** Fall
An introductory study of the anatomy, physiology, taxonomy, and ecological importance of major plant groups. Three lectures and one laboratory period of three hours per week.
- 122 **General Zoology (4)** Spring
A study of the anatomy, physiology, ecology, taxonomy, and economic importance of the invertebrate and chordate animals. Three lectures and one laboratory period of three hours per week.

- 200 **Principles of Ecology and Field Biology (3)** Fall
An introduction to ecological studies including topics in ecosystem and community structure, nutrient cycling, energy flow, limiting factors, and population interrelationships. The laboratory will emphasize study of local flora and fauna via field work. At least two Saturday field trips. Two lectures and one laboratory period per week or three lectures per week. Prerequisite: one year of college biology.
- 201 **Human Anatomy and Physiology I (4)** Fall
An introduction to the study of human biology, with emphasis on the structures and functions of the organ systems of man. Three lecture hours and one laboratory period of two hours per week. Not open to freshmen; an introductory course in Chemistry is recommended.
- 202 **Human Anatomy and Physiology II (4)** Spring
A continuation of Biology 201.
- 210 **Nutrition (3)** Fall
A study of the essential nutrients and their functions. Attention will be given to meal planning, weight control, and diets for special conditions. Three lectures per week. Open to biology majors only when enrolled in the pre-nursing or secondary or elementary education programs. [Cross-listed: HPER 211.]
- 213 **Genetics (3)** Spring
An introduction to the principles of inheritance and variation in plants, animals, microbes, and man. Three lectures per week. Prerequisites: Biology 115, 122, or permission of instructor.)
- 214 **Genetics Laboratory (1)** Spring
A laboratory course investigating the inheritance of traits in plants, animals, bacteria, and fungi. Participants will make controlled crosses, do cytogenetic analysis, and utilize the techniques of molecular genetics to manipulate and analyze DNA. The course is designed for students preparing for graduate school, medical school, secondary education, or another area in which a practical knowledge of genetic techniques is particularly useful. Co- or prerequisite: Biology 213.
- 217 **Plant Morphology (4)** Fall Odd
A comparative study of the structure, reproduction, life habits, and relationships of the major plant groups. Three lectures and one laboratory period of three hours per week. Prerequisite: Biology 115.
- 227 **Paleontology (3)** Fall Even
An introduction to the major fossil plants and animals, and the environments (paleoecology) in which they are found. Three lectures, or two lectures and a two-hour laboratory per week. The course includes several Saturday field trips and one weekend field trip to the Pella area. Prerequisite: Biology 122 or permission of instructor. [Cross-listed: Earth Science 227]
- 251 **Perspectives on Origins (3)** Fall Even
A study of some theories of the origin of life, of man, and of the universe, including the history of evolutionism, and examination of the evidences for and against various theories. Christian and non-Christian approaches are evaluated. Not open to freshmen. Prerequisite: one college science course.
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."

- 300 **Conservation Biology (3)**Spring Even
An upper level course emphasizing principles of applied population and community ecology, including the biology of endangered and threatened species, their conservation, and restoration. The course will be developed in the context of Christian environmental stewardship principles. The class will meet in seminar/discussion format. Occasional field trips. Prerequisite: Biology 200. [Cross-listed: Environmental Studies 300.]
- 301 **Developmental Biology (3)**Fall
A study of the development of representative vertebrates and invertebrates including fruit fly, sea urchin, frog, fish, and chick. Two lectures and one laboratory period of three hours per week. Prerequisite: Biology 122. (Biology 213 is recommended).
- 302 **Microbiology (4)**.....Spring
A study of the form, structure, and classification of microorganisms, including an introduction to viruses. Course emphasis is on bacteria, general laboratory techniques, culturing and control of microbial growth. A substantial portion of the course will deal with immunologic processes: antibodies and antigens, host-antigen reaction, bursal and thymic influences on lymphoid cells, humoral and cellular response mechanisms, and non-specific host defense mechanisms. Three lectures and one laboratory period per week. Prerequisite: Biology 115, 122 or permission of instructor.
- 304 **Histology (4)**Spring Even
A study of the microscopic anatomy of animal tissues and organs, with emphasis on the relationship between structure and function. Two lectures and two laboratory periods of two hours per week. Prerequisite: Biology 122.
- 312 **Comparative Chordate Anatomy (4)**Occasional
A comparative study of the anatomy of chordate animals. Two lectures and two laboratory periods of three hours per week. Prerequisite: Biology 122.
- 316 **Local Flora (3)**Fall Even
A course in field biology and taxonomy of local vascular plants. Emphasis will be on the native vegetation of the tall-grass prairie landscape and its associated gallery forests and wetlands. Based on local studies, comparisons will be made with other geographic plant complexes. Two class periods per week, plus extensive lab and field work including weekend field trips. Prerequisite: Biology 115 or equivalent.
- 319 **Plant Physiology (3)**.....Spring Odd
A study of the basic functional aspects of plant growth, development, and reproduction. Lecture topics will include water relations, nutrient relations, translocation, photosynthesis, flowering, fruiting, seed germination, growth, development, and phytohormones. Two lectures and one three-hour laboratory period per week. Prerequisite: Biology 115; Chemistry 103, 104.
- 322 **Molecular Biology and Biotechnology (4)**.....Spring Odd
An introduction to the theory of the molecular mechanisms of eukaryotic and prokaryotic gene expression, with applications for biotechnology. Laboratory work will include use of recombinant DNA and transformation techniques, polymerase chain reaction, blotting techniques and computer based sequence analysis. Social and ethical ramifications of biotechnology will be discussed from a Christian perspective. Three lectures and one laboratory of three hours per week. Prerequisites: Biology 214, Chemistry 103 and 104, or 101 and 122.

- 323 **Bioinformatics (3)**..... Fall Odd
An introduction to the study of genomics and proteomics. Students learn to access and analyze gene and protein sequences from web databases and use this information to understand better the biology of the organism. Topics include genome structure, sequence analysis, fingerprinting, protein structure, molecular modeling, and microarrays. The relationship between the organism and its genetic information and potential abuses of bioinformatics will also be addressed. Three lectures per week. Prerequisite: Biology 213. First offered fall, 2007.
- 335 **Cell Biology (3)** Fall
A study of the morphology and physiology of the cell, its organelles and its constituents. A unit on transmission electron microscopy will be a part of the course. Three lectures per week. Prerequisites: Biology 115, 122; Chemistry 103, 104.
- 348 **Special Topics (3)** Occasional
These courses will vary from year to year and are offered as student demand and instructor availability permit. They are designed to open additional areas of biological inquiry.
- 355 **Research (1)** Fall, Spring
Laboratory, field, or library research on an approved topic, supervised by the department staff. Strongly recommended for majors (sophomores, juniors, and seniors). This course can also be seen as preliminary to Biology 391.
- 356 **Research (1)** Fall, Spring
A continuation of Biology 355.
- 357 **Medical Terminology (1)** Fall, Spring
The course is designed for students in the pre-health professions and secretarial science—medical emphasis. Students will learn medical terminology and its meaning within the context of the healing professions. Programmed texts and computer software will be used, with regular testing periods throughout the semester. It is suggested that Biology 101 or its equivalent be completed before taking this course. Graded on a pass/no record basis.
- 358 **Introduction to Biological Research (1)** Fall, Spring
This is a mini-course designed to prepare students for directed senior research. The course will introduce the idea and practice of biological research. It will include the nature and scope of a research project, how to conduct literature searches, and how to design methods and protocols for problem solving. The class will meet weekly in seminar or tutorial format. Students will be expected to make two short presentations, finalize their proposal for Biology 380, and (if appropriate) begin the work for the directed research project. Prerequisite for Biology 380. (Graded on a pass/fail basis.)
- 380 **Directed Senior Research (3)** Fall, Spring
A senior-level research course that focuses on problem solving and critical thinking in the biological sciences. The project will be chosen and conducted interactively with a staff mentor(s). Research should begin in the context of earlier courses and library literature and extend to the lab and field on or off campus. Project results are to be presented in a peer seminar. Prerequisites: Biology 358; junior or senior standing and an approved application and proposal prepared one semester before the work begins.

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See “Individual Studies” section of “Academic Offerings.”

Biotechnology

Dordt College offers emphases in Biotechnology in the following academic areas: Agriculture, Biology, Business Administration, and Computer Science. For details of each emphasis, consult the appropriate section under each department.

- 213 **Introduction to Biotechnology (3)** Spring
 This course provides an introduction to the field of biotechnology. It discusses the foundations and principles of biotechnology, particularly in the context of the cultural mandate. It reviews the historical development of biotechnology and contrasts recent advances with “conventional” biotechnology. Students will critically evaluate current applications of biotechnology using a reformed, biblical perspective. Suitable for students in all majors. Prerequisites: one life science course or a score of 24 or higher on the science component of the ACT test; sophomore standing.
- 361 **Senior Seminar (3)**..... Spring
 A capstone course involving various methods including, but not limited to Investigative Case-Based Learning (ICBL) to critically examine, from a reformed, Christian perspective, a variety of aspects of particular biotechnology applications ~ biological, engineering, economic, political, and philosophical. The course meets in a seminar/discussion format and culminates in formal student presentations. Prerequisites: Biotechnology 213 and senior standing. Required for all students in a biotechnology program. First offered spring, 2008.
- 373 **Internship (3)**.....Fall, Spring, Summer
 Students are involved in molecular biology research at a local biotechnology firm or in a molecular biology laboratory. Projects will be approved and progress will be monitored at regular intervals by a faculty member. Includes a written report submitted at the end of the specified time period. Prerequisites: Biology 322 or 323; Biotechnology 213. Designed for biology or agriculture students in the biotechnology emphasis.

Business Administration

General Major- Core (common to all emphases): Business Administration 100, 201, 202, 205, 206, 225, 301, 351; Economics 202, 203.

Students must select one of the following emphases: (Please note: students choosing the Human Resource Management emphasis or minor should also take Psychology 201 to meet the general education Social Science requirement)

Biotechnology: Core; Biology 115 or 122; Biology 213; Biotechnology 213, 361; Chemistry 101, 122; Environmental Studies 151; Mathematics 107.

- General Business: (recommended for people interested in general business administration, marketing, or economics.) Core; three business administration electives; one economics elective; one elective from business administration or economics.
- Finance: Core; Business Administration 226, 315, 325, 326; Economics 303; Math 107, 111.
- Human Resource Management: Core; Business Administration 207, 333; Communication 228, 260; Mathematics 107; Psychology 210, 333; two electives from Communication 220, 222, English 305, Psychology 204, 376, or Sociology 216.
- Information Systems: Core; one business administration course elective; Computer Science 111, 120, 131, 220; one from Computer Science 211, 231, 320; one Economics course; Mathematics 107, 111.
- Public Administration: Core; Political Studies 214, 245, 212 or 332, 333; Communication 228; Business Administration 320; one course from Economics 303, 321; Economics 315.

General Minor-

- Human Resource Management: Business Administration 205, 207, 333; Communication 228, 260; Psychology 210, 333.

Associate of Arts Degree Option

Area of Concentration (Associate of Arts - Administrative Assistant) See the "Academic Program" section for the general requirements for all A.A. programs.

Business Education 105, 112, 113, 321, 322; Business Administration 100; one course from Business Education 203 or Business Administration 201; one elective from business administration; two electives in any combination of business administration, communication, or English writing courses; Communication 110. (General education requirements must be met by the following specific courses: English 101, 200. Students must meet the general education mathematics requirement.)
 Note: Medical Emphasis Option includes Biology 201 and 202, or 357.

- 100 **Computer Literacy for Business/Accounting Majors (3)**Fall, Spring
 This course teaches computer skills needed for an entry-level position in a technologically oriented business. Areas of study include word processing, spreadsheet, presentations, database, Internet, data interpretation and integration, computer terminology, purchasing criteria, ethics, stewardship, Windows operating system basics, file management, and information search and retrieval. Students will demonstrate skills through proficiency tests. Self-disciplined students who have experience using several application programs and don't mind using help screens, may take Business Administration 100B in the spring semester as an independent study. Required for, and enrollment preference given to, all accounting, business, business education and administrative assistant majors.

- 201 **Principles of Accounting (3)** Fall
 Introduces the concepts and terminology of accounting and financial reporting for modern business enterprises. The course is centered around analyzing and interpreting accounting information for use in making decisions about organizations. There is a special emphasis on analyzing the balance sheet, the statement of income and expense, the statement of cash flows and the statement of stockholders' equity. Additional emphasis is placed on problem-solving, critical thinking, and communications skills that are necessary for forming conclusions about business activities and to communicate these conclusions to others.
- 202 **Principles of Accounting (3)** Spring
 An introduction to managerial accounting, presenting basic accounting concepts that are important to management decisions. Emphasis is placed on analyzing and interpreting accounting information that enables management accountants to work with managers from other areas, particularly marketing and operations, and to make decisions about costing, pricing, and production. The tools and information that are important are described within the decision framework rather than as isolated accounting procedures.
- 205 **Principles of Management (3)** Fall, Spring
 An introductory course in management theory and practice. Major topics covered include planning and strategic management, organizational design, leadership and motivation theory, and control mechanisms. Prerequisite: sophomore standing.
- 206 **Principles of Marketing (3)** Fall, Spring
 A study of marketing institutions, channels of product distribution, problems of price determination, promotion methods, government influences, and ethical problems facing marketing personnel.
- 207 **Human Resource Management (3)** Fall
 Introduces students to the role that Human Resource Management (HRM) plays in organizational settings. Course content is geared towards developing the foundational body of knowledge required of entry-level HRM practitioners and is organized around the four core areas of HRM expertise: staffing and recruitment, employee and organizational development, compensation and benefits administration, and labor relations. Prerequisite: Business Administration 205.
- 225 **Introduction to Finance (3)** Fall
 An introduction to the theory, issues, and practice of business finance. Key components include valuation of financial assets, financial planning and control, working capital management, and capital budgeting. Prerequisite: Business Administration 201.
- 226 **Personal Financial Management (3)** Spring
 Prepares students for the many personal/family financial decisions that they will be making during their lives and provides insight and encouragement for making those decisions in a way that glorifies God.
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
 283 See "Individual Studies" section of "Academic Offerings."
- 301 **Business Law I (3)** Fall
 Business and non-business students will benefit from this basic course in law that includes among other areas, an overview of constitutional law, personal injury, insurance law, employment law and contracts. A generous portion of time is devoted to interesting cases, including *Roe v. Wade*.

- 302 **Business Law II (3)** Spring
A continuation of Business Administration 301, expanding on important areas of law such as personal injury, property law and contracts. Students learn the elements of buying a house, making a will, and forming a sales contract. Case study includes the notorious spilled-cup-of-coffee case, McDonald's v. Liebeck.
- 304 **Entrepreneurship/Small Business Management (3)**..... Fall Odd
A study of the importance of entrepreneurship in both the for-profit and not-for-profit sectors to the development of a society, with emphasis on the different paths to business concepts, interactions with entrepreneurs, and the development of a business plan. Prerequisite: Junior or senior standing, or permission of instructor.
- 306 **Marketing Management (3)** Spring
Prepares students to manage the interacting forces in the market to facilitate exchange processes between the producer and consumer. Strategic planning in relation to product development and its introduction in the market place within acceptable ethical standards will be discussed. Prerequisites: Business Administration 205 and 206, junior or senior standing.
- 307 **Production and Operations Management (3)** Fall Odd
Designed to acquaint students with the theory underlying production and operations management, to give them practice in solving the kinds of problems confronted by managers of production and service operations, and to inform them of the opportunities and challenges in the field. Prerequisites: Business Administration 202, junior or senior standing.
- 308 **Advertising (3)** Fall
A study of the principles and practices of advertising, promotion, and public relations strategy from a Christian perspective. A study of legal and ethical aspects of advertising and promotion, and application of effective procedures. Prerequisites: Business Administration 206, junior or senior standing.
- 310 **Intermediate Accounting I (3)**..... Fall
Analysis of financial accounting theory and current practice. Analysis of problems concerning valuation of assets, evaluation of liabilities and capital structure, communication and reporting of financial information. Prerequisite: Business Administration 202.
- 311 **Intermediate Accounting II (3)** Spring
Continuation of Business Administration 310, includes special financial reports and financial analysis.
- 312 **Advanced Accounting (3)**..... Fall
A comprehensive study of accounting problems of partnerships, consolidations, branch operations, bankruptcies, estates, trusts, etc. Prerequisite: Business Administration 202.
- 313 **Cost Accounting (3)** Spring Even
A study of measurement and evaluation of production costs, including job order costing, process costing, standard costing, and quantitative methods of costing. Prerequisite: Business Administration 202.
- 314 **Auditing (3)** Spring
A working knowledge of principles and procedures of professional auditing and accounting with special emphasis on AICPA standards and professional ethics. Prerequisites: Business Administration 311, 312.

- 315 **Federal Income Tax (3)** Fall
A study of federal income tax regulations and forms, based on the Internal Revenue Code, with primary emphasis on tax problems for the individual. Prerequisite: Business Administration 201 or Business Education 203, or permission of instructor.
- 316 **Advanced Federal Income Tax (3)**..... Spring Odd
A study of federal income tax regulations and forms, based on the Internal Revenue Code, with primary emphasis on corporations, partnerships, S corporations, estates, and trusts. Prerequisite: Business Administration 315.
- 320 **Not-For-Profit-Accounting (3)**..... Fall Odd
Accounting methods and managerial analyses employed for governmental bodies and private and public not-for-profit institutions. Prerequisites: Business Administration 201 and 202.
- 325 **Advanced Financial Management (3)**.....Spring Even
The study of advanced topics in financial management, such as risk analysis, capital structure, dividend policy, mergers, acquisitions, foreign investment, etc. Case analysis will be used extensively. Prerequisites: Business Administration 202 and 225.
- 326 **Investments Management (3)**.....Spring
The study of all types of investments with primary emphasis on stocks, bonds, and related securities. Includes a discussion of the function of securities markets and institutions and portfolio management. Prerequisite: Business Administration 225 or permission of instructor.
- 327 **Introduction to Insurance and Risk Management (3)**Spring
Addresses the fundamental issues of risk management, property insurance, liability insurance, life and health insurance, the insurance market, and the operation of insurance companies. Topics to be discussed include the functions of insurance, government regulation, the nature and legal characteristics of insurance documents, marketing, loss adjustment, social insurance programs, employee benefit plans, re-insurance and the international role of insurance underwriting. Open to juniors and seniors.
- 330 **International Business (3)** Spring Odd
A study of the special problems involved in doing business across national boundaries, with emphasis on the economic basis for trade, and the impact of religious, cultural, and political environments on business practice. Includes an evaluation of the management, marketing, and financial practices of multinational corporations from a Christian perspective. (Credit will be granted for either this course or the International Marketing course taught in the Netherlands, but not both.) Prerequisites: Business Administration 206, Economics 202, junior or senior standing.
- 333 **Strategic Human Resource Management (3)**.....Spring
An advanced course in Human Resource Management (HRM). Specific emphasis is placed on the critical strategic role that HRM plays in the success of any organization and the application of HRM practices and theory via case studies and interactive in-class exercises. Prerequisites: Business Administration 205, 207, senior standing.
- 341-348 **Special Topics (3)**Occasional
Courses on different topics of special interest, utilizing individual instructor strengths, interests, and competencies. Each course selected will involve a topic not usually treated in depth in regularly scheduled courses.

- 351 **Senior Business Seminar (3)**Fall, Spring
An integration of departmental courses involving student research and analysis on current topics in business and economics, with primary emphasis on Christian perspectives for the businessperson. Required for business administration seniors.
- 371- **Business Administration Internship (3-9)**Fall, Spring, Summer
373 Intended to provide the business administration major the opportunity to apply the knowledge, principles, and skills gained in the classroom in an actual business environment. Prerequisite: junior or senior status and 2.0 grade point average or permission of Internship Coordinator.
- 375- **Accounting Internship (3-9)**Fall, Spring, Summer
377 Intended to provide the accounting major the opportunity to apply the knowledge, principles, and skills gained in the classroom in an actual accounting environment. Prerequisite: junior or senior status and 2.0 grade point average or permission of Internship Coordinator.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Business Education

For descriptions of SECONDARY majors, minors, and teaching endorsements, see the "Teacher Education Program" section on pages 112-134.

- 105 **Calculating Machines/Records Management (3)** Fall
The development of job-level skill in the operation of the electronic calculator, emphasizing the application to the solution of typical problems in business Mathematics. Includes an overview of records management principles and procedures and an introduction to database application software. (Priority is given to business education majors and administrative assistant majors.)
- 112 **Keyboarding and Document Formatting II (3)**Fall
Development of accuracy and speed. Application of skill to more complex tabulations, correspondence, reports, business forms, and composition at the keyboard. This course will also introduce students to the college network word processing software. (Priority is given to business education majors and administrative assistant majors.)
- 113 **Keyboarding and Document Production III (3)**..... Spring
Development of skill to production level. Emphasis upon office-type work assignments with evaluations based on office standards of production. Prerequisite: Business Education 112 or equivalent.
- 203 **Introduction to Accounting (3)**Fall, Spring
A one-semester terminal course in accounting to provide exposure to basic accounting records and reports as to content and value for management. Designed for administrative assistant students. Students who wish to complete additional accounting courses should begin with Business Administration 201.
- 211 **Shorthand I (3)**.....Occasional
A study of Speedwriting shorthand, including the abbreviations and brief forms, principles of reading and

writing shorthand, and taking dictation. (Open only to majors in business education and associate of arts program in administrative assistance.)

- 212 **Shorthand II (3)** Occasional
A review of Speedwriting shorthand principles, building increased speed on new-matter dictation, and transcription skill development in the production of mailable copy; language arts skills necessary for transcription are also emphasized.
- 321 **Office Procedures and Administration (3)** Fall
A study of procedures and duties essential to the efficient administration of an office by an executive secretary, including receiving, transmitting, duplicating, storing, and retrieving business information, composing business letters, reports, and memoranda. Pre- or corequisite: Business Education 112.
- 322 **Advanced Secretarial Procedures and Communications (3)** Spring
A continuation of Business Education 321, with emphasis in human relations in communication, taking and giving dictation, financial and legal aspects of secretarial work, administrative and supervisory opportunities for the secretary, and general development of skills and secretarial ethics. Prerequisite: Business Education 321.

Chemistry

- General Major-** Chemistry 103, 104, 212, 221, 222, 311, 325, 326, 331, 332, 333; two courses from Chemistry 223, 251 (or Au Sable 332), 312, 393, Biology 322; one course from Biology 115, 122, or Environmental Studies 151 and 161; Mathematics 112, 113; Physical Science 201; Physics 115, 116 or 201, 202, 203.
- General Minor-** Chemistry 103, 104, 221, 222; one course from Chemistry 212, 312, 331 and 332; one course from Chemistry 223, 251, 311, 325.

For descriptions of the *SECONDARY* and *ELEMENTARY* majors, minors, fields of specialization, and teaching endorsements, see the "Teacher Education Program" section on pages 112-134.

- 101 **General Chemistry (4)** Fall
A study of the basic concepts of general chemistry. Atomic structures and chemical bonding, states of matter, chemical reactions, solutions, rates of reactions and equilibria, acids and bases, and oxidation reactions will be studied. Three lectures and one three-hour laboratory period per week. The laboratory experiments will parallel the lecture content.
- 103 **Chemical Principles I (4)** Fall
A study of the fundamental principles of chemistry and an introduction to foundational issues in science. Topics include discussion of the mole, reaction stoichiometry, gases, the first law of thermodynamics, atomic and molecular structure and bonding, and the structure and properties of liquids and solids. An introduction to laboratory safety and chemical hygiene is included in the laboratory. Three lectures and one three-hour laboratory period per week. One year of high school chemistry and four years of high school mathematics are strongly recommended.

- 104 **Chemical Principles II (4)** Spring
Topics include solutions, chemical equilibria, chemical kinetics, acid-base chemistry, the second law of thermodynamics, and electrochemistry. Laboratory safety and chemical hygiene is continued. Three lectures and one three-hour laboratory period per week. Prerequisite: Chemistry 103 or permission of instructor.
- 122 **Organic and Biological Chemistry (4)** Spring
Organic molecules and their functional groups and biomolecules and their function in living cells will be studied. Three lectures and one three-hour laboratory period per week. The laboratory will include experiments in organic and biological chemistry. Prerequisite: Chemistry 101 or 104 or permission of instructor.
- 212 **Quantitative Analysis (3)** Fall Even
An in-depth study of the theory and practice of quantitative methods of chemical analysis. Includes discussion of proper laboratory techniques, theory of operation of common laboratory equipment, discussion of various analytical methods, and discussion of statistical methods for evaluating and interpreting data. Two lectures and one three-hour lab period per week. Prerequisite: Chemistry 104.
- 221 **Organic Chemistry I (4)** Fall
A study of the chemistry of the hydrocarbons, alcohols, and alkyl halides. An introduction to organic reaction mechanisms and stereochemistry. Three lectures and one three-hour laboratory period per week. Prerequisite: Chemistry 104 or permission of instructor.
- 222 **Organic Chemistry II (4)** Spring
A study of ethers, ketones, amines, acids, and aromatic hydrocarbons. The study of organic reaction mechanisms is continued. Spectroscopic methods of analysis (IR, NMR, mass spectrometry) are introduced. Three lectures and one three-hour laboratory period per week. Prerequisite: Chemistry 221.
- 223 **Organic Chemistry III (3)** Spring Even
Advanced topics in organic chemistry, with an emphasis in reaction mechanism, kinetics, and other currently active areas of organic chemistry. Three lectures per week. Prerequisite: Chemistry 222.
- 251 **Environmental Chemistry (4)** Spring Odd
A study of the nature and transport of chemical species—both natural and human introduced—in the natural environment (atmosphere, hydrosphere, geosphere, and biosphere). The lab will include methods of sampling and analysis of samples from natural and/or human influenced environments. Three lectures and one three-hour laboratory per week. Prerequisites: Chemistry 101, 122 or 103, 104. Prior completion of Chemistry 221 recommended but not required. [Cross-listed: Environmental Studies 251]
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See “Individual Studies” section of “Academic Offerings.”
- 311 **Inorganic Chemistry (3)** Spring Odd
A survey of the chemistry of the elements based on the physical principles underlying the periodic arrangement of the elements. Three lectures per week. Prerequisite: Chemistry 104.
- 312 **Instrumental Analysis (3)** Spring Odd
Optical, electrical, and chromatographic methods of quantitative analysis and theoretical study. The class meets for three lectures per week for the first two-thirds of the semester; laboratory experiments are performed during the last one-third of the semester. Prerequisite: Chemistry 104 or permission of instructor.

- 325 **Biochemistry (3)** Fall
An introduction to the chemistry of living systems. Some topics discussed include pH and buffers, carbohydrates, lipids, proteins, nucleic acids, and enzymes. This knowledge is then applied to a study of the metabolism of the major cell constituents and integrated through a consideration of the interrelations among the carbon, nitrogen, and energy cycles. Three lectures per week. Prerequisite: Chemistry 222.
- 326 **Biochemistry Laboratory (1)** Fall Odd
The purpose of the laboratory is to provide practical hands-on experience for students so they can appreciate the reactions taking place in the cells God has created. The experiments will be organized to parallel the various topics in Chemistry 325. One three-hour laboratory per week. Co- or prerequisite: Chemistry 325. A-F grading.
- 331 **Thermodynamics and Statistical Mechanics (3)** Fall Odd
Heat, the laws of thermodynamics, thermodynamic generating functions, Maxwell's relations, kinetic theory, partition functions, and classical and quantum statistics. Prerequisite: Physics 115, 116 or 201, 202, 203; Chemistry 103, 104; Mathematics 112, 113. [Cross-listed: Physics 331]
- 332 **Thermodynamics Laboratory (1)** Fall Odd
A laboratory course to accompany Chemistry 331, illustrating techniques and principles in chemical thermodynamics. Experimental design is emphasized and formal reports are required. One three-hour laboratory period per week. Corequisite: Chemistry 331. A-F grading.
- 333 **Quantum Mechanics, Spectroscopy, and Chemical Kinetics (4)**.....Spring Even
Quantum mechanics with application to chemical systems, theoretical foundations of spectroscopy, and chemical kinetics. Three lectures and one three-hour laboratory period per week. Prerequisite: Chemistry 103, 104; Mathematics 112, 113; Physics 115, 116 or 201, 202, 203; or permission of instructor.
- 341- **Special Topics (3)**Occasional
348 This course will consist of topics not normally covered in other chemistry courses. Specially designed to focus on more specific topics utilizing instructor strengths and consideration of student needs.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Communication

General Major- Core (common to all emphases): Communication 201, 220, 222, 228, 301, 311 or 314, 380

Students must select one of the following emphases:

General: Core; Gen 235; four courses designed to fit the vocational choice of the student. Two of these courses must be communication courses and the communication department advisor must approve all four. Communication 372 and 373 will not be counted toward the major.

- Journalism: Core; Communication 240, 241, 242, 245, 256.
- Public Relations: Core; Communication 241, 260; Business Administration 205, 206, 306.
- Radio/TV: Core; Communication 240, 241, 245, 258, 352.
- Speech: Core; Communication 311, 314, 393; Communication 302 or English 305; Theatre Arts 212.

Students are advised to select an emphasis and courses in consultation with a member of the communication department. See also the student handbook of the communication department for elective and general education course selection.

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

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- 41 **Student Publications Production (1)**Fall, Spring
Open to all who work on student publications—who submit, in advance, a learning activities contract listing the types of projects and learning experiences in which they will participate. (Graded on a pass/no record basis.)
 - 110 **Fundamentals of Speaking and Listening (3)**.....Fall, Spring
The study of the basic concepts and designs of public speaking including organization, style, content, and delivery. The course will also concentrate on listening concepts and abilities. This course emphasizes the presentation of speeches and the ability to listen.
 - 201 **Principles of Communication (3)**.....Spring
Designed to introduce the beginning communication student to some basic principles and thought in the field of communication: communication models, variables, symbols, perception, intrapersonal communication, and semantic problems.
 - 220 **Small Group Discussion and Communication (3)**.....Fall, Spring
A study of the theory and practice of group problem-solving in cooperative face-to-face discussion; the development of awareness and understanding of group dynamics, and the presentation of panel, symposium, and dialogue.
 - 222 **Interpersonal Communication (3)**.....Fall, Spring
The study of concepts, problems, and responsibilities in personal communication between individuals, focusing on conversation and informal discussions, with consideration of status, power, trust, and other variables.
 - 228 **Organizational Communication (3)**Spring
The analysis of formal and informal communication in such organizations as corporations and institutions. Included will be considerations of communication problems related to grapevine, rumor, channels, perception, power, status, roles, structures, etc.

- 230 **Television and Society (3)**..... Spring Odd
 Designed for the general student, the course will offer a study of television as information, persuasion, and entertainment. Students will observe and evaluate various television programs and discuss a number of important issues such as television violence, television advertising, and the relationships between television and other entertainment or news industries. All issues will be studied within the context of the history of television and a Christian perspective of television.
- 240 **Introduction to Mass Communication (3)**..... Fall
 An introduction to the concept of mass communication and its application to electronic and written media. The course will survey the historical development of the technology, effects, and theory of the media through major issues.
- 241 **Introduction to Journalism (3)**..... Fall
 An introduction to reporting and writing news for the print and broadcast media. The course includes practice in writing several types of news stories, an overview of the historical, cultural foundations of journalism, and a critical examination of the theoretical foundations of journalism.
- 242 **Print Journalism (4)**..... Spring Odd
 Students will study interviewing, editing, in-depth reporting, critical and feature writing, developing headlines and titles, copy-editing. They will explore the way text and design work together. Students will be introduced to production and layout, using the Diamond and other assignments as laboratory work. Prerequisite: Communication 241 or permission of instructor.
- 245 **Broadcast Journalism (3)**..... Fall Even
 A study of journalism for the broadcast media, including news gathering, writing, editing, and presenting broadcast news. Issues relative to these processes will be analyzed from a Christian perspective. Prerequisite: Communication 241.
- 246 **Advanced Journalism Production (3)**..... Spring Even
 Journalism production in magazine or newspaper with work for various publications. The course will be designed to allow each individual to extend his or her knowledge and skills beyond the basic course. Prerequisite: Communication 241 or consent of the instructor.
- 256 **Advanced Reporting (4)**..... Spring Odd
 A study of project reporting including public affairs and investigative reporting. Students will be introduced to and gain experience in advanced research techniques, including computer-assisted reporting and use of the Freedom of Information Act. The relationship of project reporting and the First Amendment will be explored. Students will participate in a weekly laboratory period and produce an extensive project report. Prerequisite: Communication 241.
- 258 **Broadcast Announcing (3)**..... Fall Odd
 A practical, introductory course in communicating to a broadcast audience through careful use of pronunciation, articulation, diction, and microphone technique. Exercises will include various types of broadcast programs. Prerequisite: Communication 240.
- 260 **Public Relations (3)**..... Fall
 As an introduction to public relations, this course will set the background for additional courses in communication and business administration. After a study of the history of public relations, the student will

- learn what is expected of public relations workers, study the various publics, become familiar with current problems and issues in public relations, analyze several cases, and develop a Christian perspective for the continued study of public relations. Prerequisite: Communication 201 or permission of the instructor.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
 283 See “Individual Studies” section of “Academic Offerings.”
- 301 **Advanced Expository Writing I (3)** Fall
 This course is designed to introduce students to types of non-fiction writing frequently sought by magazines and journals. Major assignments include the interview, the narrative essay, and the review. Especially featured is the personal narrative. In addition to writing, students will read and react to various types of non-fiction writing—both essays and longer works. Significant class time is spent in workshop format with students reading and discussing their own work. [Cross-listed: English 301]
- 302 **Advanced Expository Writing II (3)** Spring
 The primary goal of this course is to help students write with clarity, grace, and power. To achieve this goal, they will write expository essays, hone research skills, work style exercises, and critique one another’s papers. Note: Advanced Expository Writing I emphasizes narrative prose, while Advanced Expository Writing II emphasizes argumentative and explanatory prose. [Cross-listed: English 302]
- 311 **Advanced Public Speaking (3)**..... Spring Odd
 An emphasis upon proper speech construction and delivery with application of communication concepts. Includes analysis of some public addresses. Prerequisite: Communication 110 or permission of instructor.
- 314 **Argumentation and Persuasion (4)**.....Spring Even
 After a study of the history of argumentation and persuasion and the relationship of argumentation and persuasion, this course will focus on various theories of attitude change, the structure of argument, and the development of a Christian perspective. Applications of argument and persuasion to be considered are: propaganda, advertising, political campaigns, and political debate. The student will be expected to apply the course studies to his/her specific vocational decisions. Prerequisite: Communication 201.
- 341- **Special Topics (3)**Occasional
 348 Courses will consist of topics not normally covered in other communication courses. Specially designed to focus on more specific topics utilizing instructor strengths and consideration of student needs.
- 352 **Broadcast Production (4)** Spring
 An introduction to the fundamentals of audio and video production. Students will gain experience with broadcast equipment and production techniques. The course challenges students to cultivate technical skills and aesthetic judgment in a variety of broadcast production settings. A laboratory period will be scheduled.
- 371- **Communication Internship (3-9)**.....Fall, Spring, Summer
 373 A supervised work experience designed to provide the student with the opportunity to apply principles and skills gained through course work. Open to qualified juniors and seniors. Communication 372 and 373 may not be applied toward the major.

- 380 **Senior Seminar (3)** Fall
 The capstone for the communication major. Communication majors will research, discuss, and struggle with major issues in communication such as freedom of speech, media impact, modern technology, and the information superhighway. Students will be pressed to expand and refine their Christian perspectives regarding communication with the study of the role and responsibility of communication in society. Students will examine current communication theories, research, and research design. Prerequisite: senior standing and completion of all core courses in the major.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
 393 See "Individual Studies" section of "Academic Offerings."

Computer Science

General Major- Core (common to all emphases): Computer Science 111, 112, 120, 131, 145, 202, 390; Mathematics 212; one course from Communication 220, 222, or English 305.

Students must select one of the following emphases:

Biotechnology: Core; Biology 115 or 122; Biology 213, 323; Biotechnology 213; Computer Science 220, 320, 371; Economics 200; Mathematics 107, 111. Students in the biotechnology emphasis must take Biotechnology 361 instead of Computer Science 390 in the core requirements.

Hardware Systems: Core; Computer Science 305, 311; Engineering 204, 220, 304; Mathematics 112, 113, 204, 209. Physics 201 and 202 must be taken to fulfill the general education natural science requirement.

Information Systems: Core; Business Administration 201, 202, and two courses from Business Administration 205, 206, 225; Computer Science 220, 320, 371 and one course from Computer Science 211 or 231; Mathematics 107, 111. Economics 200 must be taken to fulfill one of the general education social science requirements.

Systems Administration: Core; Computer Science 231, 305, 308, 311, 371; Mathematics 112, 113, 209; one course from Computer Science 220, Mathematics 203 or 206.

Associate of Arts Degree Option

Area of Concentration (Associate of Arts in Computer Networking). See the "Academic Program" section for the general requirements for all A.A. programs.

General Education courses: Communication 110, English 101, Theology 101, Physics 115 and 116, Mathematics 110 or 111 or 112, English 305, Economics 200 or Psychology 201, HPER 10.

Area courses: Computer Science 111, 112, 120, 131, 145, 202, 231, 245

Recommended electives: Business Administration 205, 220, 222, Computer Science 220, Mathematics 107, Psychology 201 or Economics 200.

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- 110 **Programming for Engineers (3)**..... Spring
An introduction to structured computer programming with an emphasis on engineering problem solving applications. The course will focus on algorithm development and implementation in the C programming language. Basic concepts of computer programming, elementary composition principles, and the fundamental data structures are covered.
- 111 **Structured Programming I (3)**Fall, Spring
An introduction to systematic and analytical methods of problem solving. Three basic phases of problem solving are emphasized: the analysis of the problem, the stepwise refinement of the algorithm, and the implementation in a computer language. Basic notions of computer programming, elementary composition principles, and the fundamental data structures are introduced.
- 112 **Structured Programming II (3)**..... Spring
A continuation of Computer Science 111. Advanced programming and problem-solving methods are introduced. The topics include string manipulation, linked lists, file handling, recursion, program modularity, and programming style. Prerequisite: Computer Science 110 or 111 or permission of instructor.
- 120 **Information Systems Design (3)** Fall
An introduction to the nature of information systems, the conceptual foundations and use of such systems. Topics include information systems project management, requirements analysis and use cases, structural and behavioral modeling, prototyping, and use of the Unified Modeling Language. Prerequisite: any college level computer science course.
- 131 **Introduction to Data Communications (3)** Fall
A study of the concepts, issues, and technology involved in the transmission of data. Topics include network configurations, communications protocols, data coding schemes, and transmission hardware. Prerequisite: the college mathematics requirement.
- 145 **Computer Systems (4)**..... Spring
This course is designed to have students become familiar with the components and organization of computer systems, introductory operating systems concepts, and to gain significant experience in working on computers in the laboratory component of this course. Prerequisites: Computer Science 110 or 111; Mathematics 110 or its equivalent.
- 202 **Data Structures (3)** Fall
A study of the various types of information forms handled by a computer. This includes the format of data and the design and analysis of algorithms to manipulate data. Prerequisite: Computer Science 112; Pre- or corequisite: Mathematics 111 or 112 or permission of instructor.
- 211 **Programming for Business (3)**..... Fall Even
An introduction to techniques and tools used in developing computer business solutions. Focus will be on the development of solutions integrated with standard office suite tools, such as spreadsheets and database management systems. Prerequisite: Computer Science 111 and either Computer Science 120 or Business Administration 100 or permission of instructor.

