

CALVIN

College



Catalog 2009/2010

Contents

(The following table of contents is extremely faint and largely illegible in the provided image. It appears to list various sections of the catalog with corresponding page numbers.)

The Calvin College Catalog is published every academic year. While every effort is made to provide accurate, up-to-date information at the time of publication, Calvin College reserves the right to change, without notice, any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, course offerings, program requirements, faculty and other matters.

The information in this publication can be provided in an alternative format. Please call 1-800-688-0122 to request this service.



Mission of the College

Vision

Our vision is to be a premier institution of higher learning, providing a world-class education that prepares students for the challenges of the 21st century. We are committed to academic excellence, innovation, and a strong sense of community.

Purpose

The purpose of the college is to provide a high-quality education that equips students with the knowledge, skills, and values necessary to succeed in a global society. We are dedicated to fostering a culture of learning, research, and service, and to promoting the well-being of our students and the community. Our mission is to be a leader in the field of education, and to provide a transformative experience for every student who joins our community.

Commitment

We are committed to the highest standards of academic integrity, ethical conduct, and social responsibility. We are dedicated to providing a safe and inclusive environment for all members of our community, and to promoting the well-being of our students and the community. Our commitment is to be a leader in the field of education, and to provide a transformative experience for every student who joins our community.

Christian Community

As a Christian community, we are committed to the values of faith, hope, and love. We are dedicated to providing a transformative experience for every student who joins our community, and to promoting the well-being of our students and the community. Our mission is to be a leader in the field of education, and to provide a transformative experience for every student who joins our community.

The History of the College and its Objectives

The history of the college is a testament to the enduring commitment of its founders and the generations of students who have followed. From its humble beginnings in the late 19th century, the institution has grown into a prominent center of learning and research. The college's objectives, established at its founding, have remained steadfast, focusing on providing a high-quality education that prepares students for the challenges of the future. Over the years, the college has adapted to changing societal needs and technological advancements, ensuring that its curriculum remains relevant and rigorous. The college's commitment to academic excellence is reflected in its high standards of instruction and the dedication of its faculty members. The college's history is a story of resilience and growth, demonstrating its ability to evolve while maintaining its core values and mission. The college's objectives are to provide a high-quality education that prepares students for the challenges of the future, to foster a sense of community and belonging among its students, and to contribute to the advancement of knowledge and the betterment of society. The college's history is a testament to the enduring commitment of its founders and the generations of students who have followed.

Government

The Government of Karnataka has approved the establishment of the Karnataka Veterinary, Animal and Fisheries Sciences University (KVAFSU) in Bidar. The Government has also approved the establishment of the Karnataka Veterinary, Animal and Fisheries Sciences University (KVAFSU) in Bidar. The Government has also approved the establishment of the Karnataka Veterinary, Animal and Fisheries Sciences University (KVAFSU) in Bidar.

Compliance with Legal Requirements

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Accreditation and Affiliation

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Service-Learning Center:

Christian Formation

The first step in the process of Christian formation is the recognition of one's need for God. This is often a process of discovery, as one begins to question the meaning of life and the purpose of existence. The second step is the conversion experience, where one turns away from sin and toward God. This is often a dramatic event, but it can also be a gradual process. The third step is the process of sanctification, where one grows in holiness and becomes more like Christ. This is a lifelong process that involves the study of Scripture, prayer, and the sacraments. The fourth step is the process of glorification, where one is finally freed from all sin and enters into the fullness of God's glory. This is the ultimate goal of the Christian life.

Christian formation is a process that involves the whole person—mind, body, and soul. It is not just about intellectual knowledge, but about the transformation of the heart. It is about becoming a new creation in Christ, who is able to love God and love others as He has loved us. This is the true meaning of Christian formation: to be conformed to the image of Christ.

The process of Christian formation is often described as a journey. It is a journey that begins with the recognition of our need for God and ends with the fullness of God's glory. Along the way, we encounter many challenges and temptations, but we are never alone. God is always with us, and He is always working in us to bring us to the end of the journey.

Christian formation is a process that is both individual and communal. While each person's journey is unique, we are all part of the same Church, and we all share the same goal: to be conformed to the image of Christ. We need each other as we journey, and we need the guidance of the Holy Spirit.

The process of Christian formation is a process of grace. It is not something we can achieve on our own; it is something that God gives to us. We must be open to His grace and allow Him to work in us. This is the true meaning of Christian formation: to be transformed by the grace of God.

Career Development

Career development is a process that involves the exploration of one's interests, abilities, and values, and the selection of a career path. This process is often a gradual one, as one discovers their own strengths and weaknesses over time. The first step in the process is self-assessment, where one identifies their own interests, abilities, and values. The second step is research, where one explores different career options and the requirements for each. The third step is decision-making, where one chooses a career path that best fits their own interests and abilities. The fourth step is preparation, where one gains the necessary skills and experience for the chosen career. The fifth step is implementation, where one enters the workforce and begins to work in the chosen field.

Career development is a process that is both individual and communal. While each person's journey is unique, we all share the same goal: to find a career that is meaningful and fulfilling. We need each other as we journey, and we need the guidance of the Holy Spirit.

The process of career development is a process of grace. It is not something we can achieve on our own; it is something that God gives to us. We must be open to His grace and allow Him to work in us. This is the true meaning of career development: to be transformed by the grace of God.

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The process of career development is a process of grace. It is not something we can achieve on our own; it is something that God gives to us. We must be open to His grace and allow Him to work in us. This is the true meaning of career development: to be transformed by the grace of God.

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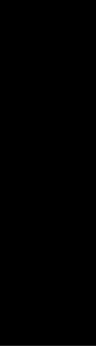


Services for Students

Health and Wellness

Hoogenboom Health Center (Health Services)

1000 University Ave., Suite 1000
Ann Arbor, MI 48106-1000
734.763.1234
www.umich.edu/healthservices



Mail and Printing Services

Mail Services:

To address mail to a student living in a residence hall:

To send mail to a campus apartment please include the complete address.

Printing Services:

Student Protest and Appeals Procedure

1. The student must file a written protest with the Student Conduct Office within 10 business days of the date of