- 220 **Database Systems Design (3)** Spring
A study of the design, development, and implementation of an information system for management. Topics include database architecture, data definition and manipulation, report generation, and high-level language interface. Prerequisites: Computer Science 111 and 120.
- 231 **Client/Server Programming (3)** Fall
An introduction to software development in a networked computing environment. Focus will be on development of web-based software solutions employing tools such as scripting languages for both the client (browser) side and the server side. Prerequisites: Computer Science 111 and 131.
- 245 **Network Operating System Management (3)** Spring
An introduction to the issues involved in selecting, installing and maintaining a network operating system. Students will learn about Novell Netware, Windows NT and other network operating systems and how to administer them. Topics include managing network applications such as file serving, print serving, e-mail, and security implementation. Course includes a laboratory component. Prerequisites: Computer Science 145, Mathematics 110 or equivalent.
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 305 **Operating Systems (3)** Spring Odd
A study of the basic principles of modern multi-programming operating systems and the interrelationships between the operating system and the architecture of the computer system. Topics include concurrent processes and deadlock, memory management and virtual storage, multiprocessing, auxiliary storage management, and systems security. Prerequisites: Computer Science 145, 202.
- 308 **Programming Language Concepts (3)** Spring Even
A study of the syntax, design, and history of programming languages and programming language structures. Topics discussed include variables, expressions, data types, scoping, and procedures. Prerequisite: Computer Science 202 or permission of instructor.
- 311 **Computer Architecture and Assembly Language Programming (3)** Fall Odd
The topics of this course cover the design of a computer, how data is converted and represented, CPU organization, addressing, relocatability, use of base registers, multiple radix arithmetic, and programming in machine language. Prerequisites: Computer Science 145 or Engineering 204; Computer Science 202.
- 320 **Information Systems for Decision Support (3)** Spring
A study of computer tools and techniques used in support of decision-making. Topics may include simulation, business intelligence, online analytical processing, data warehousing, knowledge management, expert systems, and artificial intelligence. Prerequisites: Computer Science 131 and Mathematics 107. Pre- or corequisite: Computer Science 220.
- 341- **Special Topics (3)** Occasional
348 These computer science courses cover topics that maximize individual instructor strengths, interests, and competencies. Each course will deal with a topic in computer science not usually treated to any great extent in regularly scheduled courses.

- 371 **Practicum (3)**Fall, Spring
 Students will be given opportunity to apply the principles of management information systems in an on-campus or off-campus assignment. Prerequisites: Junior standing, three 200-level or above Computer Science courses.

- 390 **Computer Technology and Society (3)** Spring
 An examination and critique of the relationship of technology to other areas of Western society. During the first half of the course students examine a Christian philosophy of technology and application is made to such problems as the role of the computer, technocracy, appropriate technology, and the historical two-cultures dualism. During its second half, the course focuses on the question of engineering ethics, with particular emphasis on such questions as safety and risk, professional responsibility and authority, whistle blowing, responsible salary structures, and morality in career choice. This course requires the student to write and orally present a significant research paper and to work in a small group on the design of one aspect of a technological business enterprise. Prerequisites: Philosophy 201; junior or senior standing. [Cross-listed: Engineering 390]

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See "Individual Studies" section of "Academic Offerings."

Criminal Justice

For a description of the Criminal Justice program, see Political Studies, page 187.

- 201 **Introduction to Criminal Justice (3)**..... Fall
 Overview of the criminal justice system, including: criminal justice research, criminal law, procedure, evidence, criminology, victimology, policing, the courts and corrections. We will explore how our views of crime and the criminal justice system have been influenced by government leaders and the media. We will also seek to apply biblical norms to our analysis of the criminal justice system with suggestions on reform.

- 202 **Criminology (3)** Fall
 A theory-based course that studies crime causation, typologies of crime, and crime control. It looks at both historical and modern theories, including those that look to individual, social, and structural causes. It also broadly analyzes the guardianship and enforcement functions of the criminal justice system. Students will be able to identify criminology theories in modern media and engage in theory-building exercises. Prerequisite: Criminal Justice 201 or permission of instructor. [Cross-listed: Sociology 202]

- 205 **Criminal Investigation (3)**.....Spring
 Students will become acquainted with the forensic sciences, learn how to gather evidence and use it to solve crimes, and understand how proper investigation promotes justice. Considerable emphasis will be placed on how to conduct interviews and interrogations, write reports, and testify in court. Students will learn how to evaluate criminal investigations in current and high profile cases. We will apply biblical norms and discuss police ethics in conducting investigations. Intended for anyone interested in criminal investigation and hands-on learning.

- 301 **Theory and History of Corrections (3)**.....To be announced

- 302 **Juvenile Justice (3)** Spring
Students will review causal theories of juvenile crime and will also examine the history and philosophy of the treatment of juveniles in the criminal justice system and the goals and effectiveness of the system. Promising alternatives rooted in a biblical reconciliation worldview will be included. Problems such as gangs, drug usage, and school violence will also be explored. The emphasis will be on how to be a salt and a light in a strategic part of society. Prerequisites: Criminal Justice 201 and 202, or permission of instructor.
- 305 **Victimology and Family Violence (3)**..... Spring
The victimology section will look at the various harms suffered due to crime, how victims interact with various agencies and players, public reaction to victims, the victims' rights movement, and how to better serve the victims of crime through our criminal justice system. We will also identify and describe the problem, measure its true dimensions, and review evidence and hypotheses of victimologists. In the family violence portion, theories on family violence will be analyzed, the consequences of family victimization will be considered, as well as how to recognize child abuse and understand the dynamics of partner violence. We will analyze legal and enforcement responses, consider how institutional responses can prevent or lessen revictimization, and look to how a restorative justice model can alleviate some of the harms of victimization. Prerequisite:sophomore standing or higher. [Cross-listed: Sociology 305]
- 322 **American Constitutional Law (3)** Spring
The American Constitution as interpreted by the Supreme Court. An analysis of leading cases contributing to an understanding of both the historical development of constitutional law and the recent developments in constitutional law in reference to civil liberties. [Cross-listed: Political Studies 322]
- 323 **Criminal Law (3)** Fall
Study of elements of criminal law, including its purposes and functions. Covers laws of arrests, search and seizure, rights and duties of citizens, and elements necessary to establish crime and criminal intent. Prerequisite: Criminal Justice 201 or permission of instructor.
- 324 **Criminal Procedure (3)** Spring
Students will review the history of criminal law, consider the U.S. Constitution and the main doctrines contained therein, and use a practical, real-life approach to studying criminal procedure. Of particular note will be the 4th amendment search and seizure law. Also covered will be the 5th amendment self-incrimination issues; the exclusionary rule and other government misconduct; and court procedures. Students will study the principles contained in the case law and also practice applying the law to law enforcement scenarios and mock court motions. Mock hearings will yield both testimony practice and practice in legal questioning/argument. Prerequisite: Criminal Justice 201.
- 373 **Practicum (3)** Fall, Spring
Field Experience course in the area of student's vocational goal. Sites already used have included law enforcement and juvenile probation. Experience in law, corrections, or other areas can be identified at student's request. Students may also locate own sites, with approval. Criminal Justice majors will either take a practicum or an off-campus semester, which has an internship related to some aspect of the criminal justice system. Prerequisite: Senior standing.

- 390 **Senior Seminar: Current Issues in Criminal Justice (3)** Fall
Seminar in criminal justice ethics, policing, current cases, and sentencing alternatives. Issues may vary from year to year, but the main emphasis will be on criminal justice ethics. There will be a review of restorative justice and other biblical principles which influence our criminal justice system. Prerequisites: Criminal Justice 201, 202, 205, 301 (when offered), 302, and 305; junior or senior standing.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
- 393 See "Individual Studies" section of "Academic Offerings."

Dutch

- General Major—** Dutch 201, 202, 206, 302; Linguistics 201; five courses from Dutch 101, 102, 207, 208, 301, 341-348, 393; four semesters of Dutch conversation 251-258. Six credits in study-abroad courses are required.
- General Minor—** Dutch 201, 202, 206, 302; one course from Dutch 102, 341-348, 393; three semesters of Dutch conversation 251-258. Three credits in study-abroad courses are required.

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- 101 **Introductory Dutch (4)**Fall
An introductory study of the language and culture of the Dutch-speaking people. Emphasis on the acquisition of oral and written language skills in a communicative context combined with the study of cultural etiquette and social customs. If desired, students can schedule extra sessions with advanced students (often native speakers) to practice oral skills.
 - 102 **Elementary Dutch (3)**Spring
Continuation of 101. Prerequisite: Dutch 101 or its equivalent.
 - 201 **Intermediate Dutch (3)**Fall
An intermediate course that continues the study of the language in a communicative context with emphasis on precision and expansion of linguistic skills. Emphasis is also put on the development of cultural understanding and sensitivity, studying people's values and beliefs as expressed in their economic, political, and religious systems. Dutch culture will be compared with our culture in the light of the cultural mandate. Prerequisite: Dutch 102 or its equivalent.
 - 202 **Literary and Cultural Readings (3)**Occasional
Designed to develop reading skill and an appreciation for Dutch culture and literature, with emphasis on contemporary literature. Permission will be granted for individual readings in academic areas of interest to the student. Prerequisite: Dutch 201 or department approval.
 - 206 **Dutch Culture (3)**Occasional
Designed to cover many aspects of the Dutch way of life. Listening and speaking skills will be developed through classroom activities. Prerequisite: Dutch 201 or departmental approval.

- 207 **World Literature I (3)** Fall Odd
See English 207.
- 208 **World Literature II (3)** Spring Even
See English 208.
- 251- **Conversation (1)** Fall, Spring
258 Designed to give the student practice in listening and speaking. The content of the courses will be altered each year. The class will meet two times each week. Prerequisite: Dutch 102. (Graded on a pass/no record basis).
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 301 **Dutch Phonology (3)** Occasional
An application of the principles of general phonology to the sound system of Dutch. Prerequisite: Dutch 201 and Linguistics 201.
- 302 **Advanced Dutch Grammar and Composition (3)** Occasional
Designed for those who desire a better understanding of the structure of the language, and an in-depth review of the most important grammatical concepts in a systematic way. The course will assist in the analysis of style, content, and syntax. It will develop also a competence in various aspects of writing. The course will be conducted in Dutch. Prerequisite: Dutch 201 or equivalent.
- 341- **Special Topics (3)** Occasional
348 The topics for these courses will be chosen from the areas of literature, advanced language studies, culture, or teaching methods. The offering of the courses as well as the content will reflect student interest and need. Prerequisite: departmental approval.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Earth Science

- 121 **Solar System Astronomy (3)** Fall Odd
An introduction to planetary astronomy, with emphasis on recent discoveries about planets and satellites and their implications for an improved understanding of our Earth. Theories concerning the origin of the solar system will also be discussed. Two lecture hours and three observation/laboratory hours per week or three lecture hours per week. Prerequisite: one year of high school algebra. [Cross-listed: Astronomy 121]
- 151 **Introduction to Environmental Studies (3)** Fall
An introduction to contemporary environmental studies, with emphasis on class discussion of relationships between human population, resource use, and pollution, in the light of biblical teaching about environmental stewardship. Particular attention is given to the biotic and physical dimensions of creation stewardship and planetary distress. [Cross-listed: Environmental Studies 151.]

- 201 **Physical Geography; Earth Structures and Processes (3)**.....Fall Even
Provides a general introduction to the physical nature and structure of the solid Earth, including, briefly, its physical geography and a more detailed look at its geology. The environmental implications of these subjects are detailed. One or two field trips are usually made in the early part of the semester. [Cross-listed: Environmental Studies 201, Geography 201]
- 202 **Oceanography, Meteorology, Climate, and Climate Change (3)**..... Fall Odd
Provides a general introduction to oceanography and to the physical geography of ocean floor landforms. Briefer attention is given to meteorology and weather, with focus on violent conditions. Climate and climate change in Quaternary times to the present are also considered. Recent humanly-caused changes (that are ongoing) in Earth's atmosphere, and the implications of an anthropogenically enhanced greenhouse effect for the future will be discussed. Attention will also be given to the deterioration of the stratospheric ozone layer. Prior completion of Earth Science/Environmental Studies 201 is helpful, but is not required. [Cross-listed: Environmental Studies 202, Geography 202]
- 227 **Paleontology (3)**Fall Even
An introduction to the major fossil plants and animals, and the environments (paleoecology) in which they are found. Three lectures, or two lectures and a two-hour laboratory per week. The course includes several Saturday field trips and one weekend field trip to the Pella area. Prerequisite: Biology 122 or permission of instructor. [Cross-listed: Biology 227]

Economics

For descriptions of the SECONDARY minors, teaching endorsements, and the ELEMENTARY fields of specialization, see the "Teacher Education Program" section on pages 112-134.

- 200 **Economics and Christian Stewardship (3)**.....Fall, Spring
Seeks to expose students who are not majoring in business administration or accounting to a wide variety of principles, policies, institutions, and problems within the field of economics. It includes the discussion of concepts such as property, value, work, wages, prices, profits, Christian stewardship in the marketplace, and comparative economic systems.
NOTE: Credit toward graduation will not be given for both Economics 200 and Economics 202.
- 202 **Principles of Economics: Micro (3)**..... Fall
The study of allocation of scarce resources at the level of the individual, the household, and the firm. Included are human motivation and preferences, the market, the function of prices, supply, demand, perfect and imperfect competition, and selected policy questions. Also studied are Christian views on the nature of humanity, human motivation, and the market.
- 203 **Principles of Economics: Macro (3)**.....Spring
An introduction to the study of human choice in the allocation of scarce resources, concentrating on the aggregate or national level. Economic systems, national income accounts and analysis, income distribution, fiscal and monetary policy, banking systems, economic growth, and selected economic policy problems are covered. Christian views on the origin and nature of economic resources and man's stewardship responsibilities are discussed. Prerequisite: Economics 202 or permission of the instructor.

- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
 283 See “Individual Studies” section of “Academic Offerings.”
- 303 **Money and Banking (3)**..... Fall
 An analysis of the nature and function of money, the operation of the financial system, the organization of commercial banking, and the Federal Reserve System. Also included is a study of the principles of monetary policy and their application in our economy. Prerequisites: Economics 202, 203.
- 309 **Economic History of the United States (3)**..... Spring Odd
 A history of the development of the United States from an economic point of view. To set the context for the U.S. experience, the course will trace the roots of American economic development back to European and Medieval Economic thought. The causes and effects of major historical events are analyzed using contemporary economic thought. Some of the economic institutions and policies that played an important role in U.S. economic history will be evaluated from a Christian perspective. Prerequisite: Economics 200 or 203.
- 315 **Government Finance (3)**..... Spring Odd
 A study of government taxing and spending primarily at the federal level. Christian and secular views on government economic activity, forms of taxation and their effects, debt financing, budget processes and problems are studied. The broad purpose of the course is to help students learn how to apply economic principles in an analysis of the effects of governmental policies particularly tax and expenditure policies. The course places emphasis on analytical skills.
- 321 **Economic Development in Low Income Countries (3)**.....Spring Even
 A study of economic aspects of poverty and underdevelopment in the modern world. Specific topics include the dimensions and nature of poverty in the world, characteristics and types of developing nations, theories of development and emerging issues in development. We will also consider the implications of biblical principles for policy to promote economic development and alleviate poverty. Prerequisite: Economics 200, 202, or 203 or permission of instructor.
- 334 **Economics of Natural Resources and the Environment (3)** Fall Odd
 A study of economic aspects of Christian stewardship in relation to the environment and use of natural resources. Major topics include biblical norms on creation, property rights, economic justice, the economic dimensions of current environmental problems and trends in resource use, institutions and social structures that affect environmental policy, economic theories related to resource use and environmental quality, and evaluation of current and proposed policies from a Christian point of view. Prerequisite: Economics 200, 202 or 203 [Cross-listed: Environmental Studies 334]
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See “Individual Studies” section of “Academic Offerings.”

Education

Master of Education Program See pages 125, 134-136.

Teacher Education Program The teacher education program is built on a liberal-arts base and on professional courses that prepare students for teaching in the elementary, the middle, and the secondary

school. Following successful completion of either an elementary or a secondary education program, students are recommended for the initial level of licensure granted by the State of Iowa.

Admission to the Program Formal application for admission to the teacher education program is required. Application forms are distributed by or may be obtained from the director of the teacher education program. The standards for admission to the teacher education program are described in The Teacher Education Program Handbook. Completed applications are evaluated by the Education Department and then by the Teacher Education Committee.

The committee takes the following formal actions:

- Admits applicants who have met all the criteria for admission.
- Conditionally admits applicants whose deficiencies can be remediated.
- Rejects applicants who do not meet the standards for admission. If denied admission a student may reapply for admission after one semester by contacting the director of the teacher education program. Generally, acceptance into the teacher education program must precede student teaching by at least one semester. Each applicant is informed of the decision of the teacher education committee regarding admission to the program.

The following are requirements for admission to the teacher education program:

- Completed application form with letter of recommendation.
- CAAP results with score above one STD below the national norms.
- Minimum GPA of 2.5, not including level two education courses.
- Grade of C or higher in all level one education courses.
- Grade of C or higher in Communication 110.
- Completed level one courses with competencies met as indicated in the Teacher Education Candidate Assessment Plan.
- Acceptable professional dispositions based on recommendations from Student Services, the Education Department, and the Teacher Education Committee.

Approval for Student Teaching Student teaching is required of all students preparing for licensure. To receive graduation credit and a recommendation for licensure, student teaching must be taken at Dordt College. The teacher education committee approves applications for student teaching. Approval for student teaching is based on standards described in the Teacher Education Program Handbook.

The following are requirements for approval for student teaching:

- Formal application to student teaching completed.
- Grade point average of 2.6 or above.
- Acceptance into teacher education program at least one semester prior to student teaching.
- Successful completion of level two competencies as indicated in the Teacher Education Candidate Assessment Plan.
- Grade of C or higher in all level two education courses
- Acceptable professional dispositions based on recommendations from Student Services, the Education Department, and the Teacher Education Committee.

Requirements for Institutional Recommendation for Licensure To be recommended by the teacher education committee for licensure, the student must have completed student teaching and successfully met all standards described in the Teacher Education Candidate Assessment Plan, including satisfactory completion of the professional portfolio.

Program Options and Requirements The program of courses in teacher education meets the minimum requirements for graduation and prepares the student to achieve the standards for initial licensure.

Each program option in teacher education includes:

- general education requirements
- professional education or licensure requirements
- content courses in the selected endorsement program
- a human relations component (met by completing Education 209 or Education 208 plus units from other coursework)
- electives (depending on the program option selected)

Note the following general education requirements for education students:

- Mathematics—Secondary teacher education students must take at least one mathematics course; Mathematics 106, 107, 110 or 111 are suggested. Elementary education students must take Mathematics 108. Mathematics 108 should be taken in the fall, followed by Education 332 in the spring of the sophomore or junior year. Students taking the middle school endorsement must take Mathematics 108 and 109. Mathematics 108 is not recommended for secondary education majors.
- Natural Sciences—Teacher education students must take one course from the biological sciences and one course from the physical sciences. Environmental Studies 151 may fulfill the biological science requirement.
- Education 235, 236 and 237 meet both the general education social science requirement (in place of Psychology 201) and a professional education requirement.

The following professional education core courses are required of all elementary and secondary education students regardless of the option selected:

Level 1

- Education 101 - Introduction to Education (3)
- Education 101L - Pre-Student-Teaching Field Experience I (1)
- Education 103 - Media and Technology in Education (1.5)
- Education 135 - Introduction to Educational Psychology (3)
- Education 201 - Curriculum and Instruction (3)

Level 2

- Education 209 - Multicultural Issues (1.5)
- Education 235/236/237 - Applied Educational Psychology (3)
- Education 239 - Service Learning Field Experience (2)
- Education 251 - Introduction to the Education of Exceptional Students (3)
and *one* of the following courses:
Education 265 - Reading in the Content Areas - Elementary (1.5)

Education 267 - Secondary Instructional Design and Content Area Reading (3)
 Education 333 - Teaching Reading and Language Arts in Pre-K through Middle Schools (4)

Level 3

Education 37X - Student Teaching (14) and Education 381 - Interim Seminar (1)

Options I, II, and III below list the academic requirements for elementary education teaching endorsements. See also special programs under options VII and VIII.

Option I: General Elementary Classroom Teacher Endorsement K-6; Endorsement 102 (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

Program Content Courses (Credit Hours) (required for options I and II)

Education 205 - Children’s Literature (3)
 Education 260 - Teaching Bible in the Pre-K through Middle School (1.5)
 Education 331 - Teaching Social Studies in the Pre-K through Middle School (3)
 Education 332 - Teaching Mathematics in the Pre-K through Middle School (3)
 Education 333 - Teaching Reading and Language Arts in the Pre-K through Middle School (4)
 Education 334 - Teaching Sciences in the Pre-K through Middle School (3)

Two courses selected from:

Education 226 - Teaching Pre-K through Middle School Health (1.5)
 Education 227 - Teaching Pre-K through Middle School Physical Education (1.5)
 Education 228 - Teaching Pre-K through Middle School Art (1.5)
 Education 229 - Teaching Pre-K through Middle School Music (1.5)

Students are encouraged to choose one from Education 226 or 227 and one from Education 228 or 229. (Physical Education, Health, Art, and Music minors or majors need to take only one course from Education 226, 227, 228, 229.)

The program content courses and field of specialization constitute a major in elementary education.

Fields of Specialization Note: a field of specialization does not provide the student with an endorsement area.

1. ART: Art 201, 202; one from Art 207, 208, 209; one from Art 216 or 218.
2. BIOLOGY: Biology 115, 122, 200, and one elective course in biology.
3. CHEMISTRY: Chemistry 101, 122, and two elective courses in chemistry.
4. COMPUTER SCIENCE: Business Administration 100, Computer Science 111, 131, and one course from Computer Science 112, 120, 220.
5. ECONOMICS: Economics 202, 203, and two economics electives.
6. ENGLISH/LANGUAGE ARTS: one course from English 201, 202, 321; one course from English 205, 221, 222, 225; English 336; one course from English 301, 302, 303, 304, 305.
7. FRENCH: French 201, 202, 206; three credits from French 251-258 or French 301. Study abroad courses are recommended.
8. HISTORY: History 201; one course from History 212, 213, 214; two courses from History 220-225, 230.
9. LANGUAGE ARTS: Education 254, 262; English 336; one course from English 201, 202, 203, 221, 222.
10. MATHEMATICS: Mathematics 108, 109, and any two elective mathematics courses. One three-hour computer science course may be substituted for one of the elective mathematics courses.

11. MUSIC: Music 103, 103L, 104, 104L, 312, one semester each of Music 240 and Music 250. (Do not take Education 229 as part of the program.)
12. PHYSICAL EDUCATION: HPER 204 (203 prerequisite is waived), 207, 209, 306. (Do not take Education 226 and 227 as part of the program.)
13. POLITICAL STUDIES: Political Studies 201, 212, 214, 333.
14. PSYCHOLOGY: Psychology 201, 210, 364; one course from Psychology 224, 374, 376.
15. READING: Education 254, 314, 320; one from Education 206, 262, TESL 371.
16. SCIENCE-BASIC: Biology 101 and 102 or 115 and 122; Physical Science 107; one course from Physical Science 201, Environmental Studies 151, Biology 251.
17. SOCIAL STUDIES: Geography 151; History 201; one course from History 212, 213, 214; one course from Economics 200, Political Studies 201, Psychology 201, or Sociology 201.
18. SOCIOLOGY: Sociology 201, 210, 216; one sociology elective.
19. SPANISH: Spanish 201, 202, 206, three hours of Spanish 251-258 or Spanish 301. Study-abroad courses are recommended.
20. SPECIAL EDUCATION: Education 251 and three from Education 252, 253, 310, 315.
21. SPEECH COMMUNICATION/THEATRE: Communication 220; Theatre Arts 212; Education 254; Education 262 or Theatre Arts 101.
22. TESL: TESL 371, 372; two courses from Foreign Language 201, Linguistics 201, 301.
23. THEATRE ARTS: Education 262; Theatre Arts 101, 102, 210.
24. THEOLOGY: Theology 221 or 222, 231, one course from 211-217; 322 or 323.

Option II: General Elementary Classroom Teacher Endorsement K-6 and a Subject Area Minor; Additional Endorsement (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.) The program content courses must be completed as described in option I. Students completing option II will earn endorsement 102 and, by completing one of the following K-6 subject area minors, obtain the additional endorsement listed.

1. ART: Endorsement 113. Art 201, 202, 216; two courses from Art 207, 208, 209, 210; two courses from Art 218, 225, 228, 230, 240; one course from Art 302, 316, 318, 325, 328, 330, 340. (Art 211 is required as a professional education course.)
2. COMPUTER SCIENCE: No state endorsement available. Business Administration 100; Computer Science 111, 131, and 145; any two from Computer Science 112, 120, 211, 231, 245, or 390; Mathematics 107 and one mathematics course numbered 109 or higher. This minor equips persons with the knowledge and skills necessary to use computer applications in the classroom, to investigate and develop additional uses, and to aid other staff members in computer uses.
3. ENGLISH/LANGUAGE ARTS: Endorsement 119. Theatre Arts 212 or Education 262; Education 205; English 200; English 201 or 202; English 301 or 302; English 336; two English courses numbered above 200. (Education 333 is required as a professional education course.)
4. HEALTH: Endorsement 137. HPER 101, 202, 204, 205, 207, 209, 211; Sociology 302. (Education 226 is required as a professional education course.)
5. HISTORY: Endorsement 162. History 201, 280; one course from History 212, 213, 214; three courses from History 220-225, 230, 319, 326, 327, 335, Engineering 310; two courses from History 301, 305, 306, 308, Economics 309. (Education 331 is required as a professional education course.)

6. MATHEMATICS: Endorsement 142. Mathematics 106, 107, 108, 109, 207, 210; one from Mathematics 111 or 112; Computer Science 111 or 112. (Education 332 is required as a professional education course.)
7. MUSIC: Endorsement 144. Music 103, 103L, 104, 104L, 207 or 208, 215, 308; Music 19; one semester each of Music 240 and Music 250; one course from Music 203 and 203L, 207 or 208, 305, 306, 316-319; four large ensemble credits or a second course from Music 203 and 203L, 207 or 208, 305, 306, 316-319; *312 (*This course is required as part of the professional education sequence)
8. PHYSICAL EDUCATION: Endorsement 146. HPER 22, 26 or 30, 101, 203, 204, 207, 208, 306, 325; one course from HPER 205 or 209, or two courses from HPER 212, 213, 214, 215, 216. (Note: HPER 212-216 are half-courses.) (Do not take Education 227 as part of the program.)
9. READING: Endorsement 148. Education 205, 254, 265, 310, 314, 320, 339; Communication 301 or 302; (Education 333 is required as a professional education course.)
10. SCIENCE-BASIC: Endorsement 150 Three courses from Physical Science 107, Physics 115, 116, Chemistry 101, 122; two courses from Biology 101, 115, 122; two courses from Environmental Studies 151, Astronomy 121, Earth Science 201, 202, 227; Education 334. (Education 334 is required as a professional education course.) It is recommended that students earning this endorsement take Physical Science 201 or Biology 251 to meet the History/Philosophy/Theology component of the General Education Program.
11. SOCIAL STUDIES: Endorsement 164. Economics 200; Geography 151; History 201; one course from History 212, 213, 214; two courses from History 220-225, 230; two courses from Political Studies 201, 212, 214, 312. (Education 331 is required as a professional education course.)
12. SPANISH: Endorsement 133. Spanish 201, 202, 206, 300, 301, 302; three semesters of Spanish 251-258; one course from 304, 341-348, 393. Three credits in study-abroad courses are required. (Education 355 is required as a professional education course.)
13. SPEECH COMMUNICATION/THEATRE: Endorsement 167. Communication 201, 220; Education 254, 262; Theatre Arts 101, 102, 212. (Education 333 is required as a professional education course.)

Option III: K-6 Subject Area Major Completion of the core courses (page 114) with an appropriate methods course and Education 265, along with one of the following majors, prepares the student for specialized subject area teaching in K-6, and allows the student to obtain the endorsement listed. (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.)

1. ART: Endorsement 113. Art 201, 202, 216, 370; three courses from Art 207, 208, 209, 210; three courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340. (Art 211 is required as a professional education course.)
2. MUSIC: Endorsement 144. Music 103, 103L, 104, 104L, 207 or 208, 215, 308; two courses from Music 203 and 203L, 207 or 208, 305, 306; Music 19; six semesters of Music 09; two semesters each of Music 240 and Music 250; four large ensemble credits; *Music 312, *Music 314 or 316-319. (*These courses are required as professional education.) (Music 313 is recommended as a professional education course.)

3. PHYSICAL EDUCATION: Endorsements 146 and 101-Coaching. HPER 22, 26 or 30, 101, 203, 204, 205, 207, 208, 209, 306, 325; two courses from HPER 212-216. (Note: HPER 212-216 are half-courses.)
4. SPANISH: Endorsement 133. Spanish 201, 202, 206, 300, 301, 302; Linguistics 201; three courses from Spanish 102, 207, 208, 304, 341-348, 393; four semesters of Spanish 251-258. Six credits in study-abroad courses are required. (Education 355 is required as a professional education course.)

Option IV: Middle School Classroom Teaching Endorsement (K-8 or 5-12); Endorsement 182 All elementary (see page 112) and secondary (see below) students seeking the middle school classroom teaching endorsement must complete the professional education core. Student teaching will be one-half Education 372 (elementary) or Education 375 (secondary) and one-half Education 373 (middle level).

The elementary education major must be completed as described in option I. The Middle School endorsement requires students to complete a field of specialization in one of the four areas listed below:

1. ENGLISH/LANGUAGE ARTS: English 200; Education 206; one course from English 201, 202, 321, 336; one course from English 205, 221, 222, 225, 301, 302, 303, 304, 305, Education 262. Education 354: Methods of Teaching English in High Schools and Middle Schools is strongly recommended.
2. MATHEMATICS: Mathematics 108, 109; any two elective courses in mathematics (one three-hour computer science course may be substituted for one of the elective mathematics courses); Education 357: Methods of Teaching Mathematics in High Schools and Middle Schools is strongly recommended.
3. SCIENCE: Biology 101 and 102 or 115 and 122; Physical Science 107; one course from Physical Science 201, Environmental Studies 151, Biology 251. Education 351: Methods of Teaching Sciences in High Schools and Middle Schools is strongly recommended.
4. SOCIAL STUDIES: Geography 151; History 201; one course from History 212, 213, 214; one course from Economics 200, Political Studies 201, Psychology 201, Sociology 201. Education 356: Methods of Teaching History and Social Studies in High Schools and Middle Schools is strongly recommended.

Students will earn the middle school classroom teaching endorsement by completing the program content courses listed.

The secondary education major must be completed as described in option V. In addition to the secondary subject-specific methods course taken in the secondary subject area major, students seeking the middle school endorsement are strongly encouraged to take the elementary subject-specific methods course (one of Education 331, 332, 333, or 334) that relates most closely to the secondary subject area major. Students will earn the middle school classroom teaching endorsement by completing the program content courses listed.

Program Content Courses (Credit Hours)

Education 266 - Middle School Curriculum and Instruction (3)

Education 236 - Applied Educational Psychology in Middle School Education (3)

Education 206 - Adolescent Reading Interests (3)

or

Education 265 - Reading in the Content Areas - Elementary (1.5)
 or
 Education 267 - Secondary Instructional Design and Content Area Reading (3) *
 English 101 - Grammar and Composition (3)
 English 200 - Responding to Literature (3)
 Communication 110 - Fundamentals of Speaking and Listening (3)
 History 100 - Western Civilization Since the Renaissance (3)
 History 201 - Survey of American History (3)
 Geography 151 - World Regional Geography (3)
 Biology 101 or 102 - Biological Science (3)
 Physical Science 107 - Introduction to Physical Science (3)
 Mathematics 108 - Mathematics for the Elementary and Middle School Teacher (3)
 Mathematics 109 - Theory and Context of Middle Level Mathematics (3)
 Education 373 - Student Teaching—Middle Level (7)

*Elementary education students have a choice of either Education 265 or Education 206. Secondary education students must take Education 267.

Option V: 7-12 Secondary Subject Area Major Secondary education students must complete the professional education core as stated on page 114. They must also complete the following courses specific to secondary education majors:

- Education 267- Secondary Instructional Design and Content Area Reading (3)
- Subject-specific methods course (3) – one from Education 350-359.

Secondary education students must also complete one of the following majors in order to fulfill the requirements for a teaching endorsement. (The term ‘endorsement’ and the endorsement numbers are part of the Iowa licensure code.)

1. ART: Endorsement 114. Art 201, 202, 216, 370; three courses from Art 207, 208, 209, 210; three courses from Art 218, 225, 228, 230, 240; two courses from Art 302, 316, 318, 325, 328, 330, 340. (Education 350 is required as a professional education course.)
2. BUSINESS EDUCATION
 - A. BUSINESS–GENERAL: Endorsement 115. Business Administration 201, 202, 206, 301, 302; Business Education 112; Economics 200; one course from Business Administration 100 or Computer Science 111; two three-hour course electives from business administration or business education. (Education 359 is required as a professional education course.)
 - B. BUSINESS–MARKETING/MANAGEMENT: Endorsement 117. Business Administration 205, 206, 207, 308; Economics 202, 203; four courses from Business Administration 100, 201, 202, 301, 302, or Computer Science 111. (Education 359 is required as a professional education course.)
 - C. BUSINESS–OFFICE: Endorsement 116. Business Administration 100, 205, 206; Business Education 112, 113, 321; four three-hour elective courses in business administration, business education, or computer science. (Education 359 is required as a professional education course.)
3. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 206; English 201, 202, 301 or 302, 336; two courses from English 312, 314, 316, 318; three English courses above 200. English 203 is strongly recommended. (Education 354 is required as a professional education course.)

4. HISTORY:

- A. HISTORY-UNITED STATES and WORLD: Endorsements 158 and 166. History 201, 280, 380; one course from History 212, 213, 214; three world history electives from History 212-214, 220-225, 230, 319, 326, 327, 335, 341-344, Engineering 310; four American history electives from History 301, 305, 306, 308, Economics 309; History 388 or 389 strongly recommended. (Education 356 is required as a professional education course.)
- B. HISTORY-WORLD: Endorsement 166. History 201 or 230, 280, 380; one course from History 212, 213, 214; seven history courses numbered above 201, including Engineering 310 and Economics 309. A maximum of three courses may be from History 301, 305, 306, 308, 345-348, Economics 309. At least three must be 300-level. History 388 or 389 strongly recommended. (Education 356 is required as a professional education course.)

Students who complete a history major can add an endorsement in American government, economics, psychology, or sociology by completing 15 semester hours in one of these social sciences:

- Endorsement 157–American Government. Political Studies 212, 214, 322, 333, 370.
 - Endorsement 160–Economics. Economics 202, 203, 303; two courses from Economics 309, 315, 321, 334. (NOTE: 309, 315, 321, and 334 are offered in alternate years.)
 - Endorsement 163–Psychology. Psychology 201, 210, 364; two from Psychology 218, 224, 374, 376.
 - Endorsement 165–Sociology. Sociology 201, 216; three electives in sociology.
5. MATHEMATICS: Endorsement 143. Mathematics 112, 113, 203, 206, 207, 208, 210, 212, 304, 393; two courses from Mathematics 291-294; Computer Science 111. (Education 357 is required as a professional education course.)
6. MUSIC:
- A. MUSIC-CHORAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 215, 315; one course from Music 306, 308, or 309; one course from Music 210, 211, 212, 305; Music 19; six semesters of Music 09; four semesters of Music 240; two additional semesters from Music 240, 250, 260, or 270; six semesters of Concert Choir or Chorale; Music *312, *313, *323, two semesters from *316-319. (*These courses are required as professional education courses.)
- B. MUSIC-INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 215, 315; one course from Music 305 or 306; one course from Music 308 or 309; Music 19; six semesters of Music 09; four semesters of Music 270; Music 240 or 04; two additional semesters from Music 240, 250, 260, or 270; six semesters of Band or Orchestra; Music *312, *314, and *316-319. (*These courses are required as professional education courses.)
- C. MUSIC-CHORAL/INSTRUMENTAL MUSIC EDUCATION: Endorsement 145. Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 215, 315; Music 305 or 306; Music 308 or 309; Music 19; six semesters of Music 09; four semesters of Music 240; four semesters of Music 270; six semesters of Concert Choir or Chorale; six semesters of Band or Orchestra; Music *312, *313, *314, *316-319, *323. (*These courses are required as professional education courses.)
7. PHYSICAL EDUCATION: Endorsements 147 and 101–Coaching 7-12. HPER 22, 26 or 30, 101, 203, 204, 205, 207, 208, 209, 305, 325; two courses from HPER 212-216. (NOTE: HPER 212-216 are half-courses.)
8. SCIENCES: (Single Academic Program Science Majors)
- A. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; one course from Biology 217, 316, 319, Agriculture 251; one course from Biology 201, 202, 301, Agriculture 315; two additional three- or four-credit elective courses in Biology numbered above 200, with a strong recommendation that Biology 302 or Biol-

ogy 335 be included; Chemistry 101 and 122 or Chemistry 103 and 104. (Education 351 is required as a professional education course.)

- B. CHEMISTRY: Endorsement 152. Chemistry 103, 104, 212, 221, 222, one course from Chemistry 331 and 332, 333; one course from Chemistry 223, 251 (or Au Sable 332), 311, 312, 325, 393; Physics 115, 116 or 201, 202, 203; Mathematics 112, 113. (Education 351 is required as a professional education course.) Note: Mathematics 112 and 113 are pre- or corequisites for the physics courses and will fulfill the general education mathematics requirement for education majors. Students should ordinarily take Physical Science 201 as the fourth HPT elective in general education and should take Biology 115 or 122 as the biological science requirement in secondary education.
- C. PHYSICS: Endorsement 156. Physics 201, 202, 203, 206; Physical Science 201; Mathematics 112 and 113; two courses from Physics 325, 326, 331, 335, 336, 393. (Education 351 is required as a professional education course.) Note: Mathematics 112 and 113 are pre- or corequisites for Physics 201 and 202 and will fulfill the general education mathematics requirement for education majors. Most of the 300 level courses have additional prerequisites.

SCIENCES: (Multiple Academic Program Majors)

The following endorsements in the sciences may be acquired by meeting the course requirements listed. Endorsements may be added to the single academic program majors (biology, chemistry, or physics) above. Alternatively, combinations of two or more of the endorsement options listed below constitute a secondary education major in those endorsement areas.

- D. GENERAL SCIENCE: Endorsement 154. Biology 115, 122; Chemistry 101 and 122, or Chemistry 103 and 104; Physics 115 and 116 or Physics 201, 202, and 203; one from Environmental Studies 151, Astronomy 121, Earth Science 201, 202, 227. (Education 351 is required as a professional education course.)
 - E. PHYSICAL SCIENCE: Endorsement 155. Physics 115 and 116 or Physics 201, 202, and 203; Physical Science 201; Chemistry 101 and 122 or Chemistry 103 and 104; two courses from Astronomy 121, Earth Science 201, 202, 227. (Education 351 is required as a professional education course.)
 - F. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; one elective course from Biology numbered above 200. (Education 351 is required as a professional education course.)
 - G. CHEMISTRY: Endorsement 152. Chemistry 103, 104; two from Chemistry 122 (or Chemistry 221), 212, 251 (or Au Sable 332). (Education 351 is required as a professional education course.)
 - H. EARTH SCIENCE: Endorsement 153. Earth Science 121, 151, 201, 202, 227. (Education 351 is required as a professional education course.)
 - I. PHYSICS: Endorsement 156. Physics 201, 202, 203, 206; Mathematics 112, 113. Mathematics 112 and 113 will fulfill the mathematics general education requirement for education majors. (Education 351 is required as a professional education course.)
9. SOCIAL SCIENCE: Endorsement 186. History 201, 280; two courses from History 301, 305, 306, 308, 388; one course from History 212, 213, 214; two courses from History 100, 220, 221, 222, 223, 224, 225, 230, 319, 326, 335, 389 (students planning to teach in Canada are advised to take 230); Political Studies 212, 214; one from Political Studies 201, 210; Psychology 201; one course from Psychology 210, 218, 224; Sociology 201; one course from Sociology 215, 216, 302; Geography 151; one course from Geography 201, 202; Economics 202, 203; Mathematics 107. History 380 is strongly recommended.
10. SPANISH: Endorsement 134. Spanish 201, 202, 206, 300, 301, 302; Linguistics 201; two courses from Spanish 102, 207, 208, 304, 341-348, 393; four semesters of Spanish 251-258. Six credits of study abroad courses are required. (Education 355 is required as a professional education course.)

Option VI: Secondary Certification 7-12 With an Added Minor An academic minor provides an added teaching endorsement to any secondary major from Option V (The term “endorsement” and the endorsement numbers are part of the Iowa licensure code.) Minors may be selected from the following. See also options VII and VIII.

1. AMERICAN GOVERNMENT: Endorsement 157. Political Studies 201, 212, 214, 322, 333, 370; two courses from Political Studies 245, 335, Criminal Justice 201. One course taken on the American Studies Program may be substituted for one of the courses. (Education 356 is required as a professional education course.)
2. ART: Endorsement 114. Art 201, 202, 216; two courses from Art 207, 208, 209, 210; two courses from Art 218, 225, 228, 230, 240; one course from Art 302, 316, 318, 325, 328, 330, 340. (Education 350 is required as a professional education course.)
3. BIBLE: No state endorsement is available. Theology 222, 254; one of Theology 322 or 323; two courses from Theology 211-214; two courses from Theology 215-217; Education 261.
4. BIOLOGY: Endorsement 151. Biology 115, 122, 200, 213; plus electives from biology courses numbered above 200 for a minimum of 24 semester hours total. (Education 351 is required as a professional education course.)
5. BUSINESS EDUCATION
 - A. BUSINESS-GENERAL: Endorsement 115. Business Administration 201, 202, 206, 301, 302; Business Education 112; Economics 200; Business Administration 100 or Computer Science 111. (Education 359 is required as a professional education course.)
 - B. BUSINESS-MARKETING/MANAGEMENT: Endorsement 117. Business Administration 205, 206, 207, 308; Economics 202, 203; two courses from Business Administration 100, 201, 202, 301, 302, or Computer Science 111. (Education 359 is required as a professional education course.)
 - C. BUSINESS-OFFICE: Endorsement 116. Business Education 112, 113, 321; Business Administration 100, 205; three three-hour elective courses in business administration, business education, or computer science. (Education 359 is required as a professional education course.)
6. CHEMISTRY: Endorsement 152. Chemistry 103, 104, 221, 222, 325, and two electives (suggested from 212, 312, Au Sable 332). (Education 351 is required as a professional education course.)
7. COMPUTER SCIENCE: No state endorsement available. Business Administration 100; Computer Science 111, 131, and 145; any two from Computer Science 112, 120, 211, 231, 245, or 390; Mathematics 107 and one mathematics course numbered 109 or higher. This minor equips persons with the knowledge and skills necessary to use computer applications in the classroom, to investigate and develop additional uses, and to aid other staff members in computer uses.
8. ENGLISH/LANGUAGE ARTS: Endorsement 120. Education 206, 265; English 201 or 202; English 301 or 302; English 336; two courses from English 312, 314, 316, 318; two English courses numbered above 200. (Education 354 is required as a professional education course.)
9. GENERAL SCIENCE: Endorsement 154. Biology 115, 122; Chemistry 101; Environmental Studies 151; Physics 115, 116; two elective courses in biology, chemistry, earth science, or physics. (Education 351 is required as a professional education course.)
10. HEALTH: Endorsement 138. HPER 101, 202, 204, 205, 207, 209, 211, 305; Sociology 302.

11. HISTORY-WORLD: Endorsement 166. History 280, 380; one from History 212, 213, and 214; three from History 201, 220, 221, 223, 224, 225, 230; two from History 319, 326, 327, 335, Engineering 310. (Education 356 is required as a professional education course.)
12. JOURNALISM: Endorsement 141. Communication 240, 241, 242, 246, 301. (Education 354 or 358 is required as a professional education course.)
13. MATHEMATICS: Endorsement 143. Mathematics 203, 208, 210, 212; one course from Mathematics 107 or 206; one course from Mathematics 111 or 112; one course from Mathematics 109 or 113; one from Computer Science 111 or 112. (Education 357 required as a professional education course.)
14. MUSIC
 - A. CHORAL MUSIC: Endorsement 145. Music 103, 103L, 104, 104L, 215, *313, 315, 323; two courses from Music 207, 208, 210, 220, 308; Music 19; two semesters of Music 240; four semesters of Concert Choir or Chorale. (*This course is required as a professional education course.)
 - B. INSTRUMENTAL MUSIC: Endorsement 145. Music 103, 103L, 104, 104L, 215, *314, 315, 316-319; two courses from Music 207, 208, 210, 220, 308; Music 19; two semesters of 270; four semesters of Band or Orchestra. (*This course is required as a professional education course.)
15. PHYSICAL EDUCATION: Endorsement 147. HPER 22, 26 or 30, 101, 203, 204, 205, 207, 208, 305; six credits from HPER 209, 212-216, 325. (Note: HPER 212-216 are half-courses. Only two may be applied to the minor.)
16. PHYSICAL SCIENCE: Endorsement 155. Chemistry 103, 104; Physics 201, 202; Physical Science 201. Two courses from Astronomy 121, Earth Science 201, 202, Physics 203. (Education 351 is required as a professional education course.)
17. PHYSICS: Endorsement 156. Physics 201, 202, 203, 206, 325; two elective courses in physics. (Education 351 is required as a professional education course.)
18. SPANISH: Endorsement 134. Spanish 201, 202, 206, 300, 301, 302; three semesters of Spanish 251-258; one course from Spanish 304, 341-348, 393. Three credits in study-abroad courses are required. (Education 355 is required as a professional education course.)
19. SPEECH COMMUNICATION/THEATRE: Endorsement 168. Communication 201, 240, 241, 314; Theatre Arts 102, 103, 210, 212; Theatre Arts 101 is strongly recommended. Communication 311 and Theatre Arts 262 are also encouraged. (Education 358 is required as a professional education course.)

Option VII: Special Education K-6 or 7-12 Minor: Instructional Strategist I: Mild and Moderate

Completion of the special education minor will prepare teachers to serve as instructional strategists for students with mild or moderate disabilities in either inclusive education settings or special education placements. Students seeking the endorsement in K-6 Instructional Strategist must also complete all requirements for the general elementary teaching endorsement (see page 115). Students seeking the 7-12 Instructional Strategist endorsement must also complete all requirements for a secondary major endorsement (see page 118).

1. K-6 INSTRUCTIONAL STRATEGIST 1: MILD TO MODERATE Endorsement 260. Education 251, 252, 253, 254, 310, 314, 315, 317, 319
2. 7-12 INSTRUCTIONAL STRATEGIST 1: MILD TO MODERATE Endorsement 261. Education 251, 252, 253, 254, 310, 314, 316, 318, 319

Option VIII: Special Endorsements

1. ENDORSEMENTS ON BOTH ELEMENTARY AND SECONDARY LEVELS: A K-6 endorsement and a 7-12 endorsement to teach in a selected academic area may be obtained by completing the major and the professional requirements on both levels. The K-6 and 7-12 majors are similar in most academic areas. The professional education requirements are listed on pages 114-115 and include an appropriate methods course and student teaching on both elementary and secondary levels. This option is intended primarily for art, music, physical education, and Spanish majors.
2. ATHLETIC COACH K-12: Endorsement 101: In the State of Iowa, you must be licensed to coach at the secondary level in the public school system. There are two forms of coaching licensure - a coaching **authorization** and a coaching **endorsement**. Both the authorization and endorsement allow you to be employed as a head or assistant coach in any interscholastic athletic activity. Both licenses require courses in four conceptual areas: Coaching Theory, Lifespan Development, Physiology, and First Aid and Prevention of Athletic Injuries. These courses may be taken in any sequence over any length of time through Area Education Agency (AEA) workshops or for college credit.

The coaching **authorization** gives a non-education student the right to coach in the middle school or high school. The person is allowed to be the head or assistant coach for any sport following the completion of the course work in the previous paragraph and filing an application for the authorization through the Department of Education of the State of Iowa (see the contact information below). The coaching **endorsement** can be obtained by individuals who hold a teaching license and who have completed the four required classes for college credit. Coaching Theory, Lifespan Development, and Physiology must be taken for one credit hour each and First Aid and Prevention must be taken for two credit hours. The coaching endorsement is automatically renewed with your teaching license.

For information on licensure, see web site www.state.ia.us/boee/doc/faqs_cch.asp.

The following courses with an education degree qualify an applicant to be a *head coach* or *assistant coach* in all sports at the secondary level.

- HPER 204 - Physiology of Physical Activity
- HPER 207 - First Aid and Athletic Injuries
- HPER - Coaching Theory (one from 212-216)
- Psychology 204 - Lifespan Development

These courses also meet the State of Iowa's requirement for the coaching authorization available for those who have not completed an education degree. The coaching authorization allows the holder to be head coach or assistant coach in all sports at the secondary level.

3. EARLY CHILDHOOD PK-3: Endorsement 106: This endorsement may be obtained by completing the major in elementary education, student teaching at both the early childhood and elementary levels, and completion of the courses indicated below.
 - Education 207 - First Aid and Athletic Injuries
 - Education 228 - Teaching Art in PreK through Middle School

Education 229 - Teaching Music in PreK through Middle School
 Education 254 - Collaboration and Consultation
 Education 320 - Reading and Language Development in Early Childhood
 Education 322 - Introduction to Early Childhood Education
 Education 322L - Practicum in Early Childhood
 Education 326 - Organization and Administration of Early Childhood Programs

4. TEACHING ENGLISH AS A SECOND LANGUAGE K-12: Endorsement 104: This endorsement may be obtained by completing a major in either elementary education or in one of the secondary programs, student teaching TESL on both the elementary and secondary levels, and completion of the courses indicated below.

Linguistics 201 - Introduction to Linguistics
 Linguistics 301 - Applied Linguistics and Phonology
 TESL 371 - Foundations of ESL/EFL Teaching
 TESL 372 - Teaching ESL/EFL: A Practicum (taken concurrently with TESL 371)
 Foreign Language 201 - Intermediate Spanish, German, French, or Dutch
 English 336 - English Grammar
 One course from the following:
 Sociology 216 - Racial and Ethnic Minorities in Society
 English 203 - Ethnic American Literature
 English 335 - History of the English Language
 Foreign Language 202 - Literature and Cultural Readings
 Foreign Language 206 - Foreign Language Culture

Student Teaching

- Elementary education majors and ESL endorsement 104:
 Student teaching in ESL must be split into teaching ESL at the elementary level and the secondary level for one part of the student teaching period; the other part of the student teaching period must be in the regular elementary education classroom.
- Secondary education students and ESL endorsement 104:
 Student teaching must be split into elementary and secondary ESL for one period of the student teaching period; the other part of the student teaching period will have to be in the other endorsement area.

Master of Education Degree

The following program in school curriculum and instruction meets the master's degree requirement in a recognized endorsement area for a Professional Teacher's License in the State of Iowa.

- Education 500 - Research Methods in Education
- Education 501 - Current Issues in Education
- Education 502 - Advanced Educational Psychology
- Education 540 - Practicum in Curriculum and Instruction
- Education 590 - Master's Project
- 15 additional credits of graduate-level courses chosen in compliance with the Master of Education Program bulletin.

Associate of Arts Degree Options

The education department offers the following areas of concentration for an A.A. degree. See the "Academic Program" section for the general requirements for all A.A. programs.

Associate of Arts/Special Education Aide: Education 101, 101L, 103, 135, 201, 209, 251, 314, 332, 333; Education 253 or 315; Mathematics 108.

Associate of Arts/Teacher Aide-Elementary: Education 101, 101L, 103, 135, 201, 209, 251, 332, 333; Mathematics 108; six credits from Education 205, 226, 227, 228, 229, 331, or 334.

Associate of Arts/Early Childhood Aide: Education 101, 101L (primary), 103, 135, 201, 205, 251, 320, 322, 322L, 326; three credits from Education 207, 209, 226, 228, 229.

LEVEL 1 COURSES

- 101 Introduction to Education (3)**.....Fall, Spring
Designed to introduce students to the domain of education and to induct them into an initial understanding of teaching and the teaching profession. Emphasis is on the development of a distinctively Christian approach to education. Topics considered include the philosophical, historical, social, and political contexts of education. Introductory attention is given to curricular and instructional issues.
- 101L Pre-Student Teaching Field Experience I (1)**Fall, Spring
A field experience of at least 20 hours in a local school. Required of all elementary, middle, and secondary education students. Prerequisite: Concurrent enrollment in Education 101. Graded on a Pass/No-record basis.
- 103 Media and Technology in Education (1.5)**Fall, Spring
An opportunity to use technology to more effectively achieve educational objectives. Students review and use current software packages, prepare a lesson on videotape (microteaching), and consider the implications of technological change for teaching. Pre- or corequisite: Education 101.
- 104 Pre-Student Teaching Field Experience I (1)** Fall
A field experience of at least 20 hours in a local school. Required of all elementary, middle, and secondary education students. Prerequisites: Education 101 and concurrent enrollment in Education 201. Graded on a Pass/No-record basis.
- 135 Introduction to Educational Psychology (3)**Fall, Spring
Introduces students to fields of educational psychology and developmental psychology as they inform the teaching and learning environment. Research in the field of educational psychology is explored as a tool for effective teaching and decision-making. In addition, this course introduces students to developmental theories and explores in depth learning theories that impact education today. Research methodology and developmental and learning theories are discussed and explored from a reformational perspective.
- 201 Curriculum and Instruction (3)**.....Fall, Spring
Introduces students to an understanding of curricular and instructional theory and practice. Emphasis is on the development of a distinctively Christian approach to the classroom. Various perspectives on curriculum and instruction are critically examined. Students practice curriculum construction and lesson planning. Prerequisite: Education 101 or departmental approval.

- 204 **Pre-Student Teaching Field Experience II (1)**.....Fall, Spring
An additional field experience of at least 40 hours completed by elementary, middle, and secondary education students in schools of their choice. This course does not substitute for Education 239 as a requirement in the Teacher Education Program. Prerequisite: Education 104 or its equivalent. Graded on a Pass/No-record basis.

LEVEL 2 COURSES (courses numbered below 210 can be taken prior to admission to TEP)

- 205 **Children's Literature (3)**.....Fall, Spring
A wide selection of children's books is read and examined for use in the preschool, elementary, and middle school curriculum. Emphasis is put on reading and responding to books from many different genres. Ways to encourage reading and interacting with texts are discussed and practiced. Prerequisite: Education 101
- 206 **Adolescent Reading Interests (3)**.....Fall Even
Examines the development of adolescent literature as a genre and exposes the student to a wide selection of writing and authors. The course emphasizes appreciation for literature that endures and that promotes Christian perspectives, and it provides the student with a background for implementing reading programs at the middle school and high school levels. Offered in alternate years. Prerequisite: Education 101
- 207 **First Aid and Athletic Injuries (3)**.....Fall, Spring
A study of accepted methods used to prevent athletic injuries. Instruction in administering first aid practices in emergencies. Fall semester emphasizes the elementary school child; spring semester focuses on participants in interscholastic sports. This course is not open to freshmen. [Cross-listed: HPER 207] Note: Early Childhood Education students should take this course in the fall.
- 208 **Human Relations in Education (3)**.....Occasional
Designed to develop an awareness of the responsibility of educators to establish educational programs that develop a sensitivity to and understanding of the different culture/ethnic groups in a pluralistic society. Includes a history of the discrimination that many minority groups have encountered in North America and educational strategies for dealing with problems minority groups have experienced in the educational process. Prerequisite: Education 101.
- 209 **Multicultural Issues in Education (1.5)**.....Fall, Spring
Intended to familiarize prospective teachers with issues of race, gender, social class, and culture as they relate to the educational process. Specifically, students will become familiar with historical and current practices in schools and society that reflect dehumanizing and unbiblical biases such as sexism, racism, prejudice, and discrimination. In addition, students will become aware of ways in which teachers can promote a curriculum and an educational environment that is free of such biases and will instead reflect a perspective that is pluralistic in its orientation and promote a biblical view of the person. Prerequisite: Education 101.
- 226 **Teaching Health in Pre-K through Middle School (1.5)**..... Fall
Provides general background and information needed for formulating and teaching a suitable program in health. This class is not open to elementary education majors pursuing the physical education teaching minor or major. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 227 **Teaching Physical Education in Pre-K through Middle School (1.5)**..... Fall
Provides general background and information needed for formulating and teaching a suitable program in physical education. This class is not open to elementary education majors pursuing the physical education

- teaching minor or major. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 228 **Teaching Art in Pre-K through Middle School (1.5)**..... Fall
Provides background on methods and techniques of organizing and motivating art instruction for early childhood, elementary, and middle school children. Creative work with material for children: crayon, cut paper, watercolor, and poster paint is included. This class is not open to elementary education majors pursuing the art teaching minor or major. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 229 **Teaching Music in Pre-K through Middle School (1.5)**..... Spring
Provides background skills and materials necessary for teaching music in the preschool, elementary, and middle school classroom. Not open to those majoring or minoring in music. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 235 **Applied Educational Psychology in Pre-K and Elementary Education (3)** Fall, Spring
Continuation of Education 135 in that it applies the theories and issues introduced in Education 135. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the elementary-age student. Emphasis is on developing a biblical view of the student, developing appropriate motivation techniques, creating productive, developmentally-responsive learning environments, developing effective classroom management, demonstrating authentic and appropriate assessment and evaluation, and examining how each area influences teaching strategies. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 236 **Applied Educational Psychology in Middle School Education (3)**..... Spring
Continuation of Education 135 in that it applies the theories and issues introduced in Education 135. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the middle-level child. Emphasis is on developing a biblical view of the student as image-bearer and responsive disciple. Incorporates developing appropriate motivation techniques, creating productive, developmentally responsive learning environments, planning effective classroom management, demonstrating authentic and appropriate assessment and evaluation, and examining how each area influences teaching strategies. Prerequisites: Education 101, 135, admission to the Teacher Education Program or by permission of instructor.
- 237 **Applied Educational Psychology in Secondary Education (3)** Spring
Same as 236 for the secondary student.
- 239 **Service Learning Field Experience (2)** Fall, Spring
A second teacher education field experience, designed to be taken in conjunction with Education 235/236/237 during the student's junior year. Students assist in classrooms for a total of 60 hours. Experiences gained in the field are addressed in the concurrent education courses. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 251 **Introduction to the Education of Exceptional Students (3)** Fall, Spring
An introduction to the education of those who have special needs or talents. Emphasis is on current and future trends in both special and regular education and their implications for learners who have special needs. Instructional approaches that increase integration between regular and special education students are presented. Prerequisites: Education 101, admission to the Teacher Education Program or by permission of instructor.

- 252 **Introduction to Behavior Management (3)**..... Fall Odd
An introduction to understanding and working with behavior problems commonly found in children and adolescents. Students will become familiar with the identification and assessment of problem behaviors, planning classroom interventions, monitoring progress, choosing corrective strategies, and supporting interventions beyond the classroom. This course has implications for both the regular and special education teacher. Prerequisites: Education 135 or 251, admission to the Teacher Education Program or by permission of instructor.
- 253 **Introduction to the Education of Children and Youth with Mild Disabilities (3)**..... Fall Odd
A survey course dealing with the provision of educational services to mildly handicapped children and youth, with a special focus on issues and approaches related to a multicategorical approach. Prerequisites: Education 251, admission to the Teacher Education Program or by permission of the instructor.
- 254 **Collaboration and Consultation in Education (3)**..... Fall
Deals with the increasing emphasis on the knowledge of family systems, dynamics, parent and student rights, advocacy, and communication among students, teachers, parents, paraprofessionals, and administrators. Prerequisites: Education 201, admission to the Teacher Education Program or by permission of instructor.
- 260 **Teaching Bible in Pre-K through Middle School (1.5)**..... Fall, Spring
Designed to discuss the role of Bible teaching in the Christian school, to examine curriculum materials, to develop pedagogical skills for teaching Bible, and to involve students in the designing of their own appropriate curriculum materials. Prerequisites: Education 101, admission to the Teacher Education Program or by permission of instructor.
- 261 **Teaching Bible to Adolescents (3)** Fall Even
Discussion of a Reformed approach to the teaching of Bible. This course includes the study of the nature of faith, adolescent faith development, Reformed hermeneutics, pedagogical skills for teaching the Scriptures, and methods and content of the secondary (7-12) Bible curriculum. The course will cover theological and pedagogical foundations and the practical content of teaching Bible. Prerequisites: Open only to juniors and seniors, admission to the Teacher Education Program or by permission of instructor. [Cross-listed: Theology 254]
- 262 **Creative Dramatics for Children (3)**..... Fall
An introduction to informal dramatics for the classroom, especially elementary and middle school. Emphasis is on dramatic activity requiring minimal equipment and facilities. Field experience required in area schools. Prerequisites: Education 101, admission to the Teacher Education Program or by permission of instructor.
- 265 **Reading in the Content Areas - Elementary (1.5)**..... Fall
Designed to enhance the use of text materials. Attention is given to organizational and study skills necessary for content learning and to the development of functional techniques for teaching content materials. The responsibility of Christian educators toward helping all students develop their potential in reading in content areas will be emphasized. Prerequisites: Education 333, admission to the Teacher Education Program or by permission of instructor.
- 266 **Middle School Curriculum and Instruction (3)**..... Fall
Introduces students to curriculum design and instruction for the middle school. Emphasis is on pedagogy and methods appropriate to the developmental needs of the middle-level child. Attention is given to tra-

- ditional and emerging techniques and innovations including interdisciplinary teaming, advisor/advisee relationship, exploratory curriculum, and integrated curriculum. The course also provides a study of the middle school concept, its philosophy and the distinctive components and characteristics of exemplary middle schools. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 267 **Secondary Instructional Design and Content Area Reading (3)**..... Spring
Explores a vision for developmentally responsive high schools based on a biblical view of the secondary student as image-bearer and responsive disciple; curriculum design for the secondary level; instructional strategies appropriate to the adolescent learner, including reading, writing, speaking, and listening to learn within secondary content areas; and assessment strategies. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See “Individual Studies” section of “Academic Offerings.”
- 310 **Assessment and Diagnosis in Special and Remedial Education (3)** Fall
Introductory course in the use of assessment techniques in special and remedial education. Various formal and informal assessment techniques are examined and applied to the development of educational programs that meet the needs of the handicapped. Prerequisites: Education 251, admission to the Teacher Education Program or by permission of instructor.
- 314 **Diagnosis and Remediation of Language/Reading Difficulties (3)** Spring
A study of the causes or reading difficulties in the preschool, elementary, middle-level, and secondary school, their diagnosis and correction in both classroom and remedial setting. Prerequisite: Education 333 for elementary education students; secondary education students must see the instructor. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 315 **Instructional Methods and Strategies for the Education of Students with Mild Disabilities—Preschool, Elementary, and Middle School (3)** Fall Even
Deals with the instruction of students with mild disabilities such as learning disabilities, mild behavior disorders, and mild mental retardation. Focus is on strategies directed toward the successful integration of students with mild disabilities into the regular elementary or middle level classroom. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 316 **Instructional Methods and Strategies for the Education of Students with Mild Disabilities—Middle and Secondary School (3)**..... Fall Even
Same as 315 for regular middle level and senior high classroom. Prerequisites: Education 251, admission to the Teacher Education Program or by permission of instructor.
- 317 **Transitional Collaboration in Elementary and Middle Schools (1.5)** Spring
Acquaints students with sources of services, organizations, and networks that provide transitional, career, and vocational supports for students with disabilities at all levels of development with particular focus on the needs of students in elementary and middle school. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 318 **Transitional Collaboration –Middle and High School (1.5)**..... Spring
Same as 317 for middle and high schools.

- 319 **Supervised Practicum in Special Education (1.5)** Fall, Spring
A supervised field experience that allows the student to aid/observe in a special education classroom. The practicum is provided in a setting appropriate for the endorsement sought. Prerequisites: Education 251, admission to the Teacher Education Program or by permission of instructor. Graded pass/no-record.
- 320 **Reading and Language Development in Early Childhood (3)** Spring
Designed to cover the methods and materials appropriate for developing literacy in children up to age eight. Special attention is given to oral and written language development and to reading. Phonics and other beginning reading strategies are emphasized. Prerequisites: Education 333, admission to the Teacher Education Program or by permission of instructor.
- 322 **Introduction to Early Childhood (3)** Spring
Designed to provide an overview of the field of early childhood education. Included are the following topics: growth and development of children from ages birth to eight; current trends in early childhood education; age appropriate lesson planning; what constitutes a supportive environment for young children; and the development of a professional Christian attitude towards children.
- 322L **Practicum in Early Childhood (1)** Spring
This 20 hour practicum gives students practical experience in a child development center for children ages 0-5. This course is intended to be taken concurrently with Education 322.
- 326 **Organization and Administration of Early Childhood Programs (3)** Fall
This course focuses on the administrative aspects of running a preschool. Topics include legal and licensing issues as well as the development of a facility that is safe and organized in a way that promotes child development. Issues related to assessing program quality both in terms of curriculum and personnel and ways to foster positive child-family-school relationships will be addressed. Prerequisite: Education 322, 322L.
- 331 **Teaching Social Studies in Pre-K through Middle School (3)** Fall, Spring
An introduction to a basic framework for social studies teaching with focus on methodologies, lesson and unit planning, learning resources, classroom organization, and new-tech media. Includes practical application activities for each major topic. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 332 **Teaching Mathematics in Pre-K through Middle School (3)** Spring
Mathematics for the student who plans to teach in the elementary and middle school. Mathematics foundations, the number systems, and different methods of calculation are taught. Methods, materials, goals, and means of evaluating the teaching of mathematics are emphasized. Prerequisites: Education 201; Mathematics 108, admission to the Teacher Education Program or by permission of instructor.
- 333 **Teaching Reading and Language Arts in Pre-K through Middle School (4)** Fall, Spring
Designed to cover basic principles involved in the teaching of language arts. Special attention will be given to reading and writing. Handwriting, spelling, grammar, listening, speaking, and viewing will also be addressed. Various approaches and materials will be studied. Prerequisite: admission to the Teacher Education Program or by permission of instructor.

- 334 **Teaching Science in Pre-K through Middle School (3)**Fall, Spring
A basic course in the principles and techniques of teaching natural sciences. The primary focus is on the development of materials for use in the elementary and middle-level science classroom. Prerequisite: admission to the Teacher Education Program or by permission of instructor.
- 339 **Supervised Practicum in Reading (1)** Spring
This course gives the pre-service teacher an opportunity to work with a student who is experiencing reading difficulties. Prerequisites: Education 333 and concurrent enrollment in Education 314, admission to the Teacher Education Program or by permission of instructor. Graded on a pass/fail basis.
- 350 **Methods of Teaching Art in High Schools and Middle Schools (3)**Fall Even
Methods and techniques of organizing and motivating art on the secondary school level. Media explored depends on the needs and interests of the class. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 351 **Methods of Teaching Sciences in High Schools and Middle Schools (3)**Fall Even
A review of recent trends in science teaching in middle and secondary schools. Use of audio-visual materials pertinent to the various sciences, methods of evaluation, laboratory techniques, and textbook evaluations are included. Students give several class presentations and observe actual teaching situations. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 354 **Methods of Teaching English in High Schools and Middle Schools (3)**Fall Even
Discussion of a Christian approach to the teaching of English in middle and secondary schools. Methods and approaches to teaching literature, reading, language and composition, as well as micro-teaching in these areas. Attention is given to lesson, unit, course, and curriculum planning and to the use of audio visual materials. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 355 **Methods of Teaching a Second Language in High Schools and Middle Schools (3)**Fall Even
Presentation of various methods of teaching a second language in middle and secondary schools. This course includes teaching of listening, speaking, reading, and writing skills. Phonetics, morphology, syntax, meaning, vocabulary, culture, and literature are emphasized. A survey of ESL and foreign language materials is included. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 356 **Methods of Teaching History and Social Studies in High Schools and Middle Schools (3)** Fall Even
Discussion of a Christian approach to the teaching of history and social studies in middle and secondary schools. Emphasis is on current methods and consideration of practical suggestions in classroom procedure. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 357 **Methods of Teaching Mathematics in High Schools and Middle Schools (3)** Spring
Methods of effective teaching of mathematics in middle and secondary schools. Prospective teachers attain understanding of the basic mathematics taught at the secondary level. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.
- 358 **Methods of Teaching Speech in High Schools and Middle Schools (3)**Occasional
A study of the concerns of the speech teacher in the middle and secondary school: developing speech courses, preparing objectives, constructing units, evaluating textbooks, and coaching and directing forensic activities. Previous experience or course work in oratory, oral interpretation, and debate is desirable.

Students lacking this experience do additional study or reading. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.

- 359 **Methods of Teaching Business in High Schools and Middle Schools (3)**Fall Even
Examination of the role of business education in the curriculum and current concerns in business education. Study of methods and materials for courses in business education at the secondary and higher education levels. Prerequisite: Admission to the Teacher Education Program or by permission of instructor.

LEVEL III COURSES

- 370 **Student Teaching—Early Childhood (7)**.....Fall, Spring
Students will work with qualified cooperating teachers in an early childhood classroom. Intended for those who student teach in both the primary (elementary) and Pre-K classroom.
- 371 **Student Teaching—Elementary (14)**.....Fall, Spring
Students work full days with qualified cooperating teachers in the elementary school.
- 372 **Student Teaching—Elementary (7)**.....Fall, Spring
Same as above except for fewer hours of credit. Intended for those who student-teach on two levels or for those who student teach both in the elementary classroom and in the special education classroom.
- 373 **Student Teaching—Middle Level (7)**Fall, Spring
Students work full days with qualified teachers in a middle-level grade (5-8) or multigrade situation.
- 374 **Student Teaching—Secondary (14)**.....Fall, Spring
Students work full days with qualified cooperating teachers in the secondary school.
- 375 **Student Teaching—Secondary (7)**.....Fall, Spring
Same as above except for fewer hours of credit. Intended for those who student-teach on two levels or for those who student teach both in the regular secondary classroom and in the special education classroom.
- 376 **Student Teaching—Reading (7)**Fall, Spring
Students will work with qualified cooperating teachers in an elementary remedial reading or regular classroom.
- 377 **Student Teaching—Instructional Strategist: Elementary (7)**Fall, Spring
Students work full days with qualified instructional strategists in elementary classroom settings.
- 378 **Student Teaching—Instructional Strategist: Secondary (7)**Fall, Spring
Same as Education 377 except that teaching is done in a secondary classroom setting.
- 379 **Student Teaching—Multiple Endorsements (7)**Fall, Spring
Students work full days with qualified teachers in more than one endorsement area or in both elementary and secondary schools.
- 381 **Interim Seminar—Student Teaching (1)**.....Fall, Spring
Education 381 is part of the professional semester of student teaching. It debriefs students on the first session of the student teaching experience and prepares them for session II. Emphasis is on developing a co-

herent biblical philosophy of education, developing appropriate motivation techniques, developing effective classroom management, and understanding legal and ethical issues applicable to the teaching profession.

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
- 393 See “Individual Studies” section of “Academic Offerings.”

Graduate Courses

The following 500-level courses are graduate education courses, closed to undergraduate students unless they have completed all degree requirements except student teaching.

- 500 **Research Methods in Education (3)**.....Summer
This course provides graduate students with a conceptual introduction to the philosophical foundations, essential principles, and appropriate methods of educational research so they are equipped to analyze and interpret existing research and critique contemporary methods, techniques and trends in education. The course will provide an overview of quantitative, qualitative, and mixed research designs and include a brief introduction to statistical analysis.
- 501 **Current Issues in Education (3)**.....Summer
Critically examines the philosophical and historical background and context of contemporary educational practice. The focus is on the key issues currently affecting the areas of teaching, curriculum, learning, and the school as an institution. Emphasis falls on relating philosophical and historical contexts to daily classroom practice. The course is not designed for philosophers or historians, but for school teachers and advanced education students.
- 502 **Advanced Educational Psychology (3)**Summer
Presents a biblical model of the student, develops a theory of learning based on this model, and extrapolates these into instructional practices for the classroom. Contemporary models of humankind and their theories of learning are examined and evaluated against a biblical framework.
- 521 **Structuring School Curriculum (3)**Summer
Examines and develops curricular structure for the school. State or provincial standards are examined. A school-wide course of study with a scope and sequence is developed, based on a biblical orientation and creational structure. The structure of each sphere of reality and its relationship to other spheres are examined.
- 522 **Constructing Thematic Units (3)**.....Summer
Examines and develops curriculum materials as they are used within a particular classroom or grade level. Textbooks, software, and other curricular materials are evaluated against Christian pedagogical criteria. Integrated units of study are written for use in the students’ classrooms.
- 531 **Implementing Instructional Strategies (3)**.....Summer
Introduces instructional strategies that acknowledge both the biblical nature of the student and the structure of knowledge within each sphere of study. The work of the Dordt College Center for Educational Services is shared, examined, and practiced as it relates to instructional strategies in the classroom. The guiding-unfolding-enabling model serves as a framework in the development of distinctively Christian pedagogy.

- 532 **Inclusion of Students with Special Needs (3)**..... Summer, Occasional
Designed to increase the abilities of regular classroom teachers to identify and meet the instructional and social behavioral needs of all students, including those who have mild disabilities or who may be identified as talented and gifted. Students become familiar with classroom-based procedures for identifying which students have difficulties in class, what those difficulties are, and why the difficulties persist. This course helps students discover strategies that allow all students to succeed in the general class. This course assumes that students have taken an overview of exceptionalities course previously.
- 533 **Enhancing Learning with Technology (3)** Summer
Learning technologies can open intellectual doors, empower learners, enliven instruction and even change what and why specific content is taught. This course is designed to foster creative and divergent thinking regarding the application and integration of technology to the processes of teaching and learning. The intent is to “distinguish sharply, think critically, and judge wisely” how technology is changing the teaching/learning environment. Hands-on technology training will provide a basis upon which participants will reconstruct curriculum and instructional techniques to support the learning needs of their students.
- 540 **Practicum in Curriculum and Instruction (3)**..... Online, starts summer, ends December
Deals with the practice of biblical servant leadership within professional and curriculum development in the school. Specifically, it examines how teachers may help other experienced or inexperienced teachers develop teaching skills or curriculum. It suggests ways of mentoring other teachers and helping them establish guidelines for writing and evaluating curriculum. It examines how curriculum coordinators can help teachers discover sound principles of teaching, organizing, and evaluating learning experiences. Prerequisite: Completion of (or in process of completing) the first eight courses in the program.
- 543 **Middle School Curriculum and Instruction (3)**..... Summer Even
This course is designed for in-service teachers to develop their understanding of middle school concept, especially as it pertains to curriculum development and instructional strategies and techniques. This course will emphasize the development of a distinctively Christian approach to the middle school classroom. Various perspectives, traditional and current, on teaching in the middle level grades will be critically examined. The course is intended to enable teachers to adapt teaching strategies and methodology appropriate to the developmental needs of the middle level child. Techniques such as interdisciplinary teaming, advisor/advisee relationships, exploratory curriculum, and integrated curriculum will be examined.
- 544 **Literacy in K-12 Education (3)** Summer Even
Designed to explore the conditions that encourage and enhance the acquisition of literacy skills in grades K-12. Special attention will be given to current research and best practice. In addition to a common text, students will identify specific standards and select readings from a provided list of readings that best suit their particular teaching context.
- 545 **Middle Level Child (3)** Summer Odd
This course is designed for in-service teachers working with middle level children who desire a thorough knowledge of early adolescent development and an understanding of its implications for productive learning communities. This course addresses the unique emotional, physical, intellectual, social, and spiritual characteristics and needs of the middle level child. Emphasis is on developing a biblical view of the student, motivational techniques, classroom management, assessment and evaluation, and how each area influences teaching strategies.

- 590 **Master's Thesis (3)**..... Fall, Spring
 The master's thesis is the culmination of a student's program. It includes an introduction of the issues for a particular curricular or instructional area, a thorough review of the literature, analysis and evaluation of major research findings on the topic of concern, and a discussion of the implications of the research on the student's own teaching. Prerequisites: Completion of all nine courses including 500, 501, 502, and 540.
- 591- **Individual Studies (1-3)** Fall, Spring
 593 See "Individual Studies" section of "Academic Offerings."

Engineering

The mission of the engineering department is based on an awareness of a calling that Christian engineers have as God's covenant people to bring every area of life under the lordship of Christ. Therefore, the Dordt College Engineering Program seeks to provide serviceable insight in the field of engineering from a distinctively Christian perspective; in a manner that demonstrates the unity of creation and rejects the classic polarizations between technical and humanities, vocational and liberal arts, or natural and spiritual; while demonstrating the highest possible quality of undergraduate teaching that we understand to be, most fundamentally, the enabling for Christian discipleship. In harmony with this mission, the general program objectives are as follows:

Religious Orientation: The Dordt College Engineering program seeks to guide students as they develop a Christian worldview, so that graduates of the engineering program will recognize that they are empowered by the spirit of Christ in order to responsibly serve the Creator, fellow humans, and the entire creation through their calling as an engineer.

Creational Structure: The engineering program will seek to provide their graduates a cohesive curriculum of diverse courses, so that graduates are prepared for life-long learning in any area of the natural sciences, social sciences, and humanities. The program will also provide students with the passion and competencies necessary for successful service as engineers in either graduate school or industry.

Creational Development: The program and curriculum will highlight the various aspects of human responsibility and involvement in the process of dynamically unfolding the creation. Graduates from the Dordt College Engineering program will reflect a desire to responsibly unfold the potential of creation through science and technology in stewardly ways. Graduates will be able to articulate the historical and philosophical roots and problems associated with Western science and technology, and demonstrate the ability to critically assess how the spirits of the age impact technological direction.

Contemporary Response: The engineering program will enable students to convert their insights and competencies into committed action in service to God and their neighbor. A graduate of the Dordt Engineering program will acquire the tenacity and perseverance necessary for engineering service. A Dordt engineering graduate will be able to articulate a vision for a community of Kingdom-committed citizens who become a light in the world by developing normative technological models and living normative lives. Graduates will recognize the need for bringing the Gospel of redemptive healing to technology and seek to develop technology in ways that reflect a love that desires the well-being (social, economic, ecological, etc.) of all of God's creatures.

The following specific curricular outcomes serve to facilitate the achievement of the general objectives described above.

1. **Educational Breadth and Worldview Development:** Students will receive a broad based education that educates the whole person for life-long learning and service and enables the engineering student to develop his or her Christian worldview.
2. **Obedience and Responsibility:** Students will be able to articulate a vision for the communal task of building models of normative technology with respect to fiduciary, ethical, juridic, economic, social, lingual, aesthetic, cultural, and analytical aspects of the creation.
3. **Teamwork:** Students will develop an ability to engage in the communal task of engineering by participating in group design projects and other engineering related activities that require professional interaction beyond the classroom.
4. **Problem Solving and Critical Thinking:** Students will develop the capacity for critical thinking and demonstrate an ability to identify, formulate and solve problems.
5. **Communication:** Students will be able to effectively express ideas and information through public-speaking, writing, and graphical forms of communication.
6. **Societal and Historical Context:** Students will have an understanding of contemporary issues within the broader context of historical, cultural, and societal development; a knowledge that will help students to know their place and task in the dynamic unfolding of creation in time, what has been called *the cultural mandate*.
7. **Engineering Design:** Students will develop the ability to holistically design systems, components, or processes, giving consideration to the fiduciary, ethical, juridic, economic, social, lingual, aesthetic, formative, and analytical norms for design.
8. **Engineering, Math, and Science Fundamentals:** Students will demonstrate an ability to apply foundational knowledge in mathematics, science, and engineering, and gain an appreciation for the numerical and spatial aspects of the creation.
9. **Engineering Skills and Tools:** Students will have the ability to use the techniques, skills, and modern engineering tools (e.g. computational tools) necessary for professional engineering practice.
10. **Experimental Design and Analysis:** Students will have the ability to design and conduct experiments as well as to analyze and interpret data.

Every student in the engineering major must also choose an engineering faculty member as his or her academic advisor.

The engineering major is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. To earn an ABET accredited Bachelor of Science in Engineering degree, students must successfully complete the major requirements outlined below.

Engineering Major– Core: (common to all emphases) Chemistry 103; Mathematics 112, 113, 201, 204; Physics 201, 202; Engineering 103, 104, 105, 202, 204, 220, 221, 299, 310, 362, 379, 380, 390.

Students must select one of the following emphases:

Biomedical: Core; Engineering 210, 212, 302, 357; three courses from Engineering 211, 303, 304, 315, 322, 323, 366; Biology 201, 202.

Civil and Environmental:	Core; Engineering 210, 212, 302, 317, 318, 319; Chemistry 104, 251; one from Mathematics 203, 206, 209, 212, 311, 315, Biology 115, 122, 201, 202, Earth Science 201, Environmental Studies 151, Physics 203, Computer Science 110.
Computer:	Core; Engineering 304, 322, 323, 366; Computer Science 110, 112, 202; Computer Science 311 or 305; Mathematics 212.
Electrical:	Core; Physics 203; Engineering 304, 322, 323; Engineering 306 or 366; Engineering 360 or 363; Computer Science 110; two courses from Mathematics 203, 206, 209, 212, 311, 315, Biology 115, 122, 201, 202, Chemistry 104, Earth Science 201, Environmental Studies 151.
Mechanical:	Core; Engineering 210, 211, 212, 300, 302, 303, 315, 350; two courses from Mathematics 203, 206, 209, 212, 311, 315, Biology 115, 122, 201, 202, Chemistry 104, Earth Science 201, Environmental Studies 151, Physics 203, Computer Science 110.

Engineering Science Major–

The engineering science major shares the same mission as the engineering major but puts greater emphasis on basic science and allows more flexibility in course selection. The Engineering Science major has not been examined nor accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. To earn a Bachelor of Arts degree in Engineering Science, students must successfully complete the major requirements outlined below.

Engineering Science Major Core: (common to all emphases) Chemistry 103; Mathematics 112, 113, 201, 204; Physics 201, 202; Engineering 103, 104, 105, 202, 390; 18 additional credits of engineering course electives.

Students must select one of the following emphases:

General:	Core; 20 credits of natural science related courses not included in the core requirements.
Agriculture:	Core; 20 credits of agriculture related courses.
Architecture:	Core; Engineering 210, 212, 299, 302, 303, 310, 317, 318 or 319, 350; Environmental Studies 151; Art 201, 202, 240; three courses from Art 207, 208, 209, 210.
Biology:	Core; 20 credits of biology related courses.
Business:	Core; 20 credits of business administration or economics related courses.
Chemistry:	Core; 20 credits of chemistry related courses not included in the core requirements.
Computer:	Core; 20 credits of computer science related courses.
Physics:	Core; 20 credits of physics related courses not included in the core requirements.

To ensure a coherent course sequence, students must have all the courses in their proposed program of study approved by the engineering department before declaring an Engineering Science major.

- 103 **Introduction to Engineering I (2)** Fall
An introductory course for students in engineering dealing with Christian perspectives of technology, introductions to the fundamentals of mechanics for static analysis, simple electric circuits, and rudimentary thermodynamics. It includes discussion of the economic, aesthetic, social, and ethical aspects of design, as well as project management and team building. The course includes multiple group design projects.
- 104 **Introduction to Engineering II (2)** Spring
The second course in the introductory sequence is an introduction to engineering design and graphics. An introduction to computer-aided drawing and solid modeling is given in the laboratory portion of the course. Included are various aspects of technical drawings, such as orthographic projection and auxiliary views, isometric and oblique pictorials, sections, dimensioning, and tolerances. This course culminates in an open-ended team design exercise.
- 105 **Introduction to Computer Aided Engineering (2)** Fall
The third course in the introductory sequence is a laboratory introduction to computational tools used in engineering design and analysis. Topics will include engineering statistics, matrix math, signal analysis, uncertainty analysis, system identification, and an introduction to data acquisition. Students will use computer tools to solve a variety of engineering analysis and design problems. Corequisite: Mathematics 204. Prerequisite: Engineering 103.
- 202 **Elements of Materials Science (3)** Spring
Studies the relationship between structure and properties of various materials including metals, ceramics, polymers, and semiconductors. Students will learn how atomic and molecular arrangement as well as manufacturing processes influence the mechanical, electrical, and thermal properties of a material. Introductory topics in metallurgy in this course include the examination of effects of processing (heat treatment and manufacturing) and service environment on microstructure and properties. Prerequisites: Chemistry 103; Physics 201.
- 204 **Introduction to Microprocessors and Digital Circuits (4)** Spring
Digital circuits are covered, from simple logic gates through elementary microprocessor architecture. The course begins with elementary logic for binary systems, Boolean algebra, binary integer number formats and arithmetic and combinational design. Intermediate topics include synchronous state machine design and register level concepts. The course concludes with topics in microprocessor architecture that include elementary assembly language and interfacing. Laboratory provides hands-on experience in logic design and microprocessor interfacing, and includes two formal design projects.. This course serves both computer science and engineering students. Prerequisite: Physics 116 or 202 or Engineering 103.
- 210 **Statics and Dynamics (3)** Fall
A mechanics course that examines the effects of forces and moments applied to rigid and deformable bodies in equilibrium. Students will analyze concentrated and distributed force systems applied to static particles, rigid bodies, trusses, frames, and machines. The course also introduces the kinematics and kinetic analysis of particle systems and rigid bodies. Prerequisite: Physics 201.
- 211 **Kinematics and Dynamics of Machinery (3)** Fall
A mechanics course that explores the kinematics and dynamics of rigid bodies resulting from applied forces. Students will analyze the motion of various mechanisms, such as slider cranks, four-bar mechanisms, gears and cams. Computer applications are employed for system design and analysis. Prerequisite: Engineering 210.

- 212 **Strength of Materials (3)**..... Spring
A solid mechanics course that examines the stresses and strains that develop when various loads (tension, compression, torsion, bending, or any combination of these loads) are applied to deformable bodies. Elements of structural design are introduced using safety factors and failure criteria for ductile materials. Prerequisite: Engineering 210.
- 220 **Linear Circuits and Electronics (4)** Fall
Assumes a prerequisite knowledge of DC electrical circuits including the definitions of electrical quantities, circuit elements (sources, resistors, capacitors, inductors), understanding of Kirchhoff's laws and basic concepts in AC circuits such as frequency and phase. Topics in this course include general linear circuit analysis including Norton's and Thevenin's theorems, superposition, nodal and loop analysis, natural and forced responses in RLC circuits, and sinusoidal steady state analysis. The course also gives introductions to operational amplifier circuits, single stage BJT transistor circuits and steady-state balanced 3-phase power calculations. The lab includes a formal design project. Prerequisite: one of Engineering 103 or Physics 116 or 202. Co-requisite: Mathematics 204. [Cross-listed: Physics 206]
- 221 **Linear Systems Analysis (3)** Spring
A course in the dynamic system modeling of electrical, mechanical, and thermal-fluid systems in terms of differential equations, transfer functions, and frequency response. Emphasis is on continuous-time signals and systems. Specific topics include systematic methods for writing systems of differential equations, superposition, solutions of simultaneous linear differential equations, Fourier Series and Transforms, Laplace Transforms, resonance, system identification techniques in time domain and frequency domain, and filtering properties of dynamic systems. Prerequisites: Engineering 220; Mathematics 204.
- 281- **Service-Learning (1-3)**..... Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 299 **Thermodynamics I (3)** Spring
An introduction to thermodynamic principles including work, heat, properties of pure substances, the first and second laws, entropy, and thermodynamic relations. Prerequisites: Physics 202, Mathematics 113.
- 300 **Thermodynamics II (3)**..... Fall
Applied engineering thermodynamics: a study of power and refrigeration cycles, mixtures and solutions, chemical reactions, combustion thermodynamics, availability analysis, and some fluid flow applications. Prerequisite: Engineering 299.
- 302 **Fluid Mechanics (4)**..... Fall
A comprehensive, introductory course in fluid mechanics covering hydrostatics; control volume approach to the continuity, momentum, and energy equations; dimensional analysis, similitude, and modeling; introductory boundary layer theory; fluid drag and lift; flow through conduits, pumps and compressors; and open channel flow. All students participate in small group projects involving design of water supply or sewage removal piping systems. A three-hour-per-week instrumentation and measurements laboratory accompanies this course. The lab introduces concepts of uncertainty analysis and design of experiments. Prerequisites: Physics 202; Mathematics 204.
- 303 **Heat Transfer (4)**..... Spring
Studies of the three modes of heat transfer—conduction, convection, and radiation—with application to heat exchangers. Computer methods are used extensively for heat transfer design and analysis. A formal

heat exchanger design project is included in this course. A three-hour-per-week thermal-fluids laboratory accompanies this course. Prerequisite: Engineering 302.

- 304 **Microprocessor Interfacing (4)** Spring
An in-depth study of design of microprocessor and microcontroller-based circuits and systems. Hardware issues such as parallel and serial I/O, bus structure, grounding and shielding, and D/A and A/D conversion are studied. Software topics such as assembly language, structured programming, and interrupt driven systems are also covered. Lab exercises provide design experience using a particular microprocessor or microcontroller. Prerequisites: Engineering 204, 220.
- 306 **Analog Circuit Design (4)** Fall
Operational amplifiers, voltage regulators, power amplifiers, modulators, demodulators, phase-locked loops, and other analog circuits are studied. Emphasis is on practical applications to open-ended problems and the formulation of design objectives. The laboratory consists of short design problems. Prerequisite: Engineering 323.
- 310 **History of Science and Technology (3)** Spring
Enables the student to examine from a Reformed-Biblical perspective the narrative of scientific unfolding and technological development as two human activities that are manifest in all cultures. Emphasis is on the major paradigms and events that have shaped the development of science and technology in the West and most recently in North America. The course focuses on the historical activity of engineers and artisans, while investigating the interrelationship between scientific thought and technological development. Events and ideas such as the philosophical origins of Western science, the Copernican revolution, Enlightenment rationalism, the industrial revolutions, 20th century positivism, the Einsteinian revolution, and the modern systemization ethic are discussed. Prerequisite: History 100.
- 315 **Machine Design (3)** Spring
This senior-level design course establishes the fundamentals of stress analysis and the design of machine elements. The first half of the course covers materials processing; stress-strain analysis; as well as failure criteria for static and dynamic loading. The second half of the course applies these fundamentals to the design of several machine elements such as shafts, bearings, gears, springs, fasteners, clutches, and brakes. Students will complete an open-ended mechanical design project. Familiarity with computer software capable of solving iterative design problems is required. Prerequisites: Engineering 202, 212, and 211 or permission from instructor.
- 317 **Structural Analysis and Design (3)** Spring Even
A study of the analysis and design of beams, trusses, and rigid frames. Students will analyze the stress and deflection in beams as a result of shear forces and bending moments. Static and dynamic loading of structures will be considered. The design of structural members using steel and concrete will be examined. Prerequisites: Engineering 202, 212.
- 318 **Soil Mechanics (3)** Fall Odd
The engineering principles relating to soil load bearing capability and foundation design are introduced. The material properties of soil such as its structure, index properties, permeability, compressibility and consolidation will be explored. Methods of soil testing, identification, and remediation will be covered. Prerequisites: Engineering 202, 212.

- 319 **Environmental Engineering (3)**.....Fall Even
An introduction to water supply and wastewater treatment, solid waste management, hazardous waste disposal, pollution control equipment, and other topics relating to the engineer's role for ensuring clean air and providing clean water to communities. Methods and equipment for monitoring and testing air and water quality will be examined. Prerequisites: Chemistry 103; Mathematics 204.
- 322 **Electronics I (4)**..... Fall
A study of the flow of electricity in, and application of semiconductor devices. Topics include operational amplifiers and frequency response, diode circuits, bipolar frequency response, diode circuits, bipolar junction and field effect transistors, current sources, biasing, current mirrors, small signal analysis, single and multi-stage amplifiers, and feedback. The laboratory includes a number of short design problems. Corequisite: Engineering 221.
- 323 **Electronics II (4)**..... Spring
A continuation of Engineering 322. Topics include differential and multistage amplifiers, frequency response, feedback and stability, output stages and power amplifiers. The laboratory includes electronic system design projects. Prerequisite: Engineering 322.
- 341-
348 **Special Topics in Engineering (3)**.....Occasional
Elective courses designed to treat particular topics in more detail than would be done in any of the above courses. Topics will depend on the mutual interest of students and staff.
- 350 **Solar Energy Engineering (3)**.....Fall
A senior-level design course focusing on solar energy as an alternative form of energy for meeting residential, commercial, and industrial energy needs. The thermal processes by which solar radiation is transmitted to and absorbed by a surface, converted into heat, and stored and distributed will be studied. Methods of auditing building energy loads and principles of energy conservation are addressed. Wind energy generation, photovoltaic power, and biomass energy conversion are also addressed. A variety of computer tools will be used extensively for system analysis. A solar system design project is included in the course. Prerequisite: Engineering 303.
- 357 **Bioengineering (3)**..... Spring Odd
A study of the fundamental mass and energy transfer, sensory signals, and structural properties related to human physiology. Mathematical models for biological processes will be developed and applied to the design of health monitors, medical sensors, and prosthetic devices. The course will cover a broad range of biomechanical, bioelectrical, and biochemical topics as they relate to biomedical engineering applications. Prerequisites: Engineering 212, 221, 302.
- 360 **Introduction to Power System Analysis (3)**.....Occasional
An introduction to the design, planning, and operation of electric power utilities, including principles of economic dispatch and politics that impact design and operating strategies. Topics include power transmission lines, transformers, generators, system modeling, load flow analysis, faults, and system stability. Prerequisites: Engineering 221; Mathematics 201.
- 362 **Control Systems (3)**..... Fall
A study of the dynamics and automatic control of systems. Topics include feedback, steady-state operation, transient response, root loci, state-space representation, frequency response, stability criteria and compensation. Many kinds of systems are considered including mechanical, electrical, hydraulic, pneumatic, thermal,

- and chemical. Structured modeling approaches, state equations, and Laplace transforms are used. Prerequisites: Engineering 221; Physics 202.
- 363 **Introduction to Communication Systems (3)**.....Occasional
A study of modern communication systems performance and theory with applications in radio, satellite and telephone systems. Topics include linear modulation (AM, SSB, etc.), exponential modulation (FM and PM), sampling theory, pulse modulation (PAM, PWM, PCM, etc.). Elementary consideration is given to noise. Prerequisites: Engineering 221; Mathematics 201.
- 366 **Digital Signal Processing (3)**Occasional
An introduction to the basic techniques used for processing digital signals. Topics include properties of digital signals and systems, the z-transform, digital filter design using frequency and impulse response techniques, structures for finite and infinite impulse response filters including lattice structures, spectrum analyses using discrete and fast Fourier transform techniques, discussion of applications (audio, video, radar, signal processing, for example). Prerequisite: Engineering 221.
- 371 **Engineering Internship (3)**.....Fall, Spring, Summer
An off-campus experience that is intended to provide the engineering major with the opportunity to apply knowledge, principles, and skills gained in the classroom in an engineering workplace environment. Written and oral summary reports by participants bring reflection on the technical experience into subsequent classes. Pass/fail. Prerequisite: completion of six engineering courses or junior standing in the engineering program.
- 379 **Senior Design I (1)**.....Fall
The first of two project courses providing students with the opportunity to use, in an integrated manner, the knowledge and skills that have been acquired to this point in their education. This laboratory course is devoted entirely to the research, planning, analysis, and report writing required in the first phase of the senior design project. Students work in teams of two or three on a project of their mutual interest. Prerequisites: senior standing; Engineering 302 or 304.
- 380 **Senior Design II (4)**Spring
The second course devoted to senior design project activities. In-class topics will include general topics relating to engineering design such as engineering economics, technical writing, design aesthetics, project planning, engineering statistics, technical literature research, safety, ergonomics, and practical finite element analysis. The lab portion of the course requires students to complete the design, experimentation, analysis, and communication components of their project. Work on the project, while culminating in this course, starts in Engineering 379 the previous semester. Teams confer weekly with members of the engineering department staff. Prerequisite: Engineering 379.
- 390 **Technology and Society (3)**Spring
An examination and critique of the relationship of technology to other areas of Western society. During the first half of the course students examine a Christian philosophy of technology and application is made to such problems as the role of the computer, technocracy, appropriate technology, and the historical two-cultures dualism. During its second half, the course focuses on the question of engineering ethics, with particular emphasis on such questions as safety and risk, professional responsibility and authority, whistle blowing, responsible salary structures, and morality in career choice. This course requires the student to write and orally present a significant research paper and to work in a small group on the design of one aspect of a technological business enterprise. Prerequisites: Philosophy 201; junior or senior standing. [Cross-listed: Computer Science 390]

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See "Individual Studies" section of "Academic Offerings."

Engineering Technology

The Engineering Technology major is a cooperative arrangement with Northwest Iowa Community College (NCC). Students who have completed programs at NCC leading to an Associate of Applied Science degree in Computerized Manufacturing Technology, Manufacturing Engineering Technology, Industrial Instrumentation and Control, or Electrical Technology, may enroll in the Engineering Technology program at Dordt College to obtain a Bachelor of Arts degree in Engineering Technology.

(The Engineering Technology major has not been examined nor accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.)

General Major- Core (common to all emphases): The Dordt College General Education Course Requirements except that the HPER requirements are reduced to "two activity courses, one from 30-39 and one from 40-49"; Mathematics 111 or 112; Engineering 103, 310; Engineering Technology 279, 280.

Students must select one of the following emphases:

Computerized Manufacturing: Core; Physics 115 or Chemistry 101; Physics 116 or Environmental Studies 151; Engineering 204; Computer Science 131, 145.

Electrical Technology: Core; Chemistry 101; Environmental Studies 151; Engineering 202; Computer Science 111.

Industrial Instrumentation and Control: Core; Physics 115 or Chemistry 101; Physics 116 or Environmental Studies 151; two technical electives chosen with the approval of an engineering advisor.

Manufacturing Engineering: Core; Chemistry 101; Environmental Studies 151; Engineering 202, 204; Computer Science 111.

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- 271 **Engineering Technology Internship (3)**Fall, Spring, Summer
 An off-campus experience that is intended to provide the engineering technology major with the opportunity to apply knowledge, principles, and skills gained in the classroom in an engineering technology workplace environment. Written and oral summary reports by participants bring reflection on the technical experience into subsequent classes. Pass/fail. Prerequisite: completion of Engineering 103 and an Associate of Applied Science degree.
- 279 **Senior Design I (1)**Fall
 The first of two project courses providing students with the opportunity to use, in an integrated manner, the knowledge and skills that have been acquired to this point in their education. This laboratory course

is devoted entirely to the research, planning, analysis, and report writing required in the first phase of the senior design project. Students work in teams of two or three on a project of their mutual interest. Prerequisites: completion of Engineering 103 and an Associate of Applied Science degree. (Engineering Technology 279 and Engineering 379 meet together.)

- 280 **Senior Design II (4)** Spring
 The second course devoted to senior design project activities. In-class topics will include general topics relating to engineering design such as engineering economics, technical writing, design aesthetics, project planning, engineering statistics, technical literature research, safety, ergonomics, and practical finite element analysis. The lab portion of the course requires students to complete the design, experimentation, analysis, and communication components of their project. Work on the project, while culminating in this course, starts in Engineering Technology 279 the previous semester. Teams confer weekly with members of the engineering department staff. Prerequisite: Engineering Technology 279. (Engineering Technology 280 and Engineering 380 meet together.)

English

General Major- Core (common to both emphases): English 201, 202, 210, 314, 316, 318.

Students must select one of the following emphases:

- Literature Emphasis: Core; six courses beyond English 200 or five courses beyond English 200 and one from Theatre Arts 365, 366, or 367.
- Writing Emphasis: Core; two courses beyond English 200; English 335 or 336; Communication 241 and one of 242, 246, or 256 or two courses beyond English 200; four courses from English 301, 302, 303, 304, 305, or Theatre Arts 280; English 393.

These courses are strongly recommended: for all majors-English 312 and Foreign Language study at or above 201 (whether or not the cross-cultural requirement is met in this way); for students considering graduate studies-English 333.

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

GENERAL EDUCATION COURSES:

- 101 **Grammar and Composition (3)** Fall, Spring
 Students will write a number of essays and a research paper. As they work on these, they will become aware of writing as a process and develop skills in generating ideas, revising, and editing. They will also review traditional grammar and principles of usage and style.
- 200 **Responding to Literature (3)** Fall, Spring
 This course asks students to respond to poems, essays, stories, plays, a novel, and perhaps a film. Its purpose is to teach students how to understand these various forms and how to evaluate the moral vision when the imaginative world intersects with their own lives.

COURSES FOR MAJORS:

- 201 **American Literature (3)**.....Fall
Selected prose and poetry of the Puritans and Neo-Classicals, and an extensive study of the American Romantics: Poe, Hawthorne, Emerson, Thoreau, and Whitman.
- 202 **American Literature (3)**.....Spring
Surveys American writers from 1860 to the present. It aims to show the rise of realism and naturalism, the effect of world view on literature, and the way in which writers responded to historical movements or crises. Students will be expected to respond to the literature from their own Christian point of view.
- 203 **Ethnic American Literature (3)**..... Fall Odd
We will read, discuss, and write about literature from four different ethnic American groups: African-Americans, Native Americans, Asian-Americans, and Mexican-Americans. Major writers from the four different groups will be read, including Douglass, Ellison, Wright, Walker, Erdrich, Silko, Momaday, Cisneros, Gilb, Chavez, Yamamoto, Tan, Mura. Recommended for freshmen.
- 205 **Canadian Literature (3)**.....Occasional
This course introduces students to modern and contemporary Canadian literature, that is, literature since 1945. Besides exploring poems, short stories, and novels by Canadians such as Margaret Atwood, Alice Munro, Robertson Davies, Hugh Cook, and Margaret Avison, students will have an opportunity to sample films and essays by and about Canadians. The course seeks to immerse students in the range of Canadian literary concerns for form, theme, and culture.
- 207 **World Literature I (3)** Fall Odd
A survey of earlier world literature from the Classical Age through the Renaissance. Classical works include an epic of Homer; tragedies of Aeschylus, Sophocles, Euripides; and selections from Ovid or Virgil. Medieval works include romances of Marie de France and the Gawain poet, the epic Song of Roland, selections from Boccaccio or Chaucer, and Dante's Inferno. Renaissance works include Petrarch's sonnets; selections from Erasmus, Machiavelli, Rabelais, Montaigne; tragedy of Marlowe/Shakespeare; and Cervantes' Don Quixote. Students trace the evolving hero/literary form as a reflection/catalyst of worldview. [Cross-listed: Foreign Languages 207]
- 208 **World Literature II (3)**.....Spring Even
A survey of world literature from the Enlightenment through the 20th century. Enlightenment works include Molière's Tartuffe, Voltaire's Candide, and selections from Lessing, Descartes, and Rousseau. Romanticism works include Goethe's Sorrows of Young Werther and selections from Wordsworth, Coleridge, and Hugo. Realism works include Flaubert's Madame Bovary, Chekhov's Lady with the Dog, Tolstoy's Death of Ivan Ilyich, and selections from Baudelaire, Darwin, and Dostoevsky. 20th Century works include Mann's Death in Venice, Brecht's Good Woman of Setzuan, Minco's Bitter Herbs, Achebe's Things Fall Apart, and selections from Couperus, Rilke, Lorca, Joyce, Mulisch, Keneally, and Nolan. [Cross-listed: Foreign Languages 208]
- 210 **Approaches to Literary Study (3)**.....Spring
Provides students with a foundation of knowledge and skills for work in the major. It does so by introducing them to the subject matter, critical schools and methods, research strategies, forms of responsive and critical writing, and major contested issues of the discipline.

- 221 **The Short Story (3)**..... Spring Odd
Introduces students to the contemporary short story. In addition to reading broadly in the genre through anthologies, students will study specific contemporary writers such as Alice Munro, Raymond Carver, Jane Smiley, Larry Woiwode, Carol Bly, or John Gardner via collections of their work. Tests and short papers will be required.
- 222 **Themes in Literature (3)**..... Fall Even
The aim of this course is to see how various writers of different cultures and eras express themselves on selected universal themes such as love, justice, evil, humans and technology, and the search for religious certainty.
- 225 **Film and Novel (3)**..... Spring Even
Introduces students to film art and film criticism, compares and contrasts films to novels and stories, and examines world views of the various artists. The course will examine how filmmakers and writers use film language or print to imply or express their views. It will also examine the degree to which filmmakers merely reproduce the themes of a book or make their own statements, even undercutting the source.
- 281- **Service-Learning (1-3)**..... Fall, Spring, Summer
283 See “Individual Studies” section of “Academic Offerings.”
- 301 **Advanced Expository Writing I (3)** Fall
Designed to introduce students to types of non-fiction writing frequently sought by magazines and journals. Major assignments include the interview, the narrative essay, and the review. Especially featured is the personal narrative. In addition to writing, students will read and react to various types of non-fiction writing—both essays and longer works. Significant class time is spent in workshop format, students reading and discussing their own work. [Cross-listed: Communication 301]
- 302 **Advanced Expository Writing II (3)** Spring
The primary goal of this course is to help students write with clarity, grace and power. To achieve this goal, they will write expository essays, hone research skills, work style exercises, and critique one another’s papers. Note: Advanced Expository Writing I emphasizes narrative prose, while Advanced Expository Writing II emphasizes argumentative and explanatory prose. [Cross-listed: Communication 302]
- 303 **Reading and Writing of Poetry (3)** Spring Odd
Students read and write various poems with fixed forms and in free verse. We will explore how other poets get started and where they get their ideas for poems. We will spend much time in class discussing each other’s poems, and each student will have at least three personal conferences with the instructor. By the end of the semester, each student will have a portfolio of at least a dozen poems.
- 304 **Fiction Writing (3)** Spring Even
Introduces students to the task of writing fiction. In addition to significant reading in the genre, the course will require several exercises in various aspects of the craft, as well as the completion of one original short story. Time will be spent in workshop format and discussing technique, as well as the ways in which one’s faith affects the work of writing fiction.
- 305 **Business and Technical Writing (3)**..... Spring
Students will study the process, application, and characteristics of business and technical writing, and the way in which writing style, strategies, content, and clarity will relate practically to one’s profession. The

course will concentrate on developing competence in a variety of writing tasks commonly performed in business, law, industry, social work, engineering, agriculture, and medicine.

- 312 **Shakespeare and Elizabethan Drama (3)** Fall Odd
Primary emphasis on a study of Shakespeare's plays: comedies, histories, and tragedies. Some attention to Shakespeare's sonnets, to other Elizabethan playwrights, and to background. One paper.
- 314 **Earlier British Literature (3)** Fall Even
A survey of earlier British literature from the beginnings through the 17th century, including Beowulf, Chaucer, Sidney, Spenser, Shakespeare (his poems), Donne, Herbert, Jonson, and Bunyan. Special attention will be paid to the Scriptural tradition that this literature evokes. Throughout, the course focuses on how the literature of these eras addresses fundamental questions about human nature.
- 316 **Later British Literature (3)** Spring Odd
A survey of later British literature from the beginning of the 18th century through the 19th century. The course will trace and critique the subsequent developments of Neo-classicism, Romanticism, and the Victorian age in the poetry, essays, and fiction of such writers as Pope, Goldsmith, Gray, Blake, Wordsworth, Coleridge, Keats, the Shelleys, Tennyson, the Brownings, Austen, Dickens, the Brontes, and Hopkins.
- 318 **Modern British Literature (3)** Fall Odd
A study of the different ideas and techniques characteristic of 20th century British writers such as Hardy, Conrad, Housman, the War poets, Yeats, Forster, Joyce, Lawrence, Woolf, Mansfield, Waugh, Spender, Orwell, Auden, Thomas, and Lessing.
- 321 **The American Novel (3)** Occasional
A study of the American novel beginning with Charles Brockden Brown and extending through the 19th and 20th centuries. Such authors as Hawthorne, Melville, Crane, Lewis, Hemingway, Faulkner, and Steinbeck will be studied. Lectures, discussions, papers are required.
- 322 **The English Novel (3)** Spring Even
A study of the English novel, this course traces the novel's beginning with Defoe, Richardson, and Fielding, then follows the evolution of the novel through the 19th and 20th centuries with novelists such as Burney, Austen, the Brontes, Thackeray, Dickens, Trollop, Eliot, Hardy, and Conrad.
- 323 **Modern and Contemporary English and American Novels (3)** Fall Even
The study of selected contemporary novels, American and English. Novelists include Bellow, Malamud, Potok, Updike, Burgess, and O'Conner.
- 333 **History and Theory of Literary Criticism (3)** Spring Even
We will analyze major works of literary criticism and theory of criticism, both classic works from Plato through Eliot and key works drawn from the ferment of contemporary theory, with the aim of formulating clearer Christian theories of literature.
- 335 **History of the English Language (3)** Spring Odd
Surveys the Indo-European languages; the emergence, development, and flowering of the Anglo-Saxon language; the seven English dialects; the Chaucerian dialect; and the contributions of the Greek, Latin, and French language and cognate words.

- 336 **English Grammar (3)** Fall
 Through the study of both traditional and transformational grammar, students learn how grammar shapes language. They examine the structure of sentences, practice writing a variety of structures, examine the elements of style, and try to eliminate their own usage problems.
- 341- **Special Topics (3)** Occasional
- 348 These literature courses cover a different topic each year and are designed to be a special interest course maximizing individual instructor strengths, interests, and competencies. Usually courses will study in-depth the works of two or three literary figures normally not covered as intensively.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
- 393 See "Individual Studies" section of "Academic Offerings."

English as a Second Language

For information on an ESL teaching endorsement, see the "Teacher Education Program," Option VIII: Special Endorsements, page 124.

- 101 **Academic Interaction for ESL Students (3)** Occasional
 Develops academic speaking and listening skills, enabling students to participate to the best of their ability in the college classroom. Note taking, class discussions, oral presentations, and interviewing skills are developed. Listening to authentic lectures and preparing notes on them will be an essential part of this course. Vocabulary is expanded throughout the course.
- 102 **Academic Writing for ESL Students (3)** Occasional
 Explores and practices the various types of writing forms and styles that students will be expected to employ in their course work across the curriculum. Summarizing, paraphrasing, proper citation, and test-writing skills are included. Vocabulary is expanded throughout the course.

Environmental Studies

The major in environmental studies seeks to cultivate stewardship of the creation as a lifestyle and profession through an interdisciplinary program of study. This program asks (1) how does the world work, (2) what is right for us as Christians in our relationship to the rest of creation, and (3) how should we then live and work to be obedient stewards?

General Major- Core (common to both emphases): Environmental Studies 151, 152, 161, 162, 333, 334, 335, 380, 396; Biology 115, 122, 200; Economics 200 or 202; Mathematics 107 or 111.

Students must select one of the following emphases:

Natural Resources and Conservation: One course from Agriculture 315, Biology 302, 316, or Environmental Studies 270; Chemistry 103, 104; one course from Chemistry 122, 212, 221, 222, 312; one course from Agriculture 201, Environmental Studies 201, 202; two additional courses from those listed above; one course from Political Studies 212, 332, 333; Environmental Studies 251; one course from Agriculture 370, Environmental Studies 210; one course from Environmental Studies 300, 320.

Policy and Management: Engineering 390; Chemistry 101, 122; Political Studies 245, 312, 333, 370; one course from Political Studies 212, 332; one course from Political Studies 210, 233, Environmental Studies 305; one course from Agriculture 290, Economics 321; one course from Communication 311, 314.

Courses in the following off-campus programs may substitute for up to four of the above with the approval of the chairperson of environmental studies. For both emphases: Latin American Studies Program, Au Sable Institute of Environmental Studies, Creation Care Studies Program, or other approved off-campus study. Chicago Metropolitan Center Program and American Studies Program are also options for Human Social Structures emphasis.

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- 151 **Introduction to Environmental Studies (3)** Fall
An introduction to contemporary environmental studies, with emphasis on class discussion of relationships between human population, resource use, and pollution, in the light of biblical teaching about environmental stewardship. Particular attention is given to the biotic and physical dimensions of creation stewardship and planetary distress. [Cross-listed: Earth Science 151.]

 - 152 **Introduction to Environmental Studies II (3)** Spring
Further exploration of the foundations of contemporary environmental studies. Particular attention is given to the human social dimensions of creation stewardship and planetary distress. Environmental Studies 151 is not a prerequisite.

 - 161 **Laboratory and Field Investigations in Environmental Studies (1)** Fall
A field and laboratory exploration of fundamental issues, concepts, and techniques of contemporary environmental studies. Includes visits to sites of natural history and stewardship concern, such as water and wastewater treatment facilities and public natural areas. Also includes an introduction to important technological tools in environmental studies and analysis of physical parameters of the environment, including water, atmosphere and soil. Corequisite: Environmental Studies 151.

 - 162 **Laboratory and Field Investigations in Environmental Studies II (1)** Spring
A field and laboratory exploration of fundamental issues, concepts, and techniques of contemporary environmental studies. Includes visits to sites of natural history and stewardship concern, such as landfills, power generation facilities, and public natural areas. Also includes instruction in important technological tools in environmental studies. Corequisite: Environmental Studies 152; Prerequisite: Environmental Studies 161.

- 201 **Physical Geography: Earth Structures and Processes (3)**Fall Even
Provides a general introduction to the physical nature and structure of the solid Earth, including, briefly, its physical geography and a more detailed look at its geology. The environmental implications of these subjects are detailed. One or two field trips are usually made in the early part of the semester. [Cross-listed: Earth Science 201 and Geography 201]
- 202 **Oceanography, Meteorology, Climate, and Climate Change (3)**..... Fall Odd
Provides a general introduction to oceanography and to the physical geography of ocean floor landforms. Briefer attention is given to meteorology and weather, with focus on violent conditions. Climate and climate change in Quaternary times to the present are also considered. Recent humanly-caused changes (that are ongoing) in Earth's atmosphere and the implications of an anthropogenically enhanced greenhouse effect for the future will be discussed. Attention will also be given to the deterioration of the stratospheric ozone layer. Prior completion of Earth Science/Environmental Studies/Geography 201 is helpful, but is not required. [Cross-listed: Earth Science 202 and Geography 202]
- 210 **Ecology of Fresh Waters and Watersheds (4)**..... Fall Odd
A study of inland aquatic ecosystems (lakes, streams, wetlands) and their watersheds. Focus will be on the major groups of biota that live in these systems, the physical and chemical challenges of aquatic living, and the nature of the watershed and how the stewardship practices (or lack thereof) there influence the biota and the water they inhabit. Three lecture/discussion sessions and one three-hour lab per week. Intensive field component involving visits to local (and some more distant) systems for sampling, measurement, and description. Prerequisites: Biology 115 and 122.
- 251 **Environmental Chemistry (4)**..... Spring Odd
A study of the nature and transport of chemical species—both natural and human-introduced—in the natural environment (atmosphere, hydrosphere, geosphere, and biosphere). The lab will include methods of sampling and analysis of samples from natural and/or human influenced environments. Three lectures and one three-hour lab per week. Prerequisites: Chemistry 101, 122 or 103, 104. Prior completion of Chemistry 221 recommended but not required. [Cross-listed: Chemistry 251]
- 270 **Avian Biology and Conservation (3)**.....Spring Even
The natural history, ecology, identification, and stewardship of birds. Topics include morphological and physiological ecology of birds, habitat selection, communication, migration, reproductive ecology, territoriality, foraging ecology, biogeography, taxonomy, and conservation. Special attention will be given to how interest in and study of birds have contributed to an understanding of fundamental ecological principles and to the development of environmental consciousness. Two lecture/discussion sessions and one three-hour lab per week. Field work will concentrate on local birds, but at least one trip to a distant site will be included. Prerequisite: Biology 101 or 102 or 122.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 300 **Conservation Biology (3)**.....Spring Even
A second-level ecology course emphasizing principles of applied population and community biology, including the biology of endangered and threatened species, their conservation, and restoration. The course will be developed in the context of Christian environmental stewardship principles. The class will meet in seminar/discussion format. Prerequisite: Biology 200. [Cross-listed: Biology 300]

- 305 **American West: History and Environment (3)** Fall Even
This course focuses upon the process of cultural development in the West, examining the cultural goals and ideals of the various human groups in the region, clashes between those groups, particularly over land use and development, and the results in the development of societal structures and environmental use and impact. In addition, the course will look at how the environment in turn shaped cultural development. Prerequisite: History 100; History 201 recommended.
- 320 **Wildlife Ecology and Stewardship (3)** Spring Odd
Advanced examination of animal (especially terrestrial vertebrate) populations, communities, and habitats, particularly as such analysis is applied to the manipulation and exploitation of animal populations and communities to regulate their abundance and distribution and/or to restore them. Considerable exploration and critique of the development and practice of wildlife management, particularly as it compares to biblical principles for creation stewardship. Two lecture/discussion sessions and one three-hour lab per week. Prerequisites: Biology 115, 122, 200.
- 333 **Philosophy of the Environment (3)** Fall Even
A historical and systematic study of the structure and normed character of the various relationships between human beings and their environment. Prerequisites: Philosophy 201; junior or senior standing. [Cross-listed: Philosophy 333]
- 334 **Economics of Natural Resources and the Environment (3)** Fall Odd
A study of economic aspects of Christian stewardship in relation to the environment and use of natural resources. Major topics include biblical norms on creation, property rights, economic justice, the economic dimensions of current environmental problems and trends in resource use, institutions and social structures that affect environmental policy, economic theories related to resource use and environmental quality, and evaluation of current and proposed policies from a Christian point of view. Prerequisite: Economics 200 or 202. [Cross-listed: Economics 334]
- 335 **Environmental Policy and Politics (3)** Spring
An introduction to environmental policy in North America with an emphasis on the United States. The course will focus on key environmental policies and the political process and actors involved in the making of policies. This will include a discussion of environmental regulation and other public policy instruments used to care for creation. [Cross-listed: Political Studies 335]
- 341- **Special Topics (3)** Occasional
348 Courses on topics of special interest and importance in creation stewardship, depending on student demand and instructor availability. These courses address topics that are not treated in depth in established courses.
- 380 **Directed Research (3)** Fall, Spring
Focuses on identifying a stewardship problem and bringing rigorous analytical and critical thinking to bear in examining the problem, reporting on it, and making recommendations for its resolution. The research project will be chosen and conducted under the guidance of a faculty mentor and may investigate a problem from a natural science perspective in the field and/or laboratory or from a social science perspective. With approval, the research may be conducted at an off-campus location. Prerequisites: junior or senior standing and approval of a written proposal completed in the semester before the project begins.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

396 **Seminar on Creation Stewardship (3)**..... Spring Odd
 An interdisciplinary, capstone seminar designed to explore current research, thought, and issues in environmental stewardship. The seminar will emphasize holistic thinking that seeks connections; that desires sustainable, just living; and that moves participants from understanding and commitment toward stewardly living in a place. A significant portion of the course will comprise hands-on, group analysis of a campus or community stewardship issue involving human-designed systems and leading to recommendations for stewardly design and life. Prerequisites: Environmental Studies 151 and junior or senior standing.

French

General Minor- French 201, 206, 302; one course from French 102, 341-348; one course from French 202, 208; three semesters of French conversation 251-258. Study-abroad courses are required.

101 **Introductory French (4)**.....Fall Even
 An introductory study of the language and culture of French-speaking people. Emphasis is on the acquisition of oral and written language skills in a communicative context combined with the study of cultural etiquette and social customs.

102 **Elementary French (3)** Spring Odd
 Continuation of French 101. Prerequisite: one year of high school French or French 101.

201 **Intermediate French (3)**..... Fall Odd
 An intermediate course that continues the study of the language in a communicative context with considerable emphasis upon precision and expansion of linguistic skills. Emphasis on the development of cultural understanding and sensitivity, with a study of the people’s values and beliefs as expressed in their economic, political, and religious systems. Comparison of this culture with our culture in the light of the cultural mandate. Prerequisite: two years of high school French or French 102.

202 **Literary and Cultural Readings (3)**.....Occasional
 This course continues the development of French language skills, and an understanding and appreciation of Francophone cultures through literary readings, with an emphasis on contemporary literature. Prerequisite: French 201 or its equivalent. This course will be taken in an off-campus program; please consult the foreign language department for a list of possibilities.

206 **French Culture (3)**Occasional
 Designed to cover many aspects of the French way of life. Listening and speaking skills will be developed through the classroom activities. Prerequisite: French 201 or its equivalent. This course will be taken in an off-campus program; consult the foreign language department for a list of possibilities.

207 **World Literature I (3)** Fall Odd
 See English 207.

208 **World Literature II (3)**.....Spring Even
 See English 208.

- 251- **Conversation (1)**Fall, Spring
 258 These courses are designed to give the student practice in listening and speaking. The content of the courses will be altered each year. The class will meet two times each week. Prerequisite: French 102. (Graded on a pass/no-record basis.)
- 281- **Service-Learning (1-3)**Fall, Spring, Summer
 283 See “Individual Studies” section of “Academic Offerings.”
- 302 **Advanced French Grammar and Composition (3)**Spring Even
 Designed for those who desire a better understanding of the structure of the language, and an in-depth review of the most important grammatical concepts in a systematic way. The course will assist in the analysis of style, content, and syntax. It will develop also a competence in various aspects of writing. Prerequisite: French 201 or equivalent.
- 341- **Special Topics (3)**Occasional
 348 The topics for these courses will be chosen from the areas of literature, advanced language studies, culture, or teaching methods. The offering of the courses as well as the content will reflect student interest and need. Prerequisite: department approval.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See “Individual Studies” section of “Academic Offerings.”

General Education

Associate of Arts Degree Options See the “Academic Program” section for the general requirements for all A.A. programs.

Area of Concentration (Associate of Arts in General Studies)

Option A: Any six courses from a single department.

Option B: Any three courses from one department plus any three courses from a second department in the same division.

Option C: Any four courses from one department plus three courses from a department in another division.

Option D: An individualized concentration of eight courses that has been designed in consultation with and approved by the registrar to meet specific education goals of the student.

NOTE: In all options (A-D), courses taken to meet general education requirements may also be used to meet the requirements of the concentration option.

- 100 **Kingdom, Identity and Calling (2)**Fall, Spring
 A first-term seminar for all students new to Dordt College. The seminar examines our belief in Christ, especially as that identity relates to the college years within a lifetime of following Jesus.

- 200 **Introduction to the Arts (3)**Fall, Spring
Specifically designed for meeting the general education requirement. The design allows for considerable flexibility. Students choose from a variety of sub-courses in art, drama, film, and music topics that are of interest to them. Students also fulfill requirements by attending special arts events and lectures.
- 300 **Calling, Task, and Culture (3)**Fall, Spring
A study of common issues involved in being Christ-centered disciples who, after graduating from college, are called upon to implement in practical life (and graduate studies) the “serviceable insights” they have learned. Emphasis will be placed on the nature of Christian witness, need for responsible strategy, and effects of concrete service. Prerequisites: History 100, Theology 101, Philosophy 201, junior or senior standing.

The following courses, with a prerequisite of two or more years of high school foreign language, will fulfill the General Education Cross Cultural requirement.

On-Campus Courses:

- 212 **Faith and Cultural Aspects in Health Care (3)**Fall
Students will engage in an introductory study of culture and its influence on behavior. Cross-cultural issues that affect minorities and their interaction with the dominant culture will be looked at as well as specific cross-cultural issues that affect health care delivery. An attempt will be made to investigate some of the current efforts by Christian and other organizations directed at correcting and/or alleviating minority group health care concerns. Special attention will be given to Hispanic, Native American, and Asian ethnic groups. Prerequisite: BSN major or junior standing and permission of instructor. [Cross-listed: Nursing 310]
- 231 **Ethnic and Religious Conflict: The Challenge of Multiethnic Peaceful Coexistence (3)**Spring
Some multiethnic societies live in peace, whereas others erupt into periodic episodes of violence. In some places, religious differences result in bloodshed, whereas in others co-existence is possible. This course aims to introduce students to the sources of conflict, and will discuss strategies for conflict resolution. By means of country case studies, students will study the role Christians can play in mediating Christ’s message of forgiveness and reconciliation to a world rife with long-lasting disputes.
- 232 **Hispanic Cultures (3)**.....Spring
A comparative study of representative Hispanic cultures from North and South America with our culture in the light of the cultural mandate. The class will explore similarities and differences in cultural traditions, customs, daily life, religious beliefs, political systems, music, communication, and personal relationships. Where possible representatives of the various Hispanic traditions will help the class understand and explore their cultural heritage.
- 233 **Life and Culture of the Ex-Soviet Bloc (3)**Occasional
A study of present conditions and the influences on life of people in the countries of Central and Eastern Europe that were allied with the Soviet Union. The course includes a look at influences on Russian culture and thought, including the Orthodox Church and Russian literature; the legacy of communism in Russia and surrounding states, and contemporary problems of societies in transition. Due attention will be given to other countries in the region. Political, economic and religious changes will be considered, with an emphasis on understanding the effects of change on the life of ordinary people. The perspective of people outside the region will also be looked at; specifically, American perceptions of what Ronald Reagan once called the “evil empire.”

- 234 **Lives Across Cultures: Basic Dimensions of Human Experience Viewed Through Three Culture Traditions (3)**.....Occasional
This course will examine and critique the variety of ways that culture shapes and influences perception, thinking and behavior. Using three cultural traditions - i.e. Chinese, Navajo and Islamic - the course will examine (compare and contrast) the impact of culture in shaping human experience. In particular, the course will examine a variety of dimensions of life - identity, personality, work, communication, illness, beliefs, values, worship, and relationships - through the lens of distinct cultural traditions. Examining these different cultural traditions will also require that the students examine their own cultural experience and begin to see beyond the lens of their own traditions.
- 235 **Cross-Cultural Communication (3)**..... Fall
This course explores a variety of cross-cultural and intercultural communication experiences. We will explore the concept of culture and examine the relationship of culture and communication to build a framework for studying cross-cultural communication patterns from a variety of representative cultures (including North America culture). Special emphasis will be given to the influence of worldview, ethnic identity, and socialization on the process of communication. Overall, this course is designed to help you appreciate and understand different forms of communication and begin to develop a Christian perspective for the differences and relationship between cultures.

Off-Campus Courses:

- 251 **Central America: Language, Culture and Society (3)** Summer
Learn or improve your Spanish language skills while living in a Central American setting. (Summer 2007 location - Costa Rica). Explore the historical roots and influences shaping a contemporary Central American country. Emphasis is placed on understanding the challenges and potential of Central America today. Students will live with families and have ample opportunities to interact with local Spanish speakers. Several excursions are planned to supplement classroom instruction. Previous Spanish courses are not required.
- 253 **Dutch Culture and a Reformed Worldview (3)**..... Summer Odd
Study the identity of the Dutch people from the 17th century to the present while living in the Netherlands for three weeks. Examine the history of the Calvinist heritage from the Synod of Dordt to the contribution of Abraham Kuyper to the present. Discover how Kuyper's Reformed worldview has shaped various aspects of life and society such as church, politics, trade, land reclamation, etc. Special attention will be given to events and sites relating to World War II. There are classes in the morning and field trips in the afternoon.
- 254 **Culture, Missions, and Community Development in Nicaragua (3)**..... Summer Even
The course will focus on culture, missions and community development in Nicaragua in cooperation with the Nehemiah Center in Managua, Nicaragua. Through pre-trip orientation and assigned readings and a variety of in-country experiences students will explore the history, culture, government and social life of Nicaragua and examine how a variety of mission outreaches and community development have attempted to offer assistance in Nicaragua. Utilizing representatives from a variety of agencies active in Nicaragua, the students will be involved in discussions about the future of Nicaragua and its relationship to the rest of the world, as well as having an opportunity to learn about the differing philosophies and implementation plans of these different mission agencies and community development organizations. Where possible, students will be given the opportunity to get involved in the day-to-day work of the agencies visited in Nicaragua.

- 272 **Serving and Learning in Hungary and Transcarpathia, Ukraine (3)**..... Summer Odd
Arrive in Budapest, Hungary and spend time exploring and studying Hungarian culture and history. Then spend two weeks living in Hungarian ethnic communities in rural Transcarpathia, Ukraine. Visit schools in the region and assist in teaching English to middle and high school students and adults. Absorb and experience the local culture and be of service in appropriate ways to people living in the post-communist era. There will be pre-trip orientation and assignments related to history, culture and language of the region.
- 293 **Cross-Cultural Reflections (3)**Fall, Spring, Summer
A ‘portable’, supervised reading and journal writing course that students complete while participating in a semester-long internship or practicum experience in a cross-cultural setting (following established criteria for cross-cultural experiences). The selected readings and journal writing instructions are designed to help the student to bring coherence to both the inner journey that occurs when students reflect upon a significant experience in their lives and the external journey they make into a cross-cultural situation. The reading and reflective journaling is not intended to substitute for or replace the requirements for the internship/practicum, but rather to build on the total impact of the experience and to enrich the student’s cross-cultural understanding.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See “Individual Studies” section of “Academic Offerings.”

Geography

- 151 **World Regional Geography (3)**..... Fall
A geographic survey of major world regions. Emphasis is placed on both human and physical geography as each region is surveyed as to location, component countries, world role, distinctive physical and cultural characteristics, and major problems.
- 201 **Physical Geography: Earth Structures and Processes (3)**Fall Even
Provides a general introduction to the physical nature and structure of the solid Earth, including, briefly, its physical geography and a more detailed look at its geology. The environmental implications of these subjects are detailed. One or two field trips are usually made in the early part of the semester. [Cross-listed: Earth Science 201 and Environmental Studies 201]
- 202 **Oceanography, Meteorology, Climate, and Climate Change (3)**..... Fall Odd
Provides a general introduction to oceanography and to the physical geography of ocean floor landforms. Briefer attention is given to meteorology and weather, with focus on violent conditions. Climate and climate change in Quaternary times to the present are also considered. Recent humanly-caused changes (that are ongoing) in Earth’s atmosphere and the implications of an anthropogenically enhanced greenhouse effect for the future will be discussed. Attention will also be given to the deterioration of the stratospheric ozone layer. Prior completion of Earth Science/Environmental Studies/Geography 201 is helpful, but is not required. [Cross-listed: Earth Science 202 and Environmental Studies 202]

German

- 101 **Introductory German (4)**Occasional
An introductory study of the language and culture of the German-speaking people. Emphasis on the acquisition of oral and written language skills in a communicative context combined with the study of cultural etiquette and social customs.
- 102 **Elementary German (3)**.....Occasional
Continuation of German 101. Prerequisite: one year of high school German or German 101.
- 201 **Intermediate German (3)**.....Occasional
An intermediate course that continues the study of the language in a communicative context with considerable emphasis upon precision and expansion of linguistic skills. Some attention given to the nature of language. Emphasis on the development of cultural understanding and sensitivity, with a study of the people's values and beliefs as expressed in their economic, political, and religious systems. Comparison of this culture with our culture in the light of the cultural mandate. Prerequisite: two years of high school German or German 102.
- 207 **World Literature I (3)** Fall Odd
See English 207.
- 208 **World Literature II (3)**.....Spring Even
See English 208.
- 251- **Conversation (1)**.....Occasional
258 These courses are designed to give the student practice in listening and speaking. The content of the courses will be altered each year. The class will meet two times each week. Prerequisite: German 102. (Graded on a pass/no-record basis.)

Greek

- 111 **Elementary Greek (4)**..... Fall Odd
Students are introduced to the basics of biblical Greek. Students learn the basic forms of the Greek language, a foundational vocabulary, and elementary grammar. The focus of this course is on Greek nouns.
- 112 **Elementary Greek (4)**.....Spring Even
Continues Greek 111. Students continue to work on the basic forms of the Greek language, a foundational vocabulary, and elementary grammar. The focus of this course is on Greek verbs.
- 211 **New Testament Greek (3)**.....Fall Even
Building on the language learned in the first year, students read from a variety of texts and are taught intermediate grammar. Prerequisite: Greek 112.
- 212 **New Testament Greek (3)**.....Spring Odd
This course is a continuation of Greek 211. Students continue to work on reading Greek texts, developing their knowledge of grammar, and engaging in elementary exegesis.

- 241- **Readings in New Testament Greek (1)**Fall, Spring
 244 Students read Greek texts and work on building vocabulary and grammar skills to retain and develop skills learned in Greek 212. Prerequisite: Greek 212.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
 283 See “Individual Studies” section of “Academic Offerings.”
- 341- **Special Topics (3)**Occasional
 348 Courses under this title are designed by the department from year to year to reflect student demand and need. The content of the course will be from the areas of literature, philosophy, theology, archaeology, language, and art.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See “Individual Studies” section of “Academic Offerings.”

Health, Physical Education, Recreation

General Major– Core (common to all emphases): Health, Physical Education, Recreation (HPER) 101, 203, 204, 207, 208.

Students must select one of the following emphases:

Exercise Science: Core; HPER 211, 325 or Psychology 382, and one from 361, 362, 371, 393; Biology 201, 202. (Chemistry 101 and 122 are strongly recommended.)

Physical Education: Core; HPER 325; and four elective courses from 202, 205, 206, 209, 210, 211, 212, 213, 214, 215, 216, 305, 306, 371, 393. (Note: 212-216 are half courses.)

Recreation: Core; HPER 206, 210, 325, 362 or 371, and Business Administration 205.

General Minors–

General: Six approved courses within the HPER course offerings. Courses may be tailored to meet individual goals. The HPER department chairperson must approve the six courses.

Recreation: HPER 206, 207, 210, 362; Business Administration 205; two courses from Business Administration 206, Communication 222, 228, Political Studies 214, Psychology 210.

Coaching Authorization–**Licensure to Coach** in the State of Iowa – see page 124. For information on licensure, see web site www.state.ia.us/boee/doc/faqs_cch.asp.

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

- 10 **Concepts in Physical Education (1)**Fall, Spring
A study of the concept of fitness and health from a Christian view of humankind. Designed to help students evaluate their own physical needs and strengths. This course assists students in developing their personal exercise and activity program. Preferably should be taken in the freshman year. Graded.

ACTIVITIES AND INTERCOLLEGIATE SPORTS PARTICIPATION

As part of the general education requirements every student is required to take one activity from categories I, II, and III. A student may substitute one approved intercollegiate athletic participation in one of the three categories.

Courses numbered 20 - 55 are graded on a pass/no-record basis.

I. INDIVIDUAL SPORT ACTIVITIES

- 20 **Badminton (.5)**Fall, Spring
Development of skills, techniques, and participation in beginning badminton.
- 21 **Bowling (.5)**Fall, Spring
Development of skills and knowledge in bowling necessary for the recreational purposes of the beginner. Not open to freshmen.
- 22 **Tumbling/Gymnastics (.5)**Fall, Spring
Development of beginning and intermediate skills and techniques in gymnastics and tumbling, including work in free exercise.
- 23 **Golf (.5)**Fall, Spring
Beginning golf in which students will be taught the skills of the sport. Students must furnish their own clubs. No green fees for class work. Not open to freshmen.
- 24 **Racquetball (.5)**Fall, Spring
Skills and techniques of racquetball.
- 25 **Tennis (.5)**Fall, Spring
Development of skills and knowledge in tennis.
- 26 **Social Dance (.5)**Occasional
Development of skills in one or more recreational or artistic dance forms; e.g., country swing, square dance, and folk dances from various countries.
- 29 **Intercollegiate Athletics (.5)**Fall, Spring
Arrangements must be made through the athletic director. Sports include golf, tennis.

II. FITNESS ACTIVITIES

- 30 **Step Aerobics (.5)**Fall, Spring
An opportunity for students to work on a personal fitness program through vigorous exercises to music.
- 31 **Cross Country Skiing (.5)**Spring
The skills and techniques of this popular sport will be taught and practiced.

- 32 **Physical Fitness (.5)**Fall, Spring
 Knowledge, development, and maintenance of personal physical fitness through the use of aerobics, calisthenics, the “exergenie,” etc.
- 33 **Swimming (.5)**.....Fall, Spring
 Several sections are offered each semester. Each section is divided for non-swimmers, intermediate, and advanced swimmers. WSI certification can be earned through special arrangements.
- 34 **Voice and Body Warm-ups (.5)**.....Fall, Spring
 A program of regularly repeated exercises designed to improve the performer’s physical flexibility and vocal strength and range.
- 35 **Water Aerobics (.5)**.....Fall, Spring
 Application of the appropriate physiological principles to develop physical fitness using various water aerobic exercise.
- 36 **Weight Training (.5)**.....Fall, Spring
 A well-rounded weight-training program with carry-over recreational emphasis.
- 39 **Intercollegiate Athletics (.5)**.....Fall, Spring
 Arrangements must be made through the athletic director. Sports include track and field, cross-country.
- III. **TEAM SPORT ACTIVITIES**
- 40 **Basketball (.5)**Fall, Spring
 Development of skills in basketball with emphasis on rules, strategies and participation in a variety of sport-related roles.
- 41 **Floor Hockey (.5)**.....Fall, Spring
 Development of skills in floor hockey with emphasis on rules, strategies and participation in a variety of sport-related roles.
- 42 **Slow-pitch Softball (.5)**.....Fall
 Development of skills in softball and the opportunity to participate in a currently popular sport.
- 43 **Soccer (.5)**Fall, Spring
 Development of soccer skills with emphasis on rules, strategies and participation in a variety of sport-related roles.
- 44 **Volleyball (.5)**.....Fall, Spring
 Development of skills and techniques, and participation in power volleyball.
- 49 **Intercollegiate Athletics (.5)**.....Fall, Spring
 Arrangements must be made through the athletic director. Sports include basketball, baseball, softball, soccer, ice hockey club, lacrosse, and volleyball.

IV. INDIVIDUALIZED ACTIVITIES

Enrollment in 50 or 55 must be approved by the HPER department or the instructor.

- 50 **Adaptive Program (.5)** Fall, Spring
Restricted activity for students with physical disabilities. Prerequisite: recommendation by a medical doctor.
- 55 **Personal Program (.5)** Fall, Spring
Credit in a unique skill area that is not taught at Dordt. Examples: judo, karate, scuba diving, etc.

V. CLASSROOM COURSES

- 101 **Introduction to Health, Physical Education, and Recreation (3)** Fall
Designed to be the entry-level course for those interested in exploring the areas of health, physical education, and recreation. The course will provide the student with an overview of the body of knowledge, the historical background, and career opportunities in each of the areas. The student will also develop and articulate a Christian perspective on health, physical education, and recreation.
- 202 **Substance Abuse and Consumer Health (3)** Spring
The first half of the course is devoted to introducing the student to the use, misuse, and abuse of drugs. Emphasis is placed on the psychological and physiological effects of drugs. The second half of the course will provide the student with basic health-related information that will aid the student in making sound decisions regarding personal health.
- 203 **Anatomy, Kinesiology, and Biomechanics (3)** Fall
A study of the anatomical and mechanical phenomena that underlie human movement. Particular attention is given to bone, joint, muscle, and connective structures; and to the application of physical laws of motion to the human body and specific sports skills.
- 204 **Exercise Physiology (3)** Spring
A study of how normal body functions (homeostasis) are altered and subsequently restored in response to the stress of exercise. Emphasis will be placed on the respiratory, cardiovascular and muscular systems. The course includes the practical application of physiological concepts and principles to physical education and sport.
- 205 **Curriculum in Physical Education and Health (3)** Spring
Provides the student with the necessary background in organizing and administering a desirable curriculum in physical education and health (elementary and high school) including intramurals and adaptive programs.
- 206 **Recreational Leadership (3)** Fall
A study of leadership principles and their relationship to the field of recreation. The course is intended to give the necessary background and experience to enable the student to work in a variety of recreational settings.
- 207 **First Aid and Athletic Injuries (3)** Fall, Spring
A study of accepted methods used to prevent athletic injuries. Instruction in administering first aid practices in emergencies. Fall semester emphasizes the elementary school child; spring semester focuses on participants in interscholastic sports. This course is not open to freshmen. [Cross-listed: Education 207]

- 208 **Assessment in Physical Education and Health (3)** Fall
A study of elementary statistical procedures, the preparation and administration of physical fitness tests, health assessment procedures, and various athletic skills. A grading system in physical education and health is formulated.
- 209 **Personal and Community Health (3)** Spring
This course examines the physical, mental, social, emotional, spiritual and occupational dimensions of health. Emphasis is placed on the utilization of health information in making good health choices.
- 210 **Community Recreation (3)** Spring
The development of the principles, history, and philosophy governing recreation in the community along with the place of the agencies that are involved in community recreation will be studied.
- 211 **Nutrition (3)** Fall
A study of the essential nutrients and their functions. Attention will be given to meal planning, weight control, and diets for special conditions. Three lectures per week. Open to biology majors only when enrolled in the pre-nursing or secondary or elementary education programs. [Cross-listed: Biology 210]
- 212 **Coaching Theory of Basketball (1.5)** Spring
Seven-week course with emphasis on coaching skills, philosophies, and techniques of basketball. Not open to freshmen.
- 213 **Coaching Theory of Track and Field (1.5)** Spring
Seven-week course with emphasis on coaching skills, philosophies, and techniques of track and field. Not open to freshmen.
- 214 **Coaching Theory of Volleyball (1.5)** Spring
Seven-week course with emphasis on coaching skills, philosophies, and techniques of volleyball. Not open to freshmen.
- 215 **Coaching Theory of Baseball/Softball (1.5)** Spring
Seven-week course with emphasis on coaching skills, philosophies, and techniques of baseball and softball. Not open to freshmen.
- 216 **Coaching Theory of Soccer (1.5)** Spring
Seven-week course with emphasis on coaching skills, philosophies, and techniques of soccer. Not open to freshmen.
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 304 **Middle School Physical Education and Health Methods (3)** Occasional
Provides the student with effective teaching skills and methods in physical education and health instruction. Four weeks of the course is devoted to teaching middle school physical education classes at a local Christian school.
- 305 **Peer Teaching in Physical Education and Health (3)** Fall
Provides an opportunity to apply the teaching skills and methods of Physical Education and Health in a

- high school and peer-teaching setting. The focus is how to teach activities and health concepts to high school students.
- 306 **Elementary Physical Education Skills and Methods (3)**..... Fall
Provides background for teaching physical education to elementary school children. Emphasis given to adaptive physical education. This course is only open to professional physical education students.
- 325 **Psychosocial Dimensions of Physical Activity (3)** Fall
This course has a twofold purpose. The first is to add to the students' understanding of physical activity by exploring the psychological and sociological aspects of human physical activity. Second, the student will demonstrate a Reformed Christian understanding of human movement in discussion of a variety of issues related to health, physical education and recreation. Open to juniors and seniors only. Prerequisite: Psychology 201 or 204, or Sociology 201, or Education 135.
- 341 **Sports Officiating (1)**..... Spring
This course is designed for students who desire to officiate interscholastic athletics. Student will become a registered official (in the sport of choice) through either or both the Iowa High School Athletic Association (IHSA) and the Iowa Girls High School Athletic Union (IGHSAU).
- 361 **Field Experience in Physical Therapy (3)** Fall, Spring
Designed to give students enrolled in the prephysical therapy program a field experience in physical therapy. The student will work with a registered physical therapist for three hours each week of the semester. This course is open to junior and senior students enrolled in the prephysical therapy program.
- 362 **Field Experience in Recreation (3)**..... Fall, Spring
Designed to give students the opportunity to do a practicum in a recreation setting. The student will work under the supervision of a professional recreation leader for three hours each week of the semester. This course is open to junior and senior students who are enrolled in the recreation minor program and who have completed two of the following courses: HPER 206, 207, or 210.
- 371- **Health, Physical Education, Recreation Internships (3-9)**..... Fall, Spring, Summer
373 Intended to provide the HPER major the opportunity to apply knowledge principles and skills gained from the classroom into a workplace environment. Prerequisite: Completion of no less than seven courses in the major. See HPER internship coordinator for approval.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

History

- General Major-** History 201 or 230, 280, 380; one course from History 212, 213, 214; History 388 or 389; and seven more History courses beyond History 100, at least three of which must be at the 300-level. Economics 309 and Engineering 310 may be considered History courses for this purpose.

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

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- 100 **Western Civilization Since the Renaissance (3)**Fall, Spring
A survey of the major turning points in the development of Western civilization from the late Middle Ages to the present. Major topics discussed include the Renaissance, Reformation, Scientific Revolution, Enlightenment, the modern state, French Revolution, Industrial Revolution, global expansion and world wars, the Cold War, modern and post-modern thought. Throughout the course, students are introduced to a Biblical perspective on history, and analyze Western civilization both appreciatively and critically in the light of their developing Christian perspective.
- 201 **Survey of American History (3)**.....Fall
A survey of the main contours of American history from 1750 to the present. Prerequisite: History 100 recommended.
- 212 **History of the Muslim World (3)**.....Spring Even
A survey of the history of the Muslim world focusing on the Middle East, North Africa, and Southwest Asia. Primary emphasis is on the development and features of Muslim society and culture, the relations between Muslim and Western civilizations, and the sources of tension in the modern Muslim world. Not open to first-semester freshmen. Prerequisite: History 100.
- 213 **Latin America (3)**Fall
A selective survey of the history of Latin America from pre-Columbian times to the present. Attention will be given to the indigenous and colonial origins of Latin American culture and society. Twentieth-century developments will be explored through a series of case studies. Not open to first-semester freshmen. Prerequisite: History 100.
- 214 **East Asia (3)**.....Spring Odd
The history of East Asia, paying special attention to China, Japan, and Indonesia in the early-modern and late-modern periods. The primary emphasis will be on east Asian responses to the challenges represented by western ideas, commerce and imperialism in its various expressions. Not open to first-semester freshmen. Prerequisite: History 100.
- 220 **Ancient History (3)**Fall Even
This course surveys the development of ancient western civilization from Egypt and Mesopotamia, through Greek and Roman civilizations, to the decline of the Roman empire. Among the themes focused on in the course are the diversification of culture and the migration of people, the development and diffusion of ideas, arts and technology, resources, and the formation of a “western culture” up to the fall of Rome. Prerequisite: History 100.
- 221 **Medieval Europe (3)**.....Fall Odd
Surveys Medieval Europe from the decline of the Roman empire circa 400 A.D. to the emergence of the Renaissance circa 1350 A.D. This survey focuses on the development of European civilization, particularly the formation of political, economic, ecclesiastical, and intellectual structures, and the relations between these. Prerequisite: History 100.

- 222 **Renaissance and Reformation (3)** Fall Odd
Europe from the late medieval origins of the Reformation to the Treaty of Westphalia (1648). Themes such as humanism, the Renaissance, the Reformation and Counter-reformation, and the emergence of the secular state, will be included. Prerequisite: History 100.
- 223 **Early Modern Europe (3)**.....Spring Even
The history of Europe from the close of the Reformation period to the French revolution and Napoleonic wars, with particular reference to the rise of modern science, the emergence of the European states system, and the thought of the enlightenment. Prerequisite: History 100.
- 224 **Nineteenth Century Europe (3)**Fall Even
The history of Europe from the Congress of Vienna to the outbreak of the First World War in 1914. The primary emphasis will be on the cultural, political, social, and economic developments in this period, with particular reference to the relations between the great powers and between Europe and other parts of the world. Not open to freshmen except by permission of the instructor. Prerequisite: History 100.
- 225 **Twentieth Century Europe (3)**..... Spring Odd
The history of Europe from the immediate pre-First World War period to the end of the post-Second World War period as marked by the reunification of Germany and the 1991 Maastricht Treaty on European Union. The primary emphasis will be on the cultural, political, social, and economic developments in this period, with particular reference to the destructiveness of nationalism, the cold war, and the processes of European integration. Prerequisite: History 100.
- 230 **Survey of Canadian History (3)** Spring Odd
A survey of Canada's history from the age of discovery and exploration to the present. The various forces and individuals that contribute to the making of Canadian nationhood will be stressed, but due time will also be devoted to the racial and sectional issues that have worked against national unity. Prerequisite: History 100 or permission of the instructor.
- 280 **Introduction to Historical Studies (3)** Spring
An introduction to the basic skills, methods, and resources of historical scholarship; the types of historical literature and scholarship; Biblical foundations for historical interpretation; historiographical schools of interpretation; and the uses of historical scholarship. Prerequisite: History 100 or permission of instructor.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 301 **Colonial North America (3)**..... Fall Odd
An exploration of sixteenth- and seventeenth-century European colonial endeavors with particular attention to comparative cross-cultural encounters between Native Americans, Africans, and Spanish, French, Dutch, English, and Swedish colonists. Prerequisite: History 100; some early modern European history recommended.
- 306 **History of American Evangelicalism (3)**..... Spring Odd
Studies the development of evangelical Protestantism in the context of American history. More specifically, it examines how evangelicalism was developed through its main institutions, ideas, and assumptions, and beyond these, how evangelicals participated in forming American social, political, and intellectual culture.

- A special theme will be the relationship between the Reformed tradition and American evangelicalism. Previous study of American history is advised. Prerequisite: History 100; 201 recommended.
- 307 **American Civil War and Reconstruction Era (3)**Fall Even
This course examines the period in United States history from the 1820s through 1880 focusing upon the causes and significance of the Civil War and its aftermath, Reconstruction. The course will examine the social, political, military, economic and diplomatic issues of the period.
- 308 **Media and Power: A History of Modern American Culture (3)**.....Spring Even
Examines the influence of mass media on the development of modern American culture. Typical topics include the role of the media in the resurgence of the Ku Klux Klan, the FDR administration, the civil rights movement, the 1960 presidential election, the counter culture movement, Vietnam, and the Gulf War. Prerequisite: History 100; 201 recommended.
- 319 **Modern Middle East (3)**.....Spring Odd
An in-depth study focusing especially on developments in the Middle East during the twentieth century. Topics to be examined include de-colonization; “modernization” and the tension between western ideologies and Islam; Palestine, Israel, and the peace process; regional and global relations during and after the Cold War; the impact of the oil economy; urbanization; gender and family relations; and contemporary issues like water resources, ethnic conflict, human rights, and leadership change. Prerequisites: History 100, 212 or permission of the instructor.
- 326 **Thought and Society in Modern Europe (3)** Fall Odd
This course examines the main trends in the development of Western (i.e. European and North American) thought from the French Revolution to the rise of post-modernism. The course focuses on the general theme of changing views about the relationships between God, humanity, and nature, with special attention given to developments in, and the interaction between, philosophy, theology, social theory, and natural sciences. These themes are examined in relation to changing religious commitments (especially secularization) and social structures (especially industrialization). Prerequisites: History 100; previous study of modern European or U.S. history, or modern philosophy, is recommended.
- 327 **Topics in the History of the British Isles (3)**Fall Even
Special attention is given to the distinctive histories and national cultures of England, Ireland, Scotland, and Wales, the origins of Great Britain, the British experience of American independence, the acquisition and loss of empire, the crisis of 1940, and the historical origins of contemporary constitutional problems. Prerequisite: History 100.
- 335 **History of Calvinism (3)**Spring Even
A study of historic Calvinism as it was expressed by John Calvin and those who followed in his name. Explores the permutations and applications of Calvinism through time including, but not limited to, Counter Remonstrants, English and American Puritans, Hungarian Calvinists, Afrikaners, and the modern Dutch Calvinist movement. Prerequisite: History 100; some European history recommended.
- 380 **Historiography (3)**Spring
This course concerns itself with the nature and meaning of history and the nature of the historian’s task and responsibilities. There will be an emphasis upon review and evaluation of the various schools of history and of the philosophies of leading historians. Prerequisite: History 100; History 280 and advanced academic standing recommended.

- 388 **History Seminar–United States History Emphasis (3)**..... Fall
Focuses on the writing of a research paper about some aspect of the history of the United States. Students will select a topic for in-depth study in order to implement and develop the various skills learned in previous history courses. Emphasis will be upon mature evaluation of evidence, developing a historical interpretation in light of a Biblical understanding of history, and constructing a narrative depicting the results of research. Open only to juniors and seniors. Prerequisites: History 100, 280, 380.
- 389 **History Seminar–World History Emphasis (3)** Fall
Focuses on the writing of a research paper about some aspect of world history. The course description and requirements are the same as for History 388. Open only to juniors and seniors. Prerequisites: History 100, 280, 380.
- 341- **Special Topics (3)** Occasional
348 Each of these courses is devoted to a different topic, and each is designed to be a special-interest course utilizing individual instructor strengths, interests, and competencies. Each course will be concerned with a topic or period of history not usually treated to any great extent in regularly scheduled courses.)
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See “Individual Studies” section of “Academic Offerings.”

Individual Studies

- 281 **Service-Learning (1)** Fall, Spring, Summer
Open to qualified students with permission from the department, director of Service-Learning, and the registrar. See catalog section “Individual Studies” on page 60 for application procedures and policies governing service-learning courses. (Graded on a pass/no-record basis.)
- 282 **Service-Learning (2)** Fall, Spring, Summer
Open to qualified second semester freshmen, sophomores, juniors and seniors with permission from the department, director of Service-Learning, and the registrar. See catalog section “Individual Studies” for application procedures and policies governing service-learning courses. (Graded on an A-F scale.)
- 283 **Service-Learning (3)** Fall, Spring, Summer
Same as Service-Learning 282.
- 391 **Individual Studies (1)** Fall, Spring, Summer
Open to qualified students with permission from the department and the registrar. See catalog section “Individual Studies” on page 60 for application procedures and policies governing individual studies. The student will study a topic not normally included in regular course offerings, that is interdepartmental in nature, or that has a service-learning component. (Graded on a pass/no-record basis.)
- 392 **Individual Studies (2)** Fall, Spring, Summer
Open to qualified juniors and seniors with permission from the department and the registrar. See catalog section “Individual Studies” for application procedures and policies governing individual studies. The student will study a topic not normally included in regular course offerings, that is interdepartmental in nature, or that has a service-learning component. (Graded on an A-F scale.)

393	Individual Studies (3)	Fall, Spring, Summer
	Same as Individual Studies 392.	

Kuyper Scholars Program

The Kuyper Scholars Program (KSP) is a program for highly motivated and academically gifted students who are seeking scholarly challenges beyond and throughout the regular curriculum. A program in Christian scholarship, it emphasizes interdisciplinary work and seminar participation and leadership. The Kuyper Scholars Program seeks not only to prepare, for Kingdom service, those students who are gifted as potential leaders in the Christian community and the rest of the world, but also to advance the academic atmosphere for all students and faculty at Dordt College. The Kuyper Scholars Program is co-directed by Dr. Mary Dengler and Dr. Tony Jelsma in consultation with a committee.

Admission to the Program Student admission into the Kuyper Scholars Program depends on an entrance essay, letters of recommendation, and demonstrated academic ability. (For new freshmen, academic ability is demonstrated by letters of recommendation and a composite ACT score of 28 or higher and a cumulative high school GPA of at least 3.5; for students with at least one semester of college work, the letters of recommendation are from college faculty, and the committee will also examine the academic record of the student; a minimum GPA of 3.25 is required.) Of primary importance are the entrance essay and letters of recommendation that must demonstrate the student's character and potential for academic excellence in the pursuit of serviceable insight in the area of Christian scholarship. Interested freshman students should apply through the college admissions office; students with a semester of college work should contact a Kuyper Scholars Program co-director.

Retention Retention in the program is based upon active participation in KSP offerings each semester and maintenance of academic standing (typically, a minimum GPA of at least 3.25 is required).

Course Requirements – Kuyper Scholars Program General Minor–

At least one laboratory-based science course as part of the natural science general education requirement

Mathematics 107 (Elementary Statistics) or a mathematics course numbered 111 or higher.

A minimum of 18 KSP credits as follows:

- KSP 151 as a replacement for English 101 and Communication 110 in the general education program (4 KSP credits)
- Two to four credits from KSP 110 (Scholars Events) and/or KSP 120 (Scholars Seminar I)
- One credit from KSP 220 (Scholars Seminar II)
- Two credits from KSP 381-386 or KSP 391-396 (Group and Individual Scholars Projects)
- Seven to nine additional KSP credits from KSP 291-293 (Scholars Contracts), KSP 381-386, or KSP 391-396 (In the case of scholars contracts, both the additional credits for the contract and the credits from the course tied to the contract are considered KSP credits)

Designated scholars courses and projects are open to all students in good academic standing on a credit-by-credit basis when prerequisites have been met. Students may submit a project proposal to a KSP co-

director (generally from one to three credits). The proposal must include a recommendation from the faculty member who would supervise the project.

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- 110 **Scholars Events (.5)**.....Fall, Spring
Students must attend and report on (in writing) four on- or off-campus events such as guest lectures. Attendance includes both the actual presentation and any arranged scholars events (dinners, small group discussions, etc.) related to the event. May be repeated for credit. Prerequisite: admission to the KSP.
- 120 **Scholars Seminar I (.5)**.....Fall, Spring
Students must participate in four scholars seminars, where students present their group and individual projects (see KSP 381-386 and KSP 391-396) to the campus community. Participation includes attending the presentation and the related small-group discussions and reflection. May be repeated for credit. Prerequisite: admission to the KSP.
- 151 **Rhetoric and Christian Scholarship (4)** Fall
An accelerated introduction to college writing, research, and speaking and listening skills, and an introduction to the requirements and expectations of the KSP. Substitutes for English 101 and Communication 110 in the GEP. Prerequisite: admission to the KSP or an English ACT of 30 and permission of instructor.
- 220 **Scholars Seminar II (1)** Fall, Spring
Students must lead two small-group discussions of scholars events (KSP 110) or scholars seminars (KSP 120). Students must read the speaker's presentation in advance, do background research, prepare a written response to the presentation to be shared at the seminar, and lead a small-group discussion following the presentation. May be repeated for credit. Prerequisite: KSP 110 or 120 and admission to the KSP.
- 291-293 **Scholars Contracts (1-3)** Fall, Spring
Connected to a regularly offered course, this course allows more in-depth researching, writing, performance, etc. assigned by the instructor. Students must meet all the objectives of the regularly scheduled course as well as the work associated with the additional credit.
- 381-386 **Group Scholars Projects (1-6)**.....Fall, Spring
Open to students in the KSP or by permission of the KSP director and instructor. Scholars projects include a presentation to the college community at a scholar's seminar (KSP 120). Group scholars projects are not tied to existing courses.
- 391-396 **Individual Scholars Projects (1-6)**.....Fall, Spring
Open to students in the KSP or by permission of the KSP director and instructor. Scholars projects include a presentation to the college community at a scholars seminar (KSP 120.) Individual scholars projects are not tied to existing courses.

Latin

- 101 **Introductory Latin (4)**.....Fall Even
An introductory study of the language through which students will be taught the basic forms of Latin, a substantial vocabulary, and some grammar, with the help of selections from four major works in Latin: love poetry by Catullus, the Bayeux tapestry, songs from the Carmina Burana, and extracts from St. Jerome's

Bible (the Vulgate). The course also contains features on Roman history, life and culture, and it considers the nature of the impact of Latin on the English language.

- 102 **Elementary Latin (3)** Spring Odd
Continued work in basic skills, with an emphasis on review of forms, expansion of vocabulary, and development of reading skills. Selections of classical prose are read, and attention is given to the relation of Latin to English and the Romance languages. Prerequisite: Latin 101 or one year of high school Latin with permission from the instructor.

- 201 **Intermediate Latin (3)** Fall Odd
Students will further a foundational understanding of Latin verb conjugations and noun and adjective declensions, expand their Latin vocabulary, develop an understanding of Latin grammar, and sharpen Latin reading skills in the areas of classical prose and poetry. Prerequisite: Latin 102 or two years of high school Latin with permission from the instructor.

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Linguistics

Interdisciplinary Minor– Linguistics 201, 301, 393; two courses from Dutch 201, 302, English 335, 336, French 201, 302, Greek 112, Latin 201, Spanish 201, 302; two courses from Communication 314, General Studies 235, Philosophy 202, 350, Psychology 218, 362, Teaching English as a Second Language 371, 372.

- 201 **Introduction to Linguistics (3)** Spring
An introduction to the basic principles of linguistics, including phonetics (the sounds of language), morphology (the words of language), syntax (the sentence patterns of language), sociolinguistics (how language functions in society). Data from different dialects of English and a variety of other languages will be used. Special attention will be given to a biblical view on language. No previous knowledge of linguistics is required.

- 301 **Applied Linguistics and Phonology (3)** Fall Odd
A more in-depth study of specific areas of linguistics, such as psycholinguistics (brain and language), semantics (the meanings of language), language acquisition (how children learn one or more languages), and language processing (the human mind and the computer). One third of the course is geared at the special interests of the students. ESL students will study the phonology (the study of sound patterns) of English and learn how to teach English pronunciation. Other students will be doing research in a linguistic area of their interest, culminating in a research paper. It is advisable, but not mandatory, to take Linguistics 201 first.

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Mathematics

General Major– Mathematics 112, 113, 201, 203, 212, 304, 311; three mathematics courses numbered above 201; two courses from Mathematics 291-294. (Computer Science 111 or 112 may be substituted for one of the three mathematics electives.)

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

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- 106 **Elements of Mathematics (3)**..... Fall
An introduction to the concepts, methods, and applications of mathematics; specific topics and applications such as graph theory, linear programming, probability, statistics, voting methods, and game theory will be investigated. Topics will be studied in the context of their proper use in today’s society.
- 107 **Elementary Statistics (3)** Fall, Spring
An elementary course in statistical techniques and methods and their application to a variety of fields. Topics include data analysis, design of experiments, and statistical inference including confidence intervals and hypothesis testing. Spreadsheet knowledge is suggested.
- 108 **Mathematics for the Elementary Teacher (3)**..... Fall
An introduction to the role of numbers, basic computational techniques, operations, properties and uses of numbers. A variety of tools, physical models, and appropriate technologies will be used. Students will trace historical developments, formulate and solve problems, study patterns, and develop the use of variable. Some attention will be given to the methods of teaching these topics at the elementary school level. Prerequisite: Open to elementary education students; others by permission of instructor.
- 109 **Theory and Context of Middle School Mathematics (3)**..... Spring
A study of key concepts, techniques, and applications of mathematics for middle grades. Topics are drawn from arithmetic (numeration systems, calculation procedures, number concepts), geometry (measurement, geometric constructions, deductive reasoning), and algebra (proportionality, problem-solving, theory of equations, graphing) and are intended to deepen, extend, and supplement those found in Mathematics 108 and Education 322. The historical development of mathematics is used extensively to investigate multicultural connections and gain curricular and pedagogical insight on the material. Prerequisites: Mathematics 108, Education 322 (may take concurrently) or permission of instructor.
- 110 **College Algebra (3)** Spring
A study of standard pre-calculus topics in algebra and trigonometry. Elementary functions and functional notation are emphasized in preparation for calculus. Prerequisite: three semesters of high school algebra.
- 111 **Calculus for Business, Social, and Life Sciences (4)**..... Fall
A study of the basic concepts and techniques of calculus for students majoring in business, social sciences, or life sciences. Topics include limits, differentiation, integration, exponential and logarithmic functions, partial derivatives, multiple integrals, and applications. Credit will not be given for both Mathematics 111 and 112. Prerequisite: Mathematics 110 or equivalent.

- 112 **Calculus I (4)** Fall
A study of the basic concepts and techniques of calculus for students majoring in mathematics, computer science, engineering, or the physical sciences. Topics include limits, differentiation, integration, and applications. This course is intended for students without any previous calculus credit. Credit will not be given for both Mathematics 111 and 112. Prerequisite: Mathematics 110 or equivalent.
- 113 **Calculus II (4)** Fall, Spring
Continuation of Mathematics 112; a study of definite integrals, formal differentiation and integration, transcendental functions, sequences, series, and applications. Students who have a semester of calculus credit should take this course instead of Mathematics 112. Prerequisite: Mathematics 112 or equivalent.
- 201 **Multivariable Calculus (3)** Spring
A study of the algebra and calculus of vector-valued functions, three-dimensional analytic geometry, differential and integral calculus of functions of several variables, line and surface integrals. Prerequisite: Mathematics 113.
- 203 **Elementary Linear Algebra (3)** Fall
An introductory study of vector spaces, linear transformations, matrices, and determinants, with particular emphasis upon solving systems of linear equations. Prerequisite: Mathematics 113.
- 204 **Differential Equations (3)** Fall
An introduction to the theory and techniques of solving elementary differential equations and the use of these techniques in applied problems. Prerequisite: Mathematics 113.
- 206 **Probability and Statistics (3)** Spring Odd
An introduction to the theory and techniques of statistical analysis; probability, random variables, discrete and continuous distributions, estimation, and statistical hypothesis testing. Prerequisite: Mathematics 113 or permission of instructor.
- 207 **Number Theory (3)** Spring Even
An introduction to number theory including congruences, residues, Diophantine equations, prime numbers and their distribution, and properties of number-theoretic functions. Prerequisite: Mathematics 111 or 112 or permission of instructor.
- 208 **Modern Geometry (3)** Fall Even
A study of the basic concepts of modern geometry, both Euclidean and non-Euclidean, with some attention given to finite and projective geometry as well. Prerequisite: Mathematics 111 or 112 or permission of instructor.
- 209 **Numerical Analysis (3)** Spring Even
A study of numerical methods for integration, differentiation, calculus of finite differences, and applications, using the computer. Prerequisites: Mathematics 113; Computer Science 111.
- 210 **History of Mathematics (3)** Fall Odd
A survey of the history of mathematical thought and institutions from ancient times throughout the 17th century, supplemented by a study of various topics chosen from the 18th through 20th centuries. Prerequisite: Mathematics 111 or 112 or permission of instructor.

- 212 **Discrete Structures (3)** Spring
Topics in discrete mathematics that are relevant both to computer science and mathematics, including logic and proof, induction and recursion, elementary set theory, combinatorics, relations and functions, Boolean algebra, and introductory graph theory. Prerequisite: Mathematics 111 or 112 or permission of instructor.
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 291- **Problem-solving Seminar (1)** Fall
294 A study of various mathematical problem-solving techniques. Weekly sessions will be devoted primarily to presenting and solving Putnam Examination problems. Open to qualified freshmen and sophomores with permission of instructor. Prerequisite: Mathematics 112 or permission of instructor. (Graded on a pass/no-record basis.)
- 304 **Abstract Algebra I (3)** Fall Even
An introduction to algebraic structures: groups, rings, integral domains, and fields. Prerequisite: Mathematics 203 and 212 or permission of instructor.
- 305 **Abstract Algebra II (3)** Occasional
Continuation of Mathematics 304. A more extensive study of algebraic structures, focused primarily on fields. Prerequisite: Mathematics 304.
- 311 **Real Analysis I (3)** Fall Odd
An introduction to the content and methods of single-variable real analysis: infinite sets, the real number system, sequences, limits, series, continuity, differentiation, and integration. Prerequisite: Mathematics 212 or permission of instructor.
- 312 **Real Analysis II (3)** Occasional
A rigorous study of the theory of real and vector-valued functions of several variables: differentiability, multiple integrals, line and surface integrals, and infinite series of functions. Prerequisites: Mathematics 201, 311.
- 315 **Complex Analysis (3)** Occasional
A study of the complex number system, functions of complex numbers, integration, differentiation, power series, residues and poles, and conformal mappings. Prerequisite: Mathematics 201 or permission of instructor.
- 317 **Topology (3)** Occasional
The definition and study of various topologies and their applications in real analysis. Includes the following topics: Bases, subbases, connectedness, compactness, completeness, and separation. Prerequisite: Mathematics 212 or 203.
- 341- **Special Topics (3)** Occasional
348 These mathematics courses cover different topics that maximize individual instructor strengths, interests, and competencies. Each course will deal with a topic in mathematics not usually treated to any great extent in regularly scheduled courses.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Medical Technology

To be certified by the Registry of Medical Technologists of the American Society of Clinical Pathologist or other certifying agencies, a student must complete three years of college work (90 credits) and one year of clinical education in a school of medical technology approved by the Council on Medical Education of the American Medical Association.

The three-year (90 credit) pre-clinical program must include:

1. All the general education courses required for the B.A. degree.
2. Course work prescribed by the registry—a minimum of 16 semester hours in chemistry; a minimum of 16 semester hours in biology, including human anatomy and physiology and microbiology; and two courses of college mathematics, one of which must be statistics. In addition, physics and medical terminology are strongly recommended.
3. Elective courses to complete the 90-credit minimum. Chemistry 325 is recommended.

At the beginning of the junior year the medical technology student, working with the college medical technology advisor, will complete the application procedures for admission to a school of medical technology approved by the Council on Medical Education.

At the end of the spring semester of the junior (or senior) year, the student must preregister for the entire year of hospital training in order to be properly enrolled at Dordt College and to ensure financial and insurance benefits. Forms are available from the medical technology advisor or the registrar.

Music

General Major-	Core (common to all emphases): Music 103, 103L, 104, 104L, 203, 203L, 204, 207, 208, 215, 315; Music 19; six semesters of Music 09; six semesters of large ensembles. Students must select one of the following emphases:
Music:	Core; 6 credits of electives in music; six semesters of Music 240, 250, 260, or 270 selected in consultation with an advisor.
Church Music:	Core; General Education requirements Psychology 201 and Theology 221 or 222; Music 210, 211, 212, 308; one course from Music 312 or 313; one course from Music 323, 325, 326, or two semesters from Music 316-319; eight semesters of Music 240, 250, 260, or 270 selected in consultation with an advisor.
Performance and Pedagogy:	Core; General Education requirements Psychology 201 and Philosophy 206; Psychology 204; Music 308, 309; and all of the courses in one of the following performance categories:

1. Organ: Six semesters of Music 260; 360 and 361; 325; one course from Music 210, 211, 212.
2. Piano: Six semesters of Music 250; 350 and 351; 326; one course from Music 210, 211, 212.
3. Voice: Six semesters of Music 240; 340 and 341; 323; one course from Music 210, 211, 212.
4. Instruments: Six semesters of Music 270; 370 and 371; 305; one course in performance area selected from 316, 317, 318, 319; Music 391.

Note: Students in performance and pedagogy must audition for acceptance into the program by the end of the sophomore year. Students in performance and pedagogy are required to present a half junior recital and a full senior recital. They must audition for the recital during the semester or the year prior to the recital.

General Minor–

Church Music: Music 103, 103L, 104, 104L, 210, 211, 212, 215; six semesters of 240, 250, 260, 270 selected in consultation with an advisor; two semesters of large ensembles.

Music Performance: Music 103, 103L, 104, 104L; two courses from Music 207, 208, 210, 308, 323, 325, 326; four semesters of Music 09; five semesters of lessons in one performance area (240, 250, 260, or 270); Music 340, 350, 360, or 370; six semesters of large ensembles.

Note: Music performance minors must audition for acceptance into the minor program not later than their junior year. Music performance minors are required to present a half recital. They must audition for the recital during the semester or the year prior to the recital.

For descriptions of the SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

Ensembles (Graded on a pass/no-record basis)

10	Chorale (1).....	Fall, Spring
11	Band (1)	Fall, Spring
12	Concert Choir (1).....	Fall, Spring
13	Small Instrumental Ensemble (.5)..... A variety of small instrumental ensembles, including Jazz Band.	Fall, Spring
18	Small Vocal Ensemble (.5)..... A variety of small vocal ensembles, including Kantorei and Women’s Chorus.	Fall, Spring
20	Orchestra (1).....	Fall, Spring

Classroom Courses

- 09 **Performance Class (0)**.....Fall, Spring
Concert and recital attendance; presentations of special topics related to music.
- 103 **Music Theory I (3)**..... Fall
A course in basic music theory that lays the foundation for musicianship and further study in music through the study of rudiments and development of skills in notation, analysis, and writing music.
- 103L **Aural Skills I (1)**.....Fall
Basic skills in music-reading, keyboard harmony, and aural skills in hearing and identifying melody, harmony, and rhythm. Corequisite with Music 103.
- 104 **Music Theory II (3)**Spring
Continuation of Music 103 through all aspects of diatonic harmony. Prerequisite: Music 103.
- 104L **Aural Skills II (1)**Spring
Intermediate-level skills in music-reading, keyboard harmony, and aural skills in hearing and identifying melody, harmony, and rhythm. Prerequisite: Music 103L.
- 203 **Music Theory III (3)**..... Fall
A continuation of Music 103-104, with focus on advanced and chromatic harmony. Prerequisite: Music 104.
- 203L **Aural Skills III (1)**..... Fall
Advanced skills in music-reading; keyboard harmony, and aural skills in hearing and identifying melody, harmony, and rhythm. Prerequisite: Music 104L.
- 204 **Music Theory IV (3)**.....Spring
An examination of the dissolution of the major-minor tonal system and the resulting new theoretical and compositional bases of music of the 20th and 21st centuries. Prerequisite: Music 203.
- 207 **Music History (3)**.....Fall Even
The historical development of the art of music, showing the development of music through the great eras in history and the relationship of music to the political, economic, and cultural conditions of these eras.
- 208 **Music History (3)**..... Spring Odd
Continuation of Music 207.
- 210 **History of Music in the Church (3)**.....Spring Even
A study of church music from ancient times to the present, including the development of American hymnody.
- 211 **Worship and Liturgy (3)**.....Fall
A study of the Scriptural foundation for worship and of the components of worship. There will be a brief study of historic patterns of worship, leading to the preparation of actual liturgies (orders of worship) and the practice of worship-leading skills.

- 212 **Church Music Organization and Literature (3)** Spring Odd
A study of the organization of the church music program and appropriate music literature for organ, voice, and instruments.
- 215 **Basic Conducting (2)**..... Fall Odd
An introduction to conducting technique.
- 220 **Music in America (3)**.....Spring Even
Focuses on the diversity of music in North America today: folk, classical, jazz, and popular music. The primary focus is on listening skills and repertoire; also considered are the history of the various musical styles in America and the influences – ethnic, sociological, and commercial – that have shaped each style. The course is designed for the general college student as well as for music majors and minors who are interested in broadening their listening repertoire. Prerequisite: General Education 200 or permission of instructor.
- 222 **Music of Non-Western Cultures (3)** Spring Odd
Students will engage with music from a variety of non-western cultures, examining especially how these peoples view and use music, and what the music and its use can tell about the cultural context from which it emerges. In particular, the course will examine such issues as the following: how does music fit into a culture’s world view (What is music? Does music have the potential for both good and harm?), what is the culture’s aesthetic concept of music (What defines ‘beauty’ in music?), what are the contexts for music-making and ‘consumption’ (When and in what manner is music performed?), and what is the culture’s concept of its own music history (How does an oral/aural tradition differ from our own ‘institutionalized’ music tradition?).
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See “Individual Studies” section of “Academic Offerings.”
- 305 **Orchestration (3)** Spring Odd
A study of transposition, instrumental ranges, and balance by arranging keyboard and choral works for instrumental ensembles.
- 306 **Music and Digital Technology (3)**Spring Even
The course surveys modern uses of digital technology relating to sound and develops skills relating to the most common types of the manipulation of digital sound. Each student will complete a major project that demonstrates a useful application of the skills learned in the course. The course is useful to anyone who plans to be engaged in composition, arranging, sound engineering, or music education.
- 308 **Music Literature (3)**..... Fall Odd
A survey of the basic repertoire and of masterpieces in several genre (art songs, symphonies, concerti, major choral works, etc.), involving extensive and intensive listening, score study, and study of style and form. The course is designed for music majors and minors but is also open to others by consent of the instructor.
- 309 **Form and Analysis (3)**..... Spring Odd
An analytical and practical course in the structure of music forms.
- 312 **Teaching Music in the Elementary School (3)**Fall Even
A course for music majors and minors designed to provide a detailed study of methods and materials of music education in the elementary school. Prerequisite: Education 201 or permission of instructor.

- 313 **Choral Music Education (3)** Fall Odd
Teaching techniques and materials for the prospective vocal music educator. While designed for those preparing to teach choral music in the secondary school, this course also deals with repertoire selection and rehearsal planning and would therefore be of benefit to those preparing to enter the field of church music. Prerequisite: Education 201 or permission of instructor.
- 314 **Instrumental Music Education (3)** Fall Even
Teaching techniques and materials for those planning to teach elementary and/or secondary instrumental music. Prerequisite: Education 201 or permission of instructor.
- 315 **Advanced Conducting (2)** Fall Even
Continued study of conducting with attention to specific choral and instrumental techniques. Prerequisite: Music 215.
- 341- **Special Topics (3)** Occasional
348 These courses will vary from year to year and are designed to meet special student interests and to utilize staff strengths and the talents of experts in the community. Each course will cover material not usually treated in regularly scheduled courses.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Pedagogy

- 316 **Brass Pedagogy (1)** Fall Even
Methods of teaching brass instruments.
- 317 **Woodwind Pedagogy (1)** Spring Odd
Methods of teaching woodwind instruments.
- 318 **String Pedagogy (1)** Spring Even
Methods of teaching string instruments.
- 319 **Percussion Pedagogy (1)** Fall Odd
Methods of teaching percussion instruments.
- 323 **Vocal Pedagogy (2)** Fall Even
Methods of teaching voice.
- 325 **Organ Pedagogy and Literature (3)** Occasional
Study of the techniques and methods of teaching organ and survey of literature for the organ.
- 326 **Piano Pedagogy and Literature (3)** Occasional
Study of techniques and methods of teaching piano and survey of literature for the piano.

Private Instruction

Private instruction is available to both music majors and non-majors in the following areas. Instrumental lessons will be transcribed indicating the specific instrument (e.g., trumpet or violin). All lessons are graded on an A-F basis and can be repeated for credit each semester.

- 04 **Group Voice Lessons (1)** Fall, Spring
- 05 **Group Piano Lessons (1)**..... Fall, Spring
- 19 **Piano Proficiency (O credit)** Fall, Spring
 Passing the piano proficiency requirement is necessary for certain majors and minors in music. Piano proficiency is demonstrated by passing a test administered by the music department. Preparation for this test may be gained through the taking of piano lessons.
- 240 **Private Voice Lessons (1)**..... Fall, Spring
- 250 **Private Piano Lessons (1)**..... Fall, Spring
- 260 **Private Organ Lessons (1)**..... Fall, Spring
- 270 **Private Instrument Lessons (1)**..... Fall, Spring

The following advanced study courses are open only to students in major or minor programs of study requiring them. Admission is by audition; dates of the qualifying juries are posted in the music building.

- 340 **Advanced Voice Study (3)**..... Fall, Spring
 Advanced voice literature and preparation of a half junior or senior recital.
- 341 **Advanced Voice Study (3)**..... Fall, Spring
 Advanced voice literature and preparation of a full senior recital. Prerequisite: Music 340
- 350 **Advanced Piano Study (3)** Fall, Spring
 Advanced piano literature and preparation of a half junior or senior recital.
- 351 **Advanced Piano Study (3)** Fall, Spring
 Advanced piano literature and preparation of a full senior recital. Prerequisite: Music 350
- 360 **Advanced Organ Study (3)** Fall, Spring
 Advanced organ literature and preparation of a half junior or senior recital.
- 361 **Advanced Organ Study (3)** Fall, Spring
 Advanced organ literature and preparation of a full senior recital. Prerequisite: Music 360
- 370 **Advanced Instrument Study (3)** Fall, Spring
 Advanced instrumental literature and preparation of a half junior or senior recital.
- 371 **Advanced Instrument Study (3)** Fall, Spring
 Advanced instrumental literature and preparation of a full senior recital. Prerequisite: Music 370

Nursing

Dordt College offers the following three options for entering the profession of nursing:

The Bachelor of Science in Nursing is a four year program of study. Within the unique collaborative curriculum students complete a course of study that combines a traditional associate's degree in nursing with a bachelor of science degree in nursing. This program is possible through an ongoing partnership with St. Luke's College in Sioux City, Iowa. All students must complete Dordt's general education core as well as all of St. Luke's requirements for the associate's degree. Students spend all four years as full time residents on Dordt's campus; however, during years two and three are considered to be enrolled full-time through St. Luke's and part-time through Dordt. The fourth year, as with year one, is full-time enrollment at Dordt. Primarily all the course work is done from Dordt's campus with the exception of nursing clinical rotations during years two and three that are completed at the St. Luke's Regional Medical Center and surrounding geographic areas.

Students are eligible for NCLEX-RN state board licensure examination upon successful completion of the associate in nursing degree portion of the coursework, typically at the end of the third year. Year four focuses on upper division nursing courses for the completion of the BSN degree. The St. Luke's A.S.N. program is approved by the Iowa Board of Nursing and fully accredited by the National League for Nursing Accrediting Commission. The Dordt BSN is approved by the Iowa Board of Nursing and request has been made to the Commission on Collegiate Nursing Education to pursue accreditation. (CCNE, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791)

General Major - Courses taken at Dordt College: Chemistry 101, 122; Mathematics 107; Psychology 201, 204; Sociology 201; Ethics-NURS 301-305; Faith and Cultural Aspects of Health Care - NURS 310; Foundations of Nursing Theory - NURS 320; Health Assessment - NURS 325; Family, Community, and Public Health I - NURS 351; Family, Community, and Public Health II - NURS 352; Research and Scientific Inquiry - NURS 330; and Professional Practice Development - NURS 390. **Courses taken at St. Luke's:** Biology 206, 208 (Anatomy and Physiology), 218 (Microbiology), Nutrition 212, Nursing 101, 101C, 201, 201C, 202, 202C, 203, 210, 210C.

The prenursing program, a two-year program, described further on page 56 of the Catalog.

The Health Science major is a bachelor of arts program that combines a traditional associate's degree in nursing with a general bachelor's degree by way of collaboration with St. Luke's College, Sioux City, Iowa. Students will be eligible to sit for the NCLEX-RN state board licensure exam upon successful completion of the program at St. Luke's, typically at the end of the third year.

General Major - Courses taken at Dordt College: Chemistry 101, 122; Business Administration 205; Faith and Cultural Aspects of Health Care - NURS 310; HPER 202; Ethics - NURS 301-305; Nursing Capstone Practicum 371; Professional Practice Development 390; Mathematics 107; Psychology 201, 204; Sociology 201.

Courses from St. Luke's: Biology 206, 208 (Anatomy and Physiology); 218 (Microbiology); Nutrition 212; Nursing 101, 101C, 201, 201C, 202, 202C, 203, 210, 210C.

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- 301 **Health Care Ethics (1)**..... Fall
This course will provide the groundwork from which ethical issues can be analyzed and then considered in light of current ethical perspectives as well as a Christian framework. As an introduction to ethics, the course will prerequisite future seminar courses that will follow up with an in-depth study of specific ethical issues related to the field of nursing and medical ethics in general. Prerequisite: sophomore standing and enrollment in the St. Luke's A.S.N. program or permission of instructor; Philosophy 201.
- 302 **Seminar: The Patient (.5)** Fall Odd
This course builds on the groundwork of information discussed in Nursing 301. This course will focus on ethical issues pertinent to the patient (e.g. consent issues, prevention of harm, confidentiality). Various cases and topics will be considered. Issues will be studied in light of current ethical perspectives as well as a Christian framework. Prerequisite: Nursing 301.
- 303 **Seminar: Issues - Life and Death (.5)**Spring Even
This course builds on the groundwork of information discussed in Nursing 301. This course will focus on the ethical issues pertinent to life and death (e.g. surrogacy, euthanasia). We will consider various cases and topics. Issues will be studied in light of current ethical perspectives as well as a Christian framework. Prerequisite: Nursing 301.
- 304 **Seminar: Professionalism (.5)**.....Fall Even
This course builds on the groundwork of information discussed in Nursing 301. This course will focus on the ethical issues pertinent to professionalism in nursing (e.g. code of ethics, competency, whistleblowing). We will consider various cases and topics. Issues will be studied in light of current ethical perspectives as well as a Christian framework. Prerequisite: Nursing 301.
- 305 **Seminar: Economics and Types of Health Care (.5)**..... Spring Odd
This course builds on the groundwork of information discussed in Nursing 301. This course will focus on the ethical issues pertinent to health care economics and various types of health care settings within nursing (e.g. health care rationing, pharmaceuticals, health insurance). We will consider a range of cases and topics. Issues will be studied in light of current ethical perspectives as well as a Christian framework. Prerequisite: Nursing 301.
- 310 **Faith and Cultural Aspects in Health Care (3)** Fall
Students will engage in an introductory study of culture and its influence on behavior. Cross-cultural issues that affect minorities and their interaction with the dominant culture will be looked at as well as specific cross-cultural issues that affect health care delivery. An attempt will be made to investigate some of the current efforts by Christian and other organizations directed at correcting and/or alleviating minority group health care concerns. Special attention will be given to Hispanic, Native American, and Asian ethnic groups. Prerequisite: BSN major or junior standing and permission of instructor. (Meets the General Education Cross Cultural requirement.) [Cross-listed: General Education 212]
- 320 **Foundations of Nursing Theory (2)** Fall
Theories and concepts in leadership and management are examined which impact the professional practice setting. Political, economic, and psychosocial issues and trends affecting nursing and health care are

analyzed along with issues in professional practice and education. The ability to conceptualize issues and apply critical thinking, theoretical reflection, and serviceable insight into the life of contemporary society is facilitated. Prerequisite: enrollment in BSN completion program.

- 325 **Health Assessment (3)**..... Fall
The knowledge and skills for professional health promotion and assessment across the lifespan are covered along with related physiologic concepts. Students will develop skills related to comprehensive health assessment of the individual client which will be used as the basis for decision making and intervention. Theory and supervised practice provide guidance in assessing physical, psychological, socio-cultural and faith dimensions of the individual. Prerequisites: enrollment in BSN completion nursing program and evidence of valid RN license to practice in Iowa.
- 330 **Research and Scientific Inquiry (3)** Spring
The research process is introduced. A basic overview of research design, evidence-based practice and research utilization is presented. Students critique professional literature. Students develop a nursing research utilization proposal that provides for application of research principles to nursing practice. Prerequisites: enrollment in BSN completion program, Nursing 320 or permission of instructor. Course description and content subject to final curricular review.
- 351 **Family, Community, and Public Health I (3)**..... Fall
Concepts and theories of public and community health and relational influences are addressed. Utilizes the study of the promotion of health along with the primary, secondary, and tertiary prevention of health problems of a population. Course focus is on the community as client with nursing care of individuals, families and groups. The clinical component focuses upon utilizing a community-oriented nursing approach to health care delivery in the home setting. Prerequisites: senior status in BSN completion nursing program and evidence of valid RN license to practice in Iowa.
- 352 **Family, Community, and Public Health II (4)**..... Spring
This course focuses on the analysis of the family within the context of community-oriented nursing practice utilizing public health nursing and community health nursing strategies. The clinical emphasizes community-based service learning within the context of a Christian perspective in professional nursing practice. Opportunities are provided to actively participate in various community settings and areas of service. Prerequisites: enrollment in BSN completion program, evidence of valid RN license to practice in Iowa. Course description and content subject to final curricular review.
- 371 **Practicum in Nursing (3)** Fall, Spring
An intensive clinical practicum in which the student will manage a client workload with all of its duties and responsibilities with the guidance of a professional nursing mentor. Students will work in a local area health care system, with an emphasis on learning while serving. Prerequisites: senior standing; successful completion of the NCLEX-RN exam.
- 390 **Professional Practice Development (3)**..... Spring
Theories and concepts in leadership and management are examined which impact the professional practice setting. Political, economic, and psychosocial issues and trends affecting nursing and health care are analyzed along with issues in professional practice and education. The ability to conceptualize issues and apply critical thinking, theoretical reflection, and serviceable insight into the life of contemporary society is facilitated. Prerequisite: enrollment in BSN completion program. Course description and content subject to final curricular review.

Philosophy

General Major— Philosophy 201, 301, 302, 303, 304, 309 and five elective courses in philosophy; electives may include Engineering 390 and/or one course from Political Studies 310 or 312.

- 201 **Perspectives in Philosophy (3)**Fall, Spring
An introduction to the nature, task, and basic problems of philosophy, its relationship to worldview, and a survey of its history.
- 202 **Logic (3)**Spring Even
An introduction to the study of logic, both deductive and inductive, focusing on its systematic, philosophical, and historical development.
- 206 **Aesthetics (3)**Spring
A study of the aesthetic dimension of creation, the nature and qualifying function of artistic activity, and artifacts, and an introduction to general aesthetic theory and its history. Prerequisite: Philosophy 201.
- 281- **Service-Learning (1-3)**Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 301 **Ancient Philosophy: The Dawn of Western Thought (3)** Fall Odd
A study of the pagan roots of the thought patterns that shape our contemporary world. Designed for students interested in the philosophical and historical origins of our modern scientific culture. Readings in primary sources and a paper.
- 302 **Medieval Philosophy: Medieval Roots of Modern and Contemporary Thought (3)**Spring Even
A study of the medieval thought patterns that shaped our contemporary world. Designed for students interested in the history of philosophy, theology, and science. Readings in primary sources and a paper.
- 303 **History of Modern Philosophy (3)**Fall Even
A survey of philosophical problems and movements in the Western world from the end of the 15th century to the middle of the 19th century. Readings in primary sources.
- 304 **History of Contemporary Philosophy (3)**Spring Odd
A survey of philosophical problems and movements in the Western world from the middle of the 19th century to the present. Readings mainly in primary sources.
- 309 **History of Christian Philosophy (3)**Fall Even
An analysis of the origin and development of Christian philosophy since the Reformation, in the context of Western thought. Prerequisite: Philosophy 201. Philosophy majors are advised to complete the history of philosophy sequence before taking Philosophy 309.

- 310 **Systematics of Christian Philosophy (3)** Spring Odd
In-depth study of selected topics in the systematic philosophy of 20th century Christian philosophers. Specific attention will usually be given to the conceptions of such people as Dooyeweerd, Stoker, Vollenhoven and/or those who follow in their line. Prerequisite: Philosophy 201.
- 320 **Philosophy of the Social Sciences (3)** Fall
A study of contemporary views of society (e.g., behaviorism, symbolic interactionism, neo-Marxism), of the philosophical foundations of the social sciences and their methods, and of current attempts on the part of Christians to address these matters. Prerequisites: Philosophy 201; preferably junior or senior standing, with at least one course in economics, psychology, sociology, or political studies.
- 333 **Philosophy of the Environment (3)** Fall Even
A historical and systematic study of the structure and normed character of the various relationships between human beings and their environment. Prerequisites: Philosophy 201; junior or senior standing. [Cross-listed: Environmental Studies 333]
- 341- **Special Topics (3)** Occasional
348 Each of these courses is designed to be a special interest course utilizing individual instructor strengths, interests, and competencies. Each topic will be concerned with material not usually treated to any great extent in regularly scheduled courses.
- 350 **Philosophical Anthropology (3)** Fall Even
A survey of different non-Christian views about the nature, place, and task of man, and a study of the main themes of a Christian theory of man. Prerequisite: Philosophy 201. Open to juniors and seniors in all disciplines.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Physical Science

For descriptions of the SECONDARY majors, minors, and ELEMENTARY field of specialization, see the "Teacher Education Program" section on pages 112-134.

- 107 **Introduction to Physical Science (3)** Fall, Spring
An introductory survey of the physical sciences with particular emphasis upon topics selected from the areas of astronomy, chemistry, geology, meteorology, and physics. Attention will be given to the relationship between scientific discovery and theory in these sciences and the Christian faith. The course meets three hours per week.
- 201 **Perspectives in Physical Science (3)** Spring Odd
Historical, philosophical, and theological perspectives on the physical sciences are discussed and developed. The historical and contemporary roles of Christianity and other influential forces in science are considered. Prominent positions in the philosophy of science are examined. Aspects of the complex interactions between Christian faith and the physical sciences are discussed. Prerequisite: Philosophy 201 and completion of the Natural Science Requirement that must include at least one physical science (Astronomy, Chemistry, Physical Science, or Physics) course.

Physics

- General Major–** Physics 201, 202, 203, 325, 326, 331, 335, 336; Physical Science 201; Chemistry 103, 104; Mathematics 112, 113, 201, 204; two courses (including at most one 200-level Mathematics course) chosen from the following list: Physics 206, Chemistry 333, Engineering 202, Mathematics 203, 206, 209, 212, 304, 311, 315.
- General Minor–** Physics 201, 202, 203, one course from Physics 325, 326, 331, 335. (Note: Mathematics 112, 113 are pre- or corequisites for Physics 201, 202, 203; Mathematics 201, 204 are prerequisites for Physics 325, 326, 335; Chemistry 103, 104 are pre-requisites for Physics 331.)

For descriptions of SECONDARY majors, minors, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

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- 115 **General Physics I (4)** Fall
An introduction to the study of the physical aspect of reality. Topics covered include mechanics, kinetic theory, heat, thermodynamics, waves, and sound. Three lectures and one laboratory per week.
- 116 **General Physics II (4)** Spring
Continuation of Physics 115. Light, electricity and magnetism, and topics in modern physics, e.g., quantum theory, relativity, physics of the atomic nucleus. Three lectures and one laboratory period per week.
- 201 **Introductory Physics I (4)** Fall
An introduction to the study of the physical aspect of reality for students intending to continue in the physical sciences and engineering. Linear and rotational kinematics and dynamics, statics, gravitation, and fluids will be covered. Three lectures and one laboratory period per week. Pre- or corequisite: Mathematics 112.
- 202 **Introductory Physics II (4)** Spring
Continuation of Physics 201. Topics covered include oscillations, waves, heat and thermodynamics, and electricity, magnetism, and Maxwell’s equations. Three lectures and one laboratory per week. Prerequisite: Physics 201. Pre- or corequisite: Mathematics 113.
- 203 **Introductory Physics III (4)** Fall
Continuation of Physics 202. Topics covered include optics, quantum physics, and topics in modern physics. Three lectures and one laboratory per week. Prerequisite: Physics 202.
- 206 **Linear Circuits and Electronics (4)** Fall
Assumes a prerequisite knowledge of DC electrical circuits including the definitions of electrical quantities, circuit elements (sources, resistors, capacitors, inductors), understanding of Kirchhoff’s laws and basic concepts in AC circuits such as frequency and phase. Topics in this course include general linear circuit analysis including Norton’s and Thevenin’s theorems, superposition, nodal and loop analysis, natural and forced responses in RLC circuits, and sinusoidal steady state analysis. The course also gives introductions to operational amplifier circuits, single stage BJT transistor circuits and steady-state balanced 3-phase power

- calculations. The lab includes a formal design project. Prerequisite: one of Engineering 103 or Physics 116 or 202. Corequisite: Mathematics 204. [Cross-listed: Engineering 220]
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 325 **Classical Mechanics (4)**Fall Even
Lagrangian and Hamiltonian dynamics, general rigid body motion, theory of vibrations and waves, planetary motion, and chaos are studied. Prerequisites: Physics 202; Mathematics 201, 204.
- 326 **Electromagnetic Theory (4)** Spring Odd
Review of vector calculus; divergence, curl, Gauss' and Stoke's theorems; electro- and magneto-statics; polarization, boundary conditions, Laplace and Poisson equations, magnetic vector potential, energy, Maxwell's equations for time-varying fields, wave propagation, Poynting's theorem. Prerequisites: Physics 203; Mathematics 201, 204.
- 331 **Thermodynamics and Statistical Mechanics (3)** Fall Odd
Heat, the laws of thermodynamics, thermodynamic generating functions, Maxwell's relations, kinetic theory, partition functions, and classical and quantum statistics. Prerequisite: Physics 115, 116 or 201, 202, 203; Chemistry 103, 104; Mathematics 112, 113. [Cross-listed: Chemistry 331]
- 335 **Modern Physics I (4)** Fall Odd
Developments in modern physics: special relativity, atomic nature of matter and electricity, wave and particle aspects of electrons and light, quantum theory and applications. Three lectures and one laboratory period per week. Prerequisites: Physics 203; Mathematics 201, 204.
- 336 **Modern Physics II (3)**.....Spring Even
Continuation of Physics 335. A continuation of quantum theory and applications to the study of atomic and molecular structure, condensed matter physics, particle and nuclear physics. Three lectures per week. Prerequisites: Physics 335; Mathematics 201, 204.
- 341- **Special Topics (3)**.....Occasional
348 These courses cover areas in physics not already discussed in other courses. They are special interest courses offered on the basis of student demand and instructor background and availability. The prerequisite(s) will depend on the topics covered.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Political Studies

General Major- Core (common to both emphases): Political Studies 201, 214, one from Political Studies 212 or 332.

Students must choose one of the following programs:

General Political Studies: Core; Political Studies 210, 233, 245, 310, 312, 333, 370, 373; Political Studies 322 or 335.

Criminal Justice: Political Studies Core; Criminal Justice 201, 202, 205, 302, 305, 373, 390; Two from Criminal Justice 322, 323, 324; Sociology 201; Political Studies 245 or 333; Psychology 201; Mathematics 107; one from Psychology 210, Criminal Justice 301, Sociology 216; one from Business Administration 205, HPER 202, Psychology 224, Sociology 215, Sociology 307.

General Minors-

General: Political Studies 201, 210 or 233, 212 or 332, 333, and two electives in political studies. Either Political Studies 373 or participation in a semester-long approved off-campus program may fulfill one of these electives.

Public Administration: Political Studies 245, 212 or 332, 333; one from Economics 203, 315 or Business Administration 320; Communication 228. With prior department approval, Political Studies 373 may be substituted for Economics 315, Business Administration 320, or Communication 228.

International Affairs: Political Studies 201, 210, 233, 370; Economics 321; one from History 212, 213, 214, 225; one from Theology 321, 322. With prior department approval, Political Studies 373 may be substituted for the history requirement.

For descriptions of the SECONDARY minors and teaching endorsements, and the ELEMENTARY fields of specialization, see the "Teacher Education Program" section on pages 112-134.

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- 201 **Introduction to Politics (3)**.....Fall, Spring
An introduction to the political dimension of life from a biblically-oriented perspective. Examines the components (political culture, ideology, institutions, etc.) that shape and direct the principles and practice of politics in the contemporary world. Special attention is given to a major world issue (e.g., nuclear arms) to stimulate students to develop a Christian political consciousness.
- 210 **International Relations (3)**.....Fall
An introduction to the contemporary relations among states with a consideration of the issues of war and peace, international organizations, law, integration, political economy, interdependence, and relations among the superpowers.
- 212 **American National Politics (3)**.....Spring
A general introduction to the American political process—its foundations, external influences, institutions, political actors, and policymaking.

- 214 **Community Politics (3)**Spring Even
Provides a basic introduction to the political process at the state and municipal level, examining the role of the individual citizen, various groups, and governmental institutions. Attention is given to the special policy needs at the state and community level, their links with the federal government, and the particular character of local politics.
- 233 **Politics Around the World: A Comparative View (3)**..... Spring Odd
Explores the rich diversity of politics by studying the political culture, institutions, and policy of selected countries in Europe, Asia, Africa, and Latin America.
- 245 **Introduction to Public Administration (3)**..... Spring
Provides an introduction to the interdisciplinary field of Public Administration. Subjects to be considered include the role of the public service in society, public service values and ethics, accountability and political control of the public service, the budgetary process, organizational forms in government, human resources, principles of public management, and new forms of delivering government services.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 310 **Foundations of Political Thought (3)**..... Spring Odd
A study of the emergence and development of political thought, examining the contributions of Plato, Aristotle, Augustine, Aquinas, and others through the use of both primary and secondary sources.
- 312 **Contemporary Political Ideologies (3)** Fall
Explores the competing views of the social order embodied in the major ideologies and movements of the 20th century; topics such as liberalism, conservatism, democratic socialism, feminism, environmentalism, and other contemporary variations are discussed.
- 322 **American Constitutional Law (3)** Spring
The American Constitution as interpreted by the Supreme Court. An analysis of leading cases contributing to an understanding of both the historical development of constitutional law and the recent developments in constitutional law in reference to civil liberties. [Cross-listed: Criminal Justice 322]
- 332 **Canadian Government and Politics (3)**.....Spring Even, beginning 2008
An introduction to the Canadian political system including a study of Canadian federalism, national identity, political values and culture, institutions, policy, and process.
- 333 **Public Policy (3)**..... Spring
Provides a general introduction to the public policy process in the United States, including an exploration of the socio-economic and cultural context, the defining characteristics of the political system, and various phases in the policy process. Special attention is given to selected policy issues such as energy and the environment, criminal justice, poverty, health care, and immigration.
- 335 **Environmental Policy and Politics (3)** Spring
An introduction to environmental policy in North America with an emphasis on the United States. The course will focus on key environmental policies and the political process and actors involved in the making of policies. This will include a discussion of environmental regulation and other public policy instruments used to care for creation. [Cross-listed: Environmental Studies 335]

- 341- **Special Topics (3)**Occasional
 348 Each of these courses is designed to be of special interest and value to students utilizing strengths and skills of individual instructors. Each topic is concerned with material not normally treated in depth in regularly scheduled courses.
- 370 **Global Security Issues (3)** Spring Odd
 This seminar course examines the challenges facing world security in the twenty-first century, including arms proliferation, ecological threats, economic globalization, ethnic conflict, resource scarcity, political economy, and human rights.
- 373 **Field Experience in Politics (3)**Fall, Spring
 Students complete a limited field experience in a politics-related area. The experience is aimed at providing exposure to the type of activities in which political studies graduates are likely to be involved as professionals. Three hours of course credit is to be based on the completion of 8 - 10 hours on the site per week plus one hour of work determined in consultation with the supervising member of the political studies department for 14 weeks. Deadline for application for the spring semester is November 1; deadline for the fall and summer semester is March 1. Prerequisites: political studies minor or major, junior or senior standing, and approval of the department.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See "Individual Studies" section of "Academic Offerings."

Psychology

- General Major—** Psychology 201, 202, 204, 207, 224, 230, 260, 366, 378, 384; one from Psychology 210 or 218; one from Psychology 362 or 364; two from Psychology 370, 371-2, 374, 376, 382, Mathematics 107.
- General Minor—** Psychology 201, 204, 207; Mathematics 107; one course from Psychology 202, 210, 218; one course from Psychology 224 or 230; two courses from Psychology 362, 364, 370, 374, 376, 384.

For descriptions of the SECONDARY minors and teaching endorsements, and the ELEMENTARY fields of specialization, see the "Teacher Education Program" section on pages 112-134.

- 201 **General Psychology (3)**.....Fall, Spring
 An introduction to the field of psychology. Surveys the areas of motivation, perception, learning, personality, and development. Consideration is given to various philosophical presuppositions underlying contemporary psychology, and an attempt is made to understand the various problems in terms of a biblical view of humans.
- 202 **Introduction to Psychological Studies (3)** Spring
 A more in-depth exploration of topics and skills covered in Psychology 201. Includes an introduction to psychological research (including APA writing style and PsycInfo), career exploration, critical thinking, and discussions of the relationship between science and religion. Prerequisite: Psychology 201.

- 204 **Lifespan Development (3)**.....Fall, Spring
The study of the growth and maturation of persons throughout the entire life span, including examination of physical, cognitive, personality, and social changes and developmental tasks. This course will focus on evaluating the theoretical issues and descriptive information portraying the growth of an individual from conception through old age, including an examination of faith development. Students will explore some life span development issues through observations, interviews, and group presentations. Prerequisite: Psychology 201; not open to first-semester freshmen.
- 207 **Statistics Lab (1)**Fall
This lab introduces students to statistical software used in the social sciences. Students learn to define, enter, clean, and analyze data using descriptive and inferential statistics. Emphasis will be on hypothesis testing and psychological research design. Pre- or corequisite: Mathematics 107.
- 210 **Social Psychology (3)**Fall, Spring
The study of individuals' psychological processes as they influence and are influenced by socio-cultural situations. Topics include cognitive biases, the relationship between attitudes and behavior, conformity and persuasion, interpersonal attraction, altruism, prejudice and aggression. Prerequisite: Psychology 201. [Cross-listed: Sociology 210]
- 218 **Biopsychology (3)**.....Fall
An introduction to the physiological/biological processes in human psychology. Primary emphasis will be on relating brain and nervous system functioning with basic psychological processes, such as motivation, emotion, sleeping, learning, memory, and abnormal behavior. In addition, several topical areas will be addressed, including alcohol dependence, drug addiction, homosexuality, physiology of sexual differences, and a Christian perspective on the mind-body-soul dilemma. Prerequisites: Psychology 201 and Biology 101 or 201.
- 224 **Psychopathology (3)**.....Fall, Spring
A study of the development and symptoms of emotional and behavioral problems. Topics covered will include neurosis, schizophrenia, sexual deviations, affective disorders, personality disorders, psychosomatic disorders, and the process of adjustment to stress. Attention will be given to personality, social, and religious factors, and their role in mental health. Prerequisite: Psychology 201.
- 230 **Research Methods (3)**Spring
An introduction to the research process, including formulation of hypotheses, design, interpretation, and communication of results. Reviews statistical procedures with an emphasis on selection of analyses and their interpretation based on prior hypotheses; an introduction to computer data analysis with SPSS. Methods of research are discussed from a reformed, Christian perspective. Students complete group research projects. Pre- or corequisite: Psychology 202. Prerequisite: Psychology 207.
- 245 **Student Development Seminar (3)**.....Fall
Developed especially to train Student Services staff. Topics covered include empathic listening skills, confrontation skills, leadership skills, stress management, time management, medical emergency techniques, etc. One-third of the course involves a week-long orientation retreat in the fall. Open only to community advisors and resident assistants.
- 260 **Ethics (1)**Spring
This seminar course considers the American Psychological Association's published "Ethical Principles of Psychology" and the practical application of those standards in real-life situations. We will also wrestle with

- how those standards fit with Christian ethics and the complexities of practice in a diverse social context.
Prerequisites: Psychology 201, 202.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See “Individual Studies” section of “Academic Offerings.”
- 333 **Industrial/Organizational Psychology (3)**.....Occasional
An advanced study in the application of organizational psychology theory and practice. Topics include personality, motivation, group leadership, organization/work design, and group/team dynamics. Specific emphasis is placed on the diagnosis of organizational dysfunction and the design and implementation of appropriate Human Resource (HR) Management-driven interventions. Prerequisites: Psychology 210 and junior or senior standing. Psychology 376 and Business Administration 205 recommended.
- 341- **Special Topics (3)**Occasional
348 Each of these courses is designed to be a special interest course utilizing individual instructor strengths and interests. Each topic will be concerned with material not usually treated to any great extent in regularly scheduled courses.
- 362 **Cognitive Psychology (4)**.....Spring Even
A survey of contemporary research and theory on human cognition and higher mental functioning approached from an information-processing perspective. Topics include attention, concept formation, perception, language, mental representation, and problem solving. Students will be challenged to critique both theory and research methods from a reformed, Christian perspective. Two lectures and a two-hour lab each week. Prerequisites: Psychology 230 and junior or senior standing.
- 364 **Learning: Theory and Application (4)** Spring Odd
The study of the basic processes of conditioning and learning and the major theories, research, and applications associated with learning issues. The main areas to be examined include both human and animal models of non-associative learning (habituation, sensitization) and associative learning (classical and operant conditioning). Activities, discussions and lab work will be directed to the application of these concepts to behavioral research with animals, as well as clinical, educational, and other applied settings for humans. Students will be challenged to critique both theory and application from a reformed, Christian perspective. Two lectures and a two-hour lab each week. Prerequisites: Psychology 230; junior or senior standing.
- 366 **Experimental Psychology (4)**..... Fall
An introduction to research methods with a review of statistical analytic techniques. Students complete a research project that culminates in a final paper and conference presentation. Research methods are evaluated from a Christian perspective. Two lectures and a two-hour laboratory each week. Prerequisites: Psychology 230, senior standing.
- 370 **Fundamentals of Practice (3)** Spring
The focus is on acquiring the core interpersonal and helping skills required for psychology students interested in human service practice. Topics include active listening, attending, problem-solving, challenging, brainstorming, and group counseling skills. The course is organized around an experiential learning model and students are given feedback on their helping skills through videotaped dialogues with peers. Prerequisites: Psychology 224; junior or senior psychology major.

- 371- **Field Experience in Psychology (3)**.....Fall, Spring
 372 Students complete a limited field experience in a psychology-related area. The experience is designed to provide a sample of the type of activities in which psychologists and other human service professionals are engaged; it is not intended to develop competence to the level of a beginning practitioner. Three hours of course credit will be based on the completion of eight hours on the site per week plus one hour of consultation with psychology department supervisors per week for 14 weeks (126 hours). Deadline for application for the spring semester is November 1; deadline for the fall (and summer) semester is April 1. Prerequisites: Psychology 224; Psychology 370, 374, and 376 recommended; psychology major of junior or senior standing; approval of department.
- 374 **Introduction to Counseling (3)** Fall Odd
 Introductory course in counseling theory emphasizing the dynamics of the counseling process and characteristics of the counseling relationship in the light of biblical directives concerning human nature, purpose, responsibility, and conduct. Prerequisites: Psychology 224 and junior or senior standing.
- 376 **Personality: Theories and Assessment (3)**.....Fall Even
 A comparative analysis of major personality theories with an emphasis on empirical research, measurement and assessment. Significant topic areas include a reformed anthropological model of personality, and historic, traditional personality theories, including psychoanalytic, neoanalytic, and humanistic perspectives. Prerequisites: Psychology 224 and junior or senior standing.
- 378 **Tests and Measurement (2)**Spring
 Course covers basic psychometric theories, principles of test construction, and a survey of common personality, achievement, and intelligence tests. Prerequisite: Psychology 224.
- 382 **Health Psychology (3)**Spring Even
 Survey course examining the contributions of psychology to the understanding, prevention, and treatment of a variety of health concerns. Topics include stress, pain management, cancer, eating disorders, exercise, and health promotion. Prerequisites: Psychology 218 or 224 and junior or senior standing or permission of instructor.
- 384 **History of Psychology and Worldview (3)**..... Fall
 A brief study of the historical development of psychological theories from the ancient world to the present, with extended treatment given to major contemporary movements or perspectives in psychology (especially psychoanalysis, behaviorism, humanism, and phenomenology) and to recent attempts by Christians to “integrate” theology and psychology. Prerequisites: Psychology 201 and Philosophy 201; senior standing.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
 393 See “Individual Studies” section of “Academic Offerings.”

Social Studies

General Major- History 201; four history courses numbered 200 or above; Economics 202, 203; Political Studies 201, 212; Sociology 201, 210; Mathematics 107; Sociology 215 or 216; three courses from economics, history, political studies, and sociology.

For the ELEMENTARY field of specialization and endorsement in social studies, see the elementary part of the “Teacher Education Program” section on pages 112-134.

Social Work

The social work program is built upon a strong liberal-arts base and foundational courses in the social sciences. The program is designed to equip students with the requisite knowledge and skills for beginning social work practice. The program is fully accredited by the Council on Social Work Education (1986). Admission to the social work program and completion of the major will require a formal two-part application process. Graduates will receive the bachelor of social work degree.

Admission to the Program Application for admission to the program is required and should be filed during the spring semester of the sophomore year prior to spring break. Forms may be obtained from the chairperson of the Social Work Program Committee. The Social Work Program Committee reviews completed application forms, and admission to the program is based on the following criteria:

- A minimum cumulative grade point average of 2.20; completion of at least 39 credits; completion of or current enrollment in Biology 101, Psychology 201, Sociology 201, Mathematics 107, General Education 200, Theology 101, History 100, Philosophy 201, English 101, 200, Communication 110, Economics 200 or Political Studies 201, Social Work 215, 216, 225, and 226.
- A written statement of personal interest that indicates an ability to communicate effectively and a commitment to social work as a vocation.
- A letter of reference indicating acceptable physical and psychological health.
- Enrollment in practice courses is limited to students who have been admitted to the program.

Upon review of the application, the committee will take one of the following actions:

- Accepted—meets all criteria
- Accepted conditionally—some criteria require further attention.
- Denied – some or all criteria inadequate.

The student will receive written notice of status.

Admission to the Professional Semester The second part of the application process is an application to participate in the professional semester that includes an intensive field work experience. This application should be filed during the spring semester of the junior year, prior to spring break. Forms may be obtained from the chairperson of the Social Work Program Committee. The Social Work Program Committee will review the application, and admission to the professional semester will be based on the student's meeting the following criteria:

- A minimum cumulative grade point average of 2.50.
- Completion of the required courses as listed under the major: Social Work—page 195 of the catalog.
- Senior standing (anticipated).
- Two letters of reference (one academic, one professional) indicating acceptable physical, intellectual, and psychological suitability.
- A written statement that demonstrates acceptable communication skills and a mature and knowledgeable interest in social work.
- An interview that demonstrates the student's suitability to social work in terms of interest, knowledge, maturity, personality, and physical and mental health.

Upon review of the application, the committee will take one of the following actions:

- Accepted–meets all criteria.
- Accepted conditionally–some criteria require further attention.
- Denied – some or all criteria inadequate.

The student will receive written notice of status.

The Social Work Program Committee reserves the right to refuse admission or continuation in the program, to any student who does not maintain a 2.50 grade point average, or who, in the judgment of the committee, has physical, mental, or personality handicaps that would be detrimental to the student and/or to the welfare of the clients to be served.

Academic credit for life experience or previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas.

Course Requirements, B.S.W. - Social Work Program

General Education (see page 48) Social Work majors must complete all of the general education requirements for students seeking a bachelor’s degree, with the following guidelines:

- Social Work majors must take Biology 101 as part of the natural science requirement.
- Mathematics 107 (Elementary Statistics) meets the mathematics requirement.
- Spanish is the recommended foreign language.
- Both Psychology 201 and Sociology 201 are prerequisite program requirements. Social Work majors must take both courses in addition to the economics/political studies requirement.

Major (54 credits)

Social Work 225 (3)	.....	Freshman
Social Work 215 (3)	.....	Freshman or Sophomore
Social Work 216 (3)	.....	Freshman or Sophomore
Social Work 226 (3)	.....	Sophomore
Mathematics 107 (3)	.....	Junior
Social Work 300 (3)	.....	Junior
Social Work 303 (3)	.....	Junior
Social Work 310 (3)	.....	Junior
Social Work 311 (3)	.....	Junior
Social Work 315 (3)	.....	Junior
Sociology 307 (3)	.....	Senior
Social Work 304 (3)	.....	Senior
Social Work 312 (3)	.....	Senior
Social Work 325 (3)	.....	Senior
Social Work 374 (12)	.....	Senior

Note: Social Work 374 (Field Work Experience) must be taken at Dordt College to receive graduation credit toward the social work major.

- 215 **Vulnerable Populations (3)** Spring
A historical and contemporary analysis of groups considered vulnerable by economic and social standards in American society. Causes, consequences, and implications for society are examined from a biblical view of humankind with an emphasis on social work practice. [Cross-listed: Sociology 215]
- 216 **Racial and Ethnic Minorities in Society (3)**..... Fall
Examines the historical and contemporary aspects of racism and prejudice in North America while increasing knowledge and appreciation of the contributions and life styles of minority groups in culturally pluralistic societies. Human diversity, instead of something to be tolerated, is treated as an asset; and human rights, regardless of race or color, are to be respected. Students assess their own prejudices in light of the course knowledge base and gain first-hand experience with minority subcultures. Knowledge, attitudes, and skills are integrated to provide social science and other students an opportunity to increase knowledge of, and sensitivity to, cultural diversity. [Cross-listed: Sociology 216]
- 225 **Introduction to Social Work (3)**..... Fall
A survey of the major fields of social work practice and of the problems with which they deal. It will include agency field visits. Overarching this survey will be a concern for the Christian's individual and collective responsibility for the health and welfare of his neighbor and community.
- 226 **The History and Philosophy of Social Welfare and Social Work (3)** Spring
Examines the history and development of social welfare and the philosophy, theory, and practice of social work as a response to the health and welfare needs of society. Prerequisites: Social Work 225; History 100; Theology 101; Philosophy 201; or permission of instructor.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 300 **Human Behavior and the Social Environment (3)**..... Spring
Presentation of a theoretical and conceptual framework for understanding socio-psycho-biological factors in human development across the life cycle. The focus is on the interrelationship between the individual, family, small groups, and society. Prerequisites: Social Work 226; Biology 101; and English 200.
- 303 **Child and Family Welfare Policy (3)**..... Spring
A study of child and family welfare policy and practice including an analysis of how society's ideological, political, and economic concerns affect agency organization and practice. Prerequisites: Social Work 300, 315; or permission of instructor.
- 304 **Aging and Social Work (3)** Fall
An in-depth examination of the myths and realities of aging in Western culture. Combining sociological theory and practice, this course introduces the student to ageism, physiological and psychological change over time, and theories of social gerontology as well as current issues such as health policy, retirement, the extent of family support, institutionalization, and the aged in the political arena. Will include field work assignments with older persons, guest speakers, and site visits to programs for the aging. Prerequisites: Social Work 311, 315.

- 310 **Fundamentals of Social Work Practice (3)**..... Fall
The focus is on acquiring the core interpersonal and problem-solving skills for social work practice. Development of self-awareness and self-knowledge related to growth in skills and a beginning identity as a social work professional will also be emphasized. The course is organized around experiential learning models. Prerequisites: Social Work 215, 225; English 101 and Communication 110.
- 311 **Practice Methods I (3)**..... Spring
An overview of general systems theory as a basis for developing an integrated social work practice model. Special emphasis will be given to the development of problem-solving skills related to groups found within social work practice with a variety of intervention strategies presented. Prerequisite: Social Work 310.
- 312 **Practice Methods II (3)** Fall
A continuation of Social Work 310 and 311 with an emphasis on practice at the agency and community levels. Prerequisites: Social Work 310 and 311.
- 315 **Social Welfare Policy (3)**..... Fall
Through a series of outside readings and exercises, students apply scriptural principles and build critical skills in the areas of social welfare policy. The value base for current social policy is examined, and current ways of delivering human services are critiqued. Topics covered include how benefits are allocated, welfare reform, cost-effectiveness analysis, program development, public finance, block grants and grant writing, human service budgeting, and political advocacy. Prerequisites: Social Work 226; Political Studies 201.
- 325 **Integrative Seminar in Social Work (3)**..... Spring
An opportunity for students to reflect on and integrate the academic and field work experience with a special emphasis on ethical and value dilemmas confronted by the student in the field. (Open only to senior social work majors who have completed the professional semester admission process.) Prerequisite: concurrent enrollment in Social Work 374.
- 374 **Field Work Experience (12)**..... Spring
The field work course is designed to provide the student with the opportunity to apply classroom knowledge, principles, and skills in a community agency under the supervision of a professional social worker. (Open only to senior social work majors who have completed the professional semester admission process.) Prerequisite: concurrent enrollment in Social Work 325.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Sociology

General Minor- Sociology 201, 210, 215, 216; two courses from Criminal Justice 201, Mathematics 107, Philosophy 320, Social Work 225, 226, Sociology 302, 307.

For descriptions of the SECONDARY minors and teaching endorsements, and the ELEMENTARY fields of specialization, see the "Teacher Education Program" section on pages 112-134.

- 201 **Principles of Sociology (3)**Fall, Spring
Sociology focuses on the social landscape that shapes how we think, feel, and behave. The course introduces the field of sociology and provides an overview of major sociological topics, such as culture, socialization, deviance, minorities, sex roles, the family, religion, and population. Students are encouraged to critique sociological theory from a biblical basis and build a Christian sociological perspective.
- 202 **Criminology (3)** Fall
A theory-based course that studies crime causation, typologies of crime, and crime control. It looks at both historical and modern theories, including those that look to individual, social, and structural causes. It also broadly analyzes the guardianship and enforcement functions of the criminal justice system. Students will be able to identify criminology theories in modern media and engage in theory-building exercises. Prerequisite: Criminal Justice 201 or permission of instructor. [Cross-listed: Criminal Justice 202]
- 210 **Social Psychology (3)**Fall, Spring
A study of individuals' psychological processes as they influence and are influenced by socio-cultural situations. Topics include cognitive biases, the relationship between attitudes and behavior, conformity and persuasion, interpersonal attraction, altruism, prejudice, and aggression. Prerequisite: Psychology 201. [Cross-listed: Psychology 210]
- 215 **Vulnerable Populations (3)**Spring
A historical and contemporary analysis of groups considered vulnerable by economic and social standards in American society. Causes, consequences, and implications for society are examined from a biblical view of humankind with an emphasis on social work practice. [Cross-listed: Social Work 215]
- 216 **Racial and Ethnic Minorities in Society (3)**..... Fall
Examines the historical and contemporary aspects of racism and prejudice in North America while increasing knowledge and appreciation of the contributions and life styles of minority groups in culturally pluralistic societies. Human diversity, instead of something to be tolerated, is treated as an asset; and human rights, regardless of race or color, are to be respected. Students assess their own prejudices in light of the course knowledge base and gain first-hand experience with minority subcultures. Knowledge, attitudes, and skills are integrated to provide social science and other students opportunity to increase knowledge of, and sensitivity to, cultural diversity. [Cross-listed: Social Work 216]
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 302 **Marriage and Family (3)** Fall
A sociological study of contemporary marriage and family within a Christian sociological perspective that includes an analysis of how society affects family and marriage. The course actively seeks to place current issues and themes within a Christian perspective (sex roles, sexuality, work and marriage, divorce, remarriage). Prerequisite: junior or senior standing or permission of instructor.
- 305 **Victimology and Family Violence (3)**..... Spring
The victimology section will look at the various harms suffered due to crime, how victims interact with various agencies and players, public reaction to victims, the victims' rights movement, and how to better serve the victims of crime through our criminal justice system. We will also identify and describe the problem, measure its true dimensions, and review evidence and hypotheses of victimologists. In the Family Violence portion, theories on family violence will be analyzed, the consequences of family victimization will be

considered, as well as how to recognize child abuse and understand the dynamics of partner violence. We will analyze legal and enforcement responses, consider how institutional responses can prevent or lessen revictimization, and look to how a Restorative Justice model can alleviate some of the harms of victimization. Prerequisite:sophomore standing or higher. [Cross-listed: Criminal Justice 305]

- 307 **Methods of Social Science Research (3)**..... Fall
An introduction to the research process as applied to the study of problems/issues in social science. Problem selection, research design, measurement, methods of observation and data collection, data analysis and interpretation, and report writing will be emphasized. A module on microcomputer utilization and the application of descriptive statistics is presented for application in student projects. Prerequisites: Mathematics 107; junior or senior standing.
- 341- **Special Topics (3)**Occasional
348 Each of these courses is designed to be a special interest course utilizing individual instructor strengths and interests. Each topic will be concerned with material not usually treated to any great extent in regularly scheduled courses.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See “Individual Studies” section of “Academic Offerings.”

Spanish

- General Major-** Spanish 201, 202, 206, 300, 301, 302, 304; Linguistics 201; two courses from Spanish 102, 207, 208, 341-348, 393; four semesters of Spanish conversation 251-258; six credits in study-abroad courses are required. (Total number of credits: 40)
- General Minor-** Spanish 201, 202, 206, 300, 302; three semesters of Spanish conversation 251-258. Three credits in study-abroad courses are required. (Total number of credits: 21)

For descriptions of SECONDARY and ELEMENTARY majors, minors, fields of specialization, and teaching endorsements, see the “Teacher Education Program” section on pages 112-134.

- 101 **Introductory Spanish (4)** Fall
An introductory study of the language and culture of Spanish-speaking people. Emphasis on the acquisition of oral and written language skills in a communicative context combined with the study of cultural etiquette and social customs. The course includes weekly sessions with advanced students or native speakers to practice oral skills.
- 102 **Elementary Spanish (3)**..... Spring
Continuation of Spanish 101. Prerequisite: Spanish 101 or our on-line placement test score of 296-360.

- 200 **Accelerated Spanish (4)**..... Fall
An accelerated course designed to review and to further develop the listening, speaking, reading and writing skills, and an understanding of Hispanic cultures. Besides the language learning, emphasis is placed on the blessing of cultural diversity, through cultural understanding and sensitivity to other people's values and beliefs and a comparison of other cultures with our own culture in light of the cultural mandate. This course will fulfill the cross-cultural requirement as it moves from Spanish 101-102-201. Prerequisite: two or more years of high school Spanish and a placement score of 0-355.
- 201 **Intermediate Spanish (3)**..... Fall
An intermediate course that continues the study of the language in a communicative context with considerable emphasis upon precision and expansion of linguistic skills. Some attention given to the nature of language. Emphasis on the development of cultural understanding and sensitivity, with a study of the people's values and beliefs as expressed in their economic, political, and religious systems. Comparison of this culture with our culture in the light of the cultural mandate. Prerequisite: Spanish 102 or our on-line placement test score of 361-449.
- 202 **Literary and Cultural Readings (3)**..... Spring
Designed to strengthen speaking, listening, reading and writing skills in Spanish through a variety of readings, to develop the ability to value diverse communities and an appreciation for Hispanic literature. Emphasis is placed upon contemporary literature. Prerequisite: Spanish 200 or 201.
- 206 **Hispanic Cultures and Civilizations (3)**..... Spring
Designed to give insight into Hispanic cultures and civilizations, and a more global understanding of the issues and challenges that the Spanish-speaking world has faced and is facing. Listening and speaking abilities will be enhanced through classroom activities. The course will be conducted in Spanish. Prerequisite: Spanish 202 or equivalent.
- 207 **World Literature I (3)**..... Fall Odd
See English 207.
- 208 **World Literature II (3)**..... Spring Even
See English 208.
- 251-258 **Conversation (1)**..... Fall, Spring
Designed to give the student practice in listening and speaking. The content of the courses will be altered each year. The class will meet two times each week. (Graded on a pass/no record basis.) Prerequisite: Spanish 102.
- 281-283 **Service-Learning (1-3)**..... Fall, Spring, Summer
See "Individual Studies" section of "Academic Offerings."
- 300 **Advanced Spanish Grammar and Composition I (3)**..... Fall Odd
This course includes an in-depth study and practice of Spanish grammar and a rigorous component in writing. Emphasis is given to more complex grammatical structures that tend to present difficulties for learners of Spanish as a foreign or second language. The course will be conducted in Spanish. Prerequisite: Spanish 202 or equivalent.

- 301 **Spanish Phonology (3)** Spring
An application of the principles of general phonology to the sound system of Spanish. The course will be conducted in Spanish. Prerequisite: Spanish 202 and Linguistics 201.
- 302 **Advanced Spanish Grammar and Composition II (3)** Fall Even
Continuation of Spanish 300. Prerequisite: Spanish 300 or equivalent.
- 304 **Hispanic Literature (3)** Spring Even
An understanding and a historical introduction to Hispanic narrative, poetry and drama, each genre's origins and major developments and figurative language to engage in analytical exercises. An overview of periods, movements, significant authors and literary currents in Spain and Latin America. Prerequisites: Spanish 202 and 302.
- 341- **Special Topics (3)** Occasional
348 The topics for these courses will be chosen from areas of literature, advanced language studies, culture, or teaching methods. The offering of the course as well as the content will reflect student interest and need. Prerequisite: departmental approval.
- 391- **Individual Studies (1-3)** Fall, Spring, Summer
393 See "Individual Studies" section of "Academic Offerings."

Special Education

See the "Teacher Education Program" section noting "Field of Specialization" on page 115 and "Special Education Minor" on page 123.

Teaching English as a Second Language

- 371 **Foundations of ESL/EFL Teaching (3)** Spring
The course begins with a discussion of the principles, theories, and philosophy of ESL/EFL teaching that provide the foundation for classroom practice. First and second language acquisition theories will be discussed. The emphasis is on communicative, interactive teaching and how this type of teaching is implemented in the ESL/EFL and bilingual classroom. Context and learner variables, as well as teaching the various language skills are dealt with. The course concludes with a section on ESL/EFL assessment. This course should be taken concurrently with TESL 372.
- 372 **Teaching ESL/EFL—A Practicum (3)** Spring
Building on solid theoretical foundations for classroom practice and a description of various contexts of K-12 learning, this course gives students an opportunity to design and implement various ESL/EFL and bilingual classroom techniques and lessons and to develop and practice ESL/EFL teaching skills in simulated classroom settings. This course should be taken concurrently with TESL 371.

Theatre Arts

General Major– Core (common to all emphases): Theatre Arts 101, 102, 103, 203, 210, 212, 365, 366, 367; two enrollments in Health, Physical Education, Recreation 34; at least one enrollment in each of Theatre Arts 001, 002, and 003; 100 hours of technical theatre work; (Costume shop and scene shop work study hours and scholarship requirement hours do apply.) Theatre Arts 371-379 recommended. Prerequisite for 001 is senior status. Students should enroll in the course in the fall of their senior year.

Students must select one of the following emphases:

Acting/Directing: Core; Theatre Arts 202, 204, 206; English 210 and 312; three additional credits from Theatre Arts 001, 002, 003.

Design and Scenic Art: Core; Art 201, 202, 225, one from Art 207, 208, 209, 210; two semesters of work in the scene shop; Individual study in design or scenic art recommended.

Drama Ministry: Core; Theology 231, 331, 351; one course from Theology 254 or 332.

Dramaturgy: Core; Philosophy 206; English 312; Theatre Arts 280; History 280 or English 333.

Technical Theatre: Core; Music 306; Art 202; Theatre Arts 377 in stage lighting; three semesters of work in the scene and/or costume shop; one course from Music 220, 308, or one course from Art 207, 208, 209, 210. Art 225 recommended.

Theatre Management: Core; Business Administration 201, 205, 206, 207; Communication 260; one course from Economics 200, 202; Business Administration 100, English 305, and Theatre Arts 391-393 recommended.

General Minor– Theatre Arts 101, 102, 103, 210, 212; one course from Theatre Arts 365, 366, 367, English 312; one course from Theatre Arts 202, 203, 206.

For the description of the ELEMENTARY field of specialization and the SECONDARY minor see the “Teacher Education Program” section on pages 112-134.

001 **Professional Practices (1)**..... Fall
This course introduces majors to such things as resume writing, portfolio creation, interviewing and auditioning skills. Senior status required.

002- **Theatre Production (2-3)**..... Fall, Spring
003 Students may apply for two or three hours of academic credit for work on a co-curricular theatre production.

Registration for credit is required in the semester in which the project is to be produced. In addition to rehearsal, performance, or technical work, some written work is required.

- 101 **Introduction to Theatre (3)**.....Fall Even
This course will prepare students to study, participate in, and respond to the art of theatre. Students will study a Christian view of the theatre, learn script analysis and interpretation, and also acquire some basic theatrical skills.
- 102 **Fundamentals of Acting (3)** Fall Odd
Experience with the fundamental principles of acting–victory, obstacle, tactic, and expectation–as well as development of the skills of relaxation, concentration, physicalization, and character analysis. May not be taken on a pass/fail basis.
- 103 **Stagecraft (3)**Fall Even
An introduction to the theory and practice of stage lighting and set construction techniques, including introductory electrical and color theory.
- 202 **Acting II (3)**.....Spring Even
Building on the skills acquired in Theatre Arts 102, students will move toward mastery of acting technique through an intensive scene study approach. Coursework will include an introduction to period style acting, and will culminate in a public performance. May not be taken on a pass/fail basis. Prerequisite: Theatre Arts 102.
- 203 **Scenic Design (3)** Spring Odd
An introduction to scenic design that includes design theory, design process, and the technical skills related to scenic design. May not be taken on a pass/fail basis. Prerequisite: Theatre Arts 103.
- 204 **Mask and Movement (3)**.....Fall Even
An introduction to stage performance skills that require a focus on the actor’s body. Characterization and physical expressivity will be taught by means of training in mask. The course will also introduce stage violence, both armed and unarmed. Training will include regular relaxation and stretching exercises. Pre-requisite: Theatre Arts 102.
- 206 **Acting Styles (3)** Spring Odd
A course in practical theatre designed to teach skills related to staging shorter works in a variety of settings. The class works as an ensemble to develop and stage a production of a play chosen from a major historical style such as classical Greek or Shakespearean theatre. May not be taken on a pass/fail basis. Prerequisite: Theatre Arts 102.
- 210 **Directing (3)**..... Fall Odd
A study of some of the problems that are part of the directing process and of the techniques for shaping that process. Students will focus on staging techniques and apply their learning in the direction of a short one-act play. May not be taken on a pass/fail basis. Prerequisite: Theatre Arts 101, 102, or 103, or by permission of instructor.
- 212 **Voice and Oral Interpretation (3)** Spring Odd
Students will use literary works of drama, poetry, and prose to learn and practice principles of oral interpretation and voice production. The work of Cecily Berry and Kristin Linklater will be used to equip voices

for the demands of stage and public address. The theory of interpretation is holistic: an interpretation is best conveyed when the meaning of the text, the power of its language, the exercise of the imagination, and the proper use of the voice work together. The course expects much student participation in vocal workouts and individual and group presentation of readings. May not be taken on a pass/fail basis.

- 280 **Playwriter's Workshop (3)**.....Spring Even
This course provides basic instruction in writing dramatic scenes and a one-act play. We will read what working playwrights say about their craft, read and discuss the writing of plays of different styles, and workshop our scripts in community. It is our goal to enter some of the work in the American College Theatre Festival and/or other playwriting competitions and do public staged readings of all the work.
- 281- **Service-Learning (1-3)**.....Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 341- **Special Topics (3)**.....Occasional
348 Each of these courses is designed to be a special-interest course utilizing individual instructor strengths and interests. Each topic will be concerned with material not usually treated to any great extent in regularly scheduled courses.
- 365 **Theatre History and Literature, Greek through the Renaissance (3)**..... Fall Odd
History and representative literature of the theatre, from Sophocles to Shakespeare. An introduction to the rise, decline, and rebirth of Western drama as a reflection of the development of Western thought. May not be taken on a pass/fail basis. Not recommended for freshman students.
- 366 **Theatre History and Literature, Neoclassicism through Realism (3)**.....Spring Even
History and representative literature of the theatre, from Moliere to Ibsen, Strindberg, and Shaw. An examination of the neoclassical theatre, its eventual democratization, and its culmination in the well-made play and modern entertainment. May not be taken on a pass/fail basis. Not recommended for freshman students.
- 367 **Theatre History and Literature, Anti-Realists through Postmodernists (3)**.....Fall Even
History and representative literature of the theatre, from Kaiser to Pinter. A survey of various anti-realist, anti-positivist, anti-establishment theatres and dramas: impressionism, expressionism, existentialism, and various forms of post-modernism. May not be taken on a pass/fail basis. Not recommended for freshman students.
- 371 **Applied Theatre-Directing (3)**.....Fall, Spring
The course content in directing will be designed for each individual in consultation with a departmental supervisor. Work on the project will be done in two or three semesters with enrollment in the final semester. May not be taken on a pass/fail basis. Open only to majors and minors.
- 373 **Applied Theatre-Acting (3)**.....Fall, Spring
The course content in acting will be designed for each individual in consultation with a departmental supervisor. Work on the project will be done in two or three semesters with enrollment in the final semester. May not be taken on a pass/fail basis. Open only to majors and minors
- 375 **Applied Theatre-Design (3)**.....Fall, Spring
The course content in design will be designed for each individual in consultation with a departmental su-

supervisor. Work on the project will be done in two or three semesters with enrollment in the final semester. May not be taken on a pass/fail basis. Open only to majors and minors.

- 377 **Applied Theatre–Technical Theatre (3)**Fall, Spring
The course content in technical theatre will be designed for each individual in consultation with a departmental supervisor. Work on the project will be done in two or three semesters with enrollment in the final semester. May not be taken on a pass/fail basis. Open only to majors and minors.
- 379 **Applied Theatre–Playwriting (3)**Fall, Spring
The course content in playwriting will be designed for each individual in consultation with a departmental supervisor. The course requirements will be met by two or three enrollments, normally in two or three consecutive semesters. May not be taken on a pass/fail basis. Open only to majors and minors.
- 391- **Individual Studies (1-3)**Fall, Spring, Summer
393 See “Individual Studies” section of “Academic Offerings.”

Theology

General Major– Core (common to all emphases): Theology 101, 221, 324, 361.

Students must select one of the following emphases:

- Biblical Studies:** Core; Theology 231, 311; one course from Theology 211-214; one course from Theology 215-217; three additional courses from Theology 211-217 (at least one Old Testament and one New Testament); two courses from Theology 251, 254, 322, 323, 324, 393, Greek 211; strongly suggested for those hoping to pursue further studies: Greek 111, 112, 211, 212, 241-244; Theology 253; 300-level philosophy courses; History 220; modern foreign languages. (39 credits)
- Historical/Systematic:** Core; Theology 222, 231, 321, 323; one course from Theology 211-214; one course from Theology 215-217; three courses from History 222, 306, 335, Philosophy 301-304, 309, 310, 350 (preferably one from History, one from Philosophy 301-304, one from Philosophy 309, 310, and 350); strongly suggested for those hoping to pursue further studies: Greek 211, 212, Latin 201, modern foreign languages. (39 credits)
- Missions and Evangelism:** Core; Theology 231, 311, 331, 332; two courses from Theology 211-214; two courses from Theology 215-217; one course from Theology 322, 323, 336, 375, History 306. (39 credits)
- Youth Ministry:** Core; Theology 251, 252, 253, 254, 351, 352; Psychology 204; two courses from Theology 211-214; two courses from Theology 215-217; Practicum (nine credit hours); Theology 371, 372, 373; and two cognates, chosen from Communication 220, 222, 230, 311, Education 262, History 335, HPER 206, Psychology 210, 224, 370, 374, Theatre Arts 101, 212, Theology 222, 322. (60 credits)

General Minor–

- Bible Education: Theology 222, 254, 322 or 323; two courses from Theology 211-214; two courses from Theology 215-217. (21 credits)
- Biblical Studies: Theology 311; two courses from Theology 211-214; two courses from Theology 215-217; one course from Theology 221, 324; one additional course from Theology 211-217, 254, 361, 393, Greek 111, 112, 211. (21 credits)
- Historic/Systematic: Theology 221, 222; one course from Theology 211-217; two courses from Theology 321, 323, 324; two courses from Philosophy 301-304, 309. (21 credits)
- Mission and Evangelism: Theology 221, 231, 331, 332; three courses from Theology 322, 323, 324, 336, 375, History 306. (21 credits)

Admission to the Youth Ministries Program: Formal application for admission to the Youth Ministries program is required. Application should be made to the Theology Department at the end of the Discernment of Ministry (Theology 251) course, which should be taken in the freshman or sophomore year. Application will be based on the various statements developed in this course.

The following are requirements for admission to the youth ministry program:

- Completed application form
- Minimum grade point average of 2.0 in all Theology courses to date
- Students may apply to the youth ministry program after their first academic year and must apply before their final academic year.

Once each year the members of the department will discuss each student's fitness to continue in the Youth Ministry Program. A majority of the department members must approve a student to graduate with a Youth Ministry degree.

If a student's initial application is not accepted, the student may take additional courses for the major and reapply after each semester or may appeal to the division dean to have three professors outside of the Theology department evaluate his/her application and supporting materials.

For the description of the ELEMENTARY field of specialization and the SECONDARY minor see the "Teacher Education Program" section on pages 112-134.

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- 101 **Perspectives in Biblical Theology (3)**Fall, Spring
A survey of biblical revelation in its progressive unfolding of key ideas and institutions against their cultural-historical background and within their covenant setting. Emphasis is placed on the normativity of Scripture that reaches its fullness and fulfillment in Christ for all academic work.

- 211 **Biblical Theology: Old Testament Pentateuch (3)**..... Fall, every fourth year
This course is an in-depth study of the Torah, the first five books of the Bible, in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 212 **Biblical Theology: Old Testament Prophets (3)**..... Fall, every fourth year
This course is an in-depth study of the Prophets in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 213 **Biblical Theology: Old Testament Wisdom and Writings (3)**..... Fall, every fourth year
This course is an in-depth study of the Old Testament Wisdom books and Writings, in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 214 **Biblical Theology: Old Testament and Inter-Testamentary History (3)** Fall, every fourth year
This course is an in-depth study of the Old Testament Historical Writings in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture and the Inter-testamentary history and writings.
- 215 **Biblical Theology: New Testament Gospels (3)**..... Spring, every third year
This course is an in-depth study of the Gospels in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 216 **Biblical Theology: New Testament Epistles (3)**..... Spring, every third year
This course is an in-depth study of the New Testament Epistles in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 217 **Biblical Theology: New Testament Church History–Acts, Revelation (3)**..... Spring, every third year
This course is an in-depth study of the New Testament historical setting and developments in terms of literature, history, crucial themes, and hermeneutical issues from a literary-historical-redemptive approach to Scripture.
- 221 **History of Christian Confessions (3)** Spring
A study of the history of the Church’s response to God’s Word as this response comes to expression in the significant ecclesiastical confessions. Emphasis is placed on the historical context in which the confessions, particularly those of the Reformed churches, were made.
- 222 **Calvin’s Institutes (3)**..... Fall
A study and discussion of the mature thought of John Calvin as found in the 1559 edition of his Institutes of the Christian Religion.
- 231 **Foundations of Missions and Evangelism (3)** Fall
A study of the biblical basis for missions and evangelism with a view to developing a theology of mission and relating this to contemporary problems of missions today.
- 251 **Discernment for Ministry (3)** Spring
This course explores issues in discerning God’s guidance for our lives and ministry. Through discussion, readings, assessment testing, and small group interaction students will examine the theology of calling, how God has worked in their life history, their personality and character styles and strengths, and how these

- interact with visions for spiritual growth, ministry, and leadership. This is the opening course for the Youth Ministry program and is open to all exploring God's possibilities for their lives.
- 252 **Foundations of Worship (3)** Fall Odd
A study of the Scriptural foundation for worship and of the components of worship. There will be a brief study of historic patterns of worship, leading to the preparation of liturgies and the practice of worship-leading skills.
- 253 **Engaging Culture (3)** Spring Odd
A study of the tools needed to understand the impact of cultural dynamics upon communities of faith and the character of a biblically informed response to this impact in ministry.
- 254 **Teaching Bible to Adolescents (3)** Fall Even
Discussion of a Reformed approach to the teaching of Bible. This course includes the study of the nature of faith, adolescent faith development, Reformed hermeneutics, pedagogical skills for teaching the Scriptures, and methods and content of the secondary (7-12) Bible curriculum. The course will cover theological and pedagogical foundations and the practical content of teaching Bible. Prerequisite: open only to juniors and seniors. [Cross-listed: Education 261]
- 281- **Service-Learning (1-3)** Fall, Spring, Summer
283 See "Individual Studies" section of "Academic Offerings."
- 311 **Biblical Studies Methods and Hermeneutics (3)** Spring Odd
An analysis and application of various biblical study methods, such as textual criticism, historical criticism, literary criticism, source criticism, form criticism, redaction criticism, and canonical criticism, in the context of understanding meaning and the communication of meaning through texts in general and an authoritative biblical text in specific from a reformed perspective. Prerequisite: one from Theology 211-217.
- 321 **Twentieth Century Theology (3)** Fall Even
This course will survey several important theologians and theological trends from the 20th century, including liberation theology and other significant schools of thought. Prerequisite: Theology 101.
- 322 **Major World Religions (3)** Spring Even
A study of major non-Christian religions of the world including Animism, Hinduism, Shinto, Buddhism, and Islam. Of special concern is the world and life view advanced by each religion and its manifestations in culture and society.
- 323 **Heresies and Sects (3)** Spring Odd
A survey of various confessional aberrations and consequent rise of different sects. Special attention will be given to the connections between all of this and the implied anthropologies and views of reality in general, and culture and society in particular.
- 324 **Reformed Theology (3)** Fall Odd
This course introduces major thinkers, creeds, and theological trends of the historical Reformed theology. It begins with basic themes of John Calvin, discusses its late 19th century development in the Netherlands and its modern expressions in North America and other places in the world. Students will understand basic themes of the Reformed theology against historical background and reflect them in their cultural setting.

- 331 **History of Missions and Evangelism (3)** Spring Odd
A study of the historical development of missions in the church with a view to understanding the complexity of missions in our times. Consideration will be given to different ecclesiastical traditions and historical paradigms the church has employed in its missionary endeavors. Prerequisite: Theology 231.
- 332 **Current Issues and Strategies in Missions and Evangelism (3)**Spring Even
An in-depth study of selected contemporary issues that the church faces in understanding and carrying out her mission in the 20th century. A selection of current issues will be made according to student need and interest. Selection will be made from such topics as contextualization; gospel and Western culture; urban missions; relation of verbal proclamation to social involvement; foundation for missions; unreached resistant and nominally Christian peoples; and tentmaking ministries. Prerequisite: Theology 231.
- 336 **Overseas Ministries Studies Center Seminars on World Mission (1-3)** Spring
A series of fourteen seminars on world mission held during the first two weeks in January in Madison, Connecticut, sponsored by The Overseas Ministries Study Center in New Haven, Connecticut. These seminars are taught by leading mission scholars from around the world. Limited enrollment and additional fees apply.
- 337 **ECHO Agricultural Missions Conference (1)**..... Fall
Participation in the major agricultural mission conference held the second week in November in Fort Myers, Florida. The Educational Concerns Hunger Organization hosts this international conference, which focuses on agricultural missions, cross-cultural issues, and community development. Prerequisite: sophomore standing. [Cross-listed: Agriculture 337]
- 341- **Special Topics (3)**Occasional
348 These courses will cover a different topic each semester and each is designed to be a special interest course utilizing individual instructor strengths, interests, and competencies. Each course will cover a topic in theology not usually treated in-depth in regularly scheduled courses.
- 351 **Ecclesiology (3)**..... Fall Odd
Study of a Reformed approach to youth ministry in the context of the congregation. This course includes the study of a Reformed philosophy of youth ministry, the nature of the church, cultural dynamics that affect both youth ministry and the church, and the character of leadership that takes all these factors into account.
- 352 **Practical issues in Youth Ministry (3)**.....Spring Even
A study of many youth ministry issues and skills such as vision-building, team-building, small group ministry, evangelism, administration, family ministry, discipleship, and programming.
- 361 **Senior Seminar (3)**..... Fall
This is the capstone course for Theology majors, but it is open to minors also. This course is to help those who have studied in theology consolidate their theological education to focus on contemporary issues in the church and develop the biblical message to address contemporary life in effective public address.
- 371- **Practicum in Youth Ministry (3-9)**Fall, Spring, Summer
373 Students will engage in field experience in a youth-ministry-related area under the guidance of both a site and a departmental supervisor. The experience will sample the types of activities included within the parameters of youth ministry. Three hours of course credit will be based on 126 hours of involvement. This course

requires instructor permission PRIOR to pre-registration. Deadlines: April 15 for the summer and fall semester, November 15 for the spring semester.

- 375 **Practicum in Mission/Evangelism (1-3)**.....Fall, Spring, Summer
A department-approved practicum in the field of missions or evangelism. This may take place during the academic year or during the summer break. Work equivalent to a three-hour course is required.

- 391- **Individual Studies (1-3)**Fall, Spring, Summer
- 393 See "Individual Studies" section of "Academic Offerings."

College Personnel

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Arnold Veldkamp, Escondido, California
Ruth Verhoef, Redlands, California
Kevin Wolterstorff, Sioux Center, Iowa

Administrative Personnel

OFFICE OF THE PRESIDENT

Carl E. Zylstra (1996), College President; B.A., Calvin College; M.Div., Calvin Theological Seminary; Ph.D., Princeton Theological Seminary

Curtis J. Taylor (1992), Director of Planning/Special Assistant to the President; B.A., Calvin College; M.A., Michigan State University; Ph.D., Iowa State University

OFFICE OF ACADEMIC AFFAIRS

Rockne M. McCarthy (1979), Vice President for Academic Affairs, Professor of History and Political Studies; B.A., Grinnell College; B.D., Covenant Theological Seminary; Ph.D., St. Louis University

Charles C. Adams (1979), Dean of Natural Sciences, Professor of Engineering; B.S., New Jersey Institute of Technology; M.S., Rensselaer Polytechnic Institute; M.A., Montclair College; Ph.D., University of Iowa

Pamela E. Adams (1988), Director of Graduate Education, Professor of Education; B.A., William Paterson College; M.Ed., Sioux Falls College; Ph.D., University of Iowa

James A. Bos (1985), Registrar; B.A., Dordt College; M.S., Mankato State University

Glenn Bouma (1997), Recreation Center Program Director; B.A., Northwestern College

John S. Heavner (2006), Head Football Coach, Instructor of Health/PE/Recreation; B.A., East Central University, Oklahoma; M.Ed., East Central University

Corinne J. Hentges (1973), Coordinator of Off-Campus Programs, Community Based Learning Coordinator; B.A., Dordt College; M.A., Instituto de Lenguas Romanicas

Pamela L. Hulstein (2001), Director of Health Sciences, Student Health Services, Assistant Professor of Nursing; B.S., University of South Florida; M.S., Case Western Reserve University

John H. Kok (1983), Dean of Humanities, Professor of Philosophy; B.A., Trinity Christian College; Ph.D., Free University of Amsterdam

Sherri B. Lantinga (1997), Interim Dean of Social Sciences, Associate Professor of Psychology; B.A., Calvin College; M.A., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago

Michael G. Schouten (1997), Agriculture Stewardship Center Steward, B.A., Dordt College

Sheryl Sheeres Taylor (1992), Director of Library Services; B.A., Calvin College; M.L.S., University of Washington

Richard Vander Berg (1977), Director of Athletics, Assistant Professor of Physical Education; B.A., Northwestern College; M.S., South Dakota State University

Janis Versluis (2002), Reference and User Services Librarian; B.A., Calvin College; M.L.S., University of Michigan

ACADEMIC SKILLS CENTER

Pamala S. De Jong (1987), Director of Academic Skills Center; B.A., Calvin College

William Elgersma (2003), Coordinator for Developmental Education, Assistant Professor of English; B.A., Dordt College; M.A., University of South Dakota, Ed.D., University of South Dakota

Sanneke C. Kok (1987), Coordinator of Academic Services for Minority and International Students; B.A., Calvin College; M.A., Wheaton College

Marliss M. VanDerZwaag (2001), Coordinator of Services for Students with Disabilities; B.A., Northwestern College

OFFICE OF ADMISSIONS

Quentin Van Essen (1979), Executive Director of Admissions; B.A., Dordt College; M.S., St. Cloud State University

Leah DeNooy (2006), Admissions Counselor; B.A., Dordt College

Jeff Droog (2005), Admissions Counselor; B.A., Dordt College

Janna Hulstein (2002), Admissions Counselor; B.A., Dordt College

Steve Mouw (1990), Senior Admissions Counselor; B.A., Dordt College; M.B.A., Azusa Pacific University

Tom D. Van Den Bosch (1997), Associate Director for Special Admissions; B.A., Dordt College; M.A., University of South Dakota

Greg Van Dyke (2004), Admissions Counselor; B.A., Dordt College

Greg Van Soelen (1993), Admissions Counselor; B.A., Dordt College; M.B.A., University of South Dakota

Mark Volkers (2005), Electronic Media Coordinator and Instructor; B.R.E., Reformed Bible College; M.A., Wheaton Graduate School

Garry Zonnefeld (1991), Senior Admissions Counselor; B.A., Dordt College; M.A., University of South Dakota; Ed.Sp., Mankato State University

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Michael Epema (1978), Director of Financial Aid; B.A., Dordt College

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Lora DeVries (2005), Bookstore Manager; B.A., Dordt College

Susan Droog (1990), Director of Human Resources; B.A., Dordt College

Fred Haan (1978), Director of Printing, Copy Services and Purchasing, Inventory Manager; B.A., Dordt College

Stanley Oordt (1991), Director of Physical Plant

Brian Van Donselaar (1999), Director of Computer Services; B.A., Dordt College

Michael Van Surksun (2002), Comptroller; B.A., Dordt College; M.B.A., University of South Dakota

OFFICE OF COLLEGE ADVANCEMENT

John Baas (2005), Vice President for College Advancement; B.A., Calvin College; M.B.A., Grand Valley State University

Mike Byker (2001), Sports Information Director; B.A., Dordt College

Norlan De Groot (2001), Director of Public Relations and Marketing Communication; B.A., Dordt College; M.Div., Calvin Seminary

Dianne De Wit (1996), Grants Coordinator; B.A., Dordt College

Sally Jongma (1984), Voice Editor; B.A., Trinity Christian College

Barbara Mellema (2006), Director of Annual Giving; B.A., Dordt College

Les Netjes (1999), Executive Assistant to the Vice President for College Advancement; B.A., Dordt College

David Vander Werf (1996), Director of Planned Giving; B.A., Dordt College

Jamin Ver Velde (2004), Graphic Artist; B.A., Dordt College

OFFICE OF STUDENT SERVICES

- Kenneth Boersma** (2000), Vice President for Student Services; B.A., Calvin College; M.A., Duke University
Sandi Altena (1997), Director of Residence Life; B.A., Dordt College; M.A., University of South Dakota; Ed.D., University of South Dakota
Linsay Carlson (1998), Resident Director; B.A., Northwestern College
Rod D. Gorter (2006), Dean of Chapel, Instructor of Theology; B.A., Dordt College; M.A.R. and M.Div., Westminster Theological Seminary; Th.M., Calvin Theological Seminary
Valerie Gorter (2005), Resident Director and Coordinator of Student Services for Minority and International Students; B.A., Abilene Christian University
Sam Gutierrez (2003), Resident Director, Campus Ministries Assistant, B.A., Dordt College
Pamela L. Hulstein (2001), Director of Health Sciences, Student Health Services; B.S., University of South Florida; M.S., Case Western Reserve University
Ronald Rynders (1990), Director of Career Services; B.A., Dordt College; M.S.Ed., Purdue University
Robert Taylor (1999), Resident Director; B.A., Dordt College
Rachel Valentine (2005), Safe-Campus Project Coordinator; B.A., Northwestern College; M.A., Trinity International University/Trinity Evangelical Divinity School
Linda VerSteeg (2003), Campus Nurse; B.S.N., Briar Cliff College
Robert Wiersma (2000), Director of Personal Counseling; B.A., Dordt College; M.A., Morningside College

COLLEGE RADIO STATION (KDCR 88.5 FM)

- Dennis DeWaard** (1978), KDCR Radio Station Manager; B.A., Dordt College; M.A., University of South Dakota
John Slegers (1997), KDCR News Director; B.A., Dordt College; M.A., University of South Dakota
Jim Bolkema (1983), KDCR Music Director; B.A., Dordt College
Mike Byker (2001), KDCR Sports Information Director; B.A., Dordt College

Faculty**FACULTY EMERITI**

- Joanne K. Alberda**, M.S., Assistant Professor of Art, Emerita 2001
Willis J. Alberda, Ph.D., Professor of Mathematics, Emeritus 2001
Abraham H. Bos, M.A., Associate Academic Dean, Emeritus 1998
Dallas J. Apol, Ph.D., Professor of Foreign Language, Emeritus 2000
Kornelis J. Boot, D.A., Professor of Linguistics, Emeritus 2001
Martin Dekkenga, M.A., Associate Professor of Communication, Emeritus 1997
Marvin De Young, Ph.D., Professor of Physics, Emeritus 1989
George A. Faber, Ph.D., Professor of Education, Emeritus 2001
Dale Grotenhuis, M.A., Professor of Music, Emeritus 1994
Merlyn Gulker, M.A., Associate Professor of Business Administration, Emeritus 1998
David W. Helmstetter, M.S.W., Assistant Professor of Social Work; Emeritus 2003
Richard G. Hodgson, Th.M., Associate Professor of Planetary Sciences, Emeritus 2002
Hester M. Hollaar, M.A. Lib., Head Librarian, Emerita 1982
John B. Hulst, Th.D., President, Emeritus 1996
Louise Hulst, M.A., Associate Director of the Library, Emerita 1992
Arnold L. Koekkoek, M.A., Associate Professor of History, Emeritus 1998
James Koldenhoven, Ph.D., Professor of Theatre Arts, Dean of the Humanities, Emeritus 1997
Russell Maatman, Ph.D., Professor of Chemistry, Emeritus 1990
Norman Matheis, M.F.A., Professor of Art, Emeritus 1989

Aaldert Mennega, Ph.D., Professor of Biology, Emeritus 2000
Douglas C. Ribbens, Ed.D., Professor of Education, Vice President for Academic Affairs, Emeritus 1992
Leonard Rhoda, Ed.D., Professor of Physical Education; Emeritus 2005
Joan Ringerwole, D.M.A., Professor of Music, Emerita 2005
Andrea Struyk, M.A., Assistant Professor of Education, Emerita 2000
John Struyk, Ph.D., Professor of Foreign Language, Emeritus 2000
Marlin Vanden Bosch, Ph.D., Professor of English; Emeritus 2000
Marian J. Vander Ark, Ed.D., Professor of Education, Emerita 1993
Daryl Vander Kooi, Ed.D., Professor of Communication; Emeritus 2002
John C. Vander Stelt, Th.D., Professor of Theology and Philosophy, Emeritus 1999
John Van Dyk, Ph.D., Professor of Philosophy of Education, Emeritus 2006
Louis Y. Van Dyke, D.A.T., Professor of History, Emeritus 1994
Arnold H. Veldkamp, M.A., Associate Professor of Mathematics, Emeritus 1998

ACTIVE FACULTY (date in parenthesis indicates beginning of full-time continuous employment)

Charles C. Adams (1979), Dean of the Natural Sciences, Professor of Engineering; B.S., New Jersey Institute of Technology; M.S., Rensselaer Polytechnic Institute; M.A., Montclair College; Ph.D., University of Iowa
Pamela E. Adams (1988), Director of Graduate Education, Professor of Education; B.A., William Paterson College; M.Ed., Sioux Falls College; Ph.D., University of Iowa
Douglas R. Allen (2005), Assistant Professor of Physics; B.S., Wheaton College; Ph.D., Iowa State University
Syne Altena (1968), Professor of Physical Education; B.A., Westmar College; M.A., Michigan State University; M.A., Central Michigan University; Ed.D., University of Arkansas
Arthur L. Attema (1980), Assistant Professor of Business Education; B.A., Dordt College; M.A., University of South Dakota
Emmanuel S.A. Ayee (2002), Assistant Professor of Communication; B.A., University of Science and Technology at Kumasi, Ghana; M.A., Wheaton Graduate School of Communication; Ph.D., Potchefstroom University
Duane H. Bajema (1977), Professor of Agriculture; B.S., University of Minnesota; M.Agr., Iowa State University; Ph.D., Iowa State University
Randy J. Baxter (2006), Instructor of Social Work; B.A., Western Michigan University; M.A., Western Michigan University; M.S.W., Western Michigan University
James A. Bos (1985), Registrar; B.A., Dordt College; M.S., Mankato State University
Marcella Bosma (2001), Instructor of Education; B.A., Dordt College; M.Ed., Northwestern College
Nick S. Breems (2003), Instructor of Computer Science; B.A., Dordt College; M.S., University of Illinois, Urbana
Ethan J. Brue (2000), Associate Professor of Engineering; B.S.E., Dordt College; M.S., Iowa State University; Ph.D., Iowa State University
Mark Christians (1989), Assistant Professor of Psychology; B.A., Dordt College; M.Ed., Northern Arizona University; Ed.D., University of South Dakota
Douglas F. De Boer (1984), Professor of Engineering; B.S.E., University of Michigan; M.S.E., University of Michigan; Ph.D., University of Colorado at Colorado Springs
Robert L. De Haan (1995), Associate Professor of Environmental Studies; B.A., Dordt College; M.S., University of Minnesota; Ph.D., University of Minnesota
Dennis L. De Jong (1985), Assistant Professor of Computer Science; B.A., Dordt College; M.S., Colorado State University; M.S., Mankato State University
Karen A. De Mol (1984), Professor of Music; B.A., Calvin College; M.Mus., University of Michigan; Ph.D., Northwestern University
Lloyd Den Boer (1999), Associate Professor of Education; B.A., Dordt College; M.A., Simon Fraser University
Mary J. Dengler (2000), Associate Professor of English; B.A., Calvin College; M.A.T., Calvin College; M.A., University of Nevada; Ph.D., University of Nevada

- Robert J. De Smith** (1983, 1988), Professor of English; B.A., Calvin College; M.A., University of Wisconsin at Madison; Ph.D., University of Wisconsin at Madison
- Gary W. DeYoung** (2006), Associate Professor of Mathematics; B.A., Calvin College; M.S., University of Utah; Ph.D., University of Utah
- Matthew R. Dressler** (2004), Assistant Professor of Engineering; B.A., University of Maryland Baltimore County; M.S., University of Cincinnati; Ph.D., University of Cincinnati
- Henry E. Duitman** (1985), Professor of Music; B.M.E., Florida State University; M.A., University of South Florida; Ph.D., Ohio State University
- Simon du Toit** (1992), Professor of Theatre Arts; (On leave 2007) Certificate, London Academy of Music and Dramatic Art; M.F.A., York University; B.Ed., University of Toronto
- William Elgersma** (2003), Coordinator for Developmental Education, Assistant Professor of English; B.A., Dordt College; M.A., University of South Dakota; Ed.D., University of South Dakota
- Paul R. Fessler** (2002), Associate Professor of History; B.A., Calvin College; M.A., Texas A&M University; Ph.D., Texas A&M University
- Carl P. Fictorie** (1995), Professor of Chemistry; B.A., Dordt College; Ph.D., University of Minnesota
- Edwin J. Geels** (1965), Professor of Chemistry; B.S., Calvin College; Ph.D., Iowa State University
- Christian L. Goedhart** (1985), Professor of Agriculture; B.S., Calvin College; M.S., University of California at Riverside; Ph.D., Virginia Polytechnic Institute and State University
- Rod D. Gorter** (2006), Dean of Chapel, Instructor of Theology; B.A., Dordt College; M.A.R. and M.Div., Westminster Theological Seminary; Th.M., Calvin Theological Seminary
- John S. Heavner** (2006), Head Football Coach, Instructor of Health/PE/Recreation; B.A., East Central University, Oklahoma; M.Ed., East Central University
- Roger D. Henderson** (1999), Associate Professor of Philosophy; B.A., University of California, Berkeley; Ph.D., Free University of Amsterdam
- Robert J. Hilbelink** (1979), Professor of Accounting; B.S.B.A., University of Denver; M.B.A., University of South Dakota; Ph.D., Walden University; C.P.A.
- Daniel F. Hitchcock** (2000), Associate Professor of Psychology; B.A., The Colorado College; M.S., Rutgers, The State University of New Jersey; Ph.D., Rutgers, The State University of New Jersey
- Barbara L. Hoekstra** (1999), Co-Director for Student Learning Assessment and Coordinator of Instruction; B.A., Trinity Christian College; M.A., Western Michigan University; Ed.D., University of South Dakota
- Robert Horton** (2005), Assistant Professor of Music; B.A., Cornell University; M.M., Northwestern University; D.M.A., University of Kansas
- April V. Hubbard** (2002), Assistant Professor of Theatre Arts; (on leave 2005-2007) B.S., Minot State University; M.A., Bowling Green State University
- Pamela L. Hulstein** (2001), Director of Health Sciences, Student Health Services, Assistant Professor of Nursing; B.S., University of South Florida; M.S., Case Western Reserve University
- Abby M. Jansen** (December, 2006), Instructor of Social Work; B.S.W., Dordt College; M.S.W., University of Michigan
- Anthony N. Jelsma** (2000), Associate Professor of Biology; B.S., McMaster University; Ph.D., McMaster University
- Calvin Jongmsa** (1982), Professor of Mathematics; B.S., Calvin College; M.A., Western Michigan University; Ph.D., University of Toronto
- Donald E. King, Jr.** (1982), Associate Professor of Political Studies; B.A., Gordon College; M.A., Tufts University; M.A., University of Iowa
- Wayne A. Kobes** (1973), Professor of Theology; B.A., Dordt College; B.D., Calvin Theological Seminary; Th.M., Calvin Theological Seminary; Ph.D., Florida State University
- Ruth Harthoorn Kocisko**, (2004), Assistant Professor of Criminal Justice; B.A., Dordt College; J.D., The George Washington University

- John H. Kok** (1983), Dean of Humanities, Professor of Philosophy; B.A., Trinity Christian College; Ph.D., Free University of Amsterdam
- Benjamin D. Kornelis** (1994), Professor of Music; B.A., Calvin College; M.Mus., Western Washington University; D.M.A., Michigan State University
- Patricia C. Kornelis** (2002), Assistant Professor of Education; B.A., Calvin College; M.A., University of South Dakota; Ed.D., University of South Dakota
- Hubert R. Krygsman** (1990), Professor of History; B.A., Calvin College; M.A., University of Calgary; Ph.D., Carleton University
- Sherri B. Lantinga** (1997), Interim Dean of Social Sciences, Associate Professor of Psychology; B.A., Calvin College; M.A., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago
- Jason D. Lief** (2006), Instructor of Theology; B.A., Northwestern College; M.A., Wheaton College Graduate School
- James F. Mahaffy** (1979), Professor of Biology; B.A., Dordt College; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign
- Matthew D. Mathias** (2006), Instructor of Business Administration; B.S.E., University of Michigan; M.B.A., University of Michigan
- Rockne M. McCarthy** (1979), Vice President for Academic Affairs, Professor of History and Political Science; B.A., Grinnell College; B.D., Covenant Theological Seminary; Ph.D., St. Louis University
- John C. Olthoff** (1989), Professor of Agriculture; B.A., Trinity Christian College; M.S., University of Minnesota; Ph.D., University of Nebraska at Lincoln
- Christopher Rehn** (1998), Associate Professor of Business Administration; B.A., Franklin & Marshall College; M.B.A., Eastern College; J.D., Cornell Law School
- Natalie J. Sandbulte** (2006), Instructor of Psychology; B.A., Northwestern College; M.A., Wheaton College Graduate School
- James C. Schaap** (1976), Professor of English; B.A., Dordt College; M.A., Arizona State University; Ph.D., University of Wisconsin at Milwaukee
- David Schelhaas** (1988), Assistant Professor of English; B.A., Calvin College; M.A., Florida State University
- Jerelyn Schelhaas** (2003), Instructor of Theatre Arts; B.A., Dordt College; M.S.S., University of South Dakota
- Jeffrey P. Schouten** (2003), Instructor of Health, Physical Education, and Recreation; B.A., Dordt College; M.S., Emporia State University
- Keith C. Sewell** (1998), Professor of History; B.A., University of Canterbury; B.A., Victoria University of Wellington; M.A., Victoria University of Wellington; Ph.D., Deakin University, Victoria
- Jay J. Shim** (2004), Associate Professor of Theology; B.A., Calvin College; M.Div., Calvin Theological Seminary; Ph.D., Calvin Theological Seminary
- Ed Starkenburg** (2005), Associate Professor of Education; B.A., Dordt College; M.Ed., Sioux Falls College; Ed.D., University of Northern Iowa
- Craig L. Stiemsma** (2003), Instructor of Health, Physical Education, and Recreation; B.A., Dordt College; M.A., University of South Dakota
- Matthew L Stutz** (2003), Assistant Professor of Environmental Studies and Earth Science; B.S., Long Island University; Ph.D., Duke University
- Sheryl Sheeres Taylor** (1992), Director of Library Services; B.A., Calvin College; M.L.S., University of Washington
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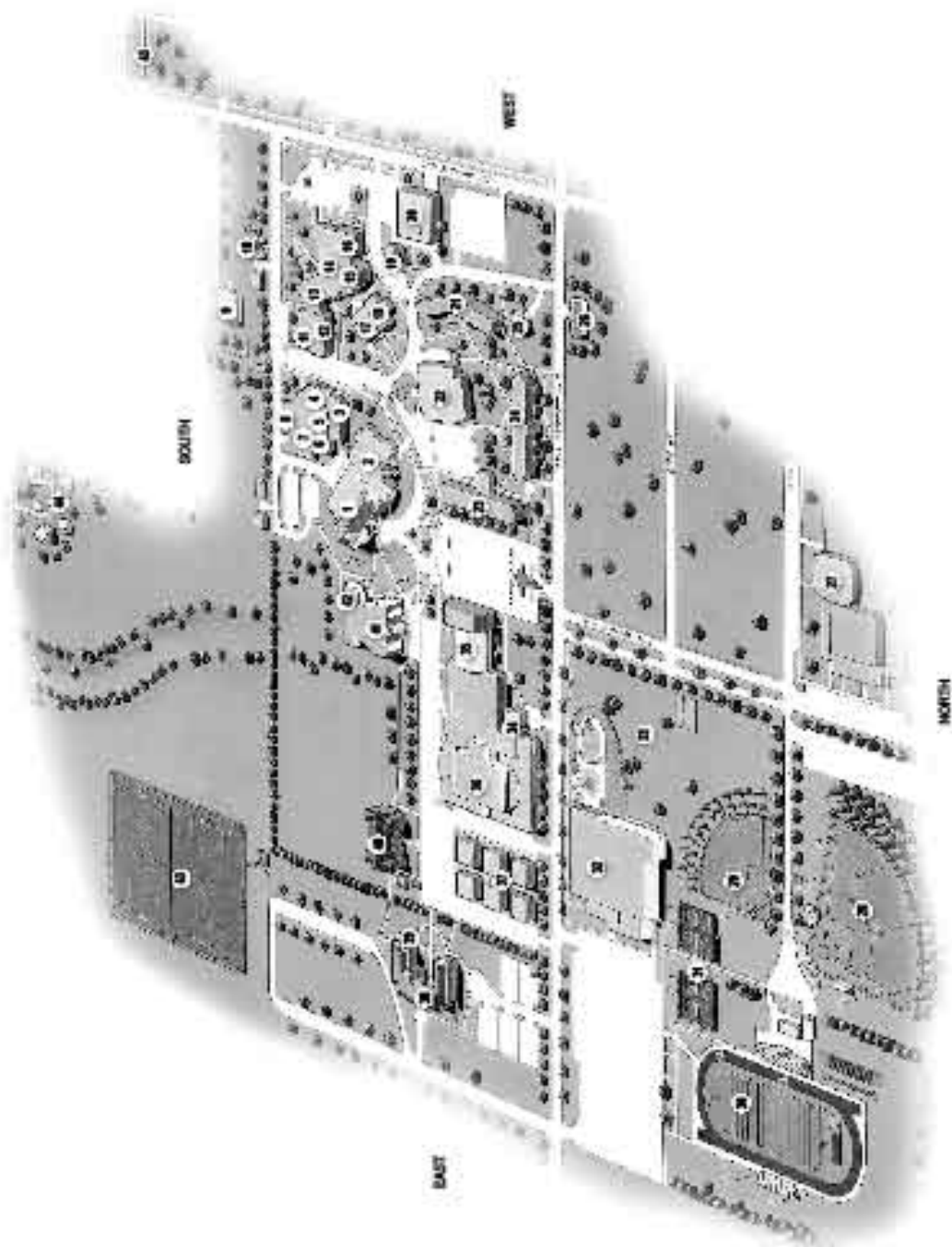
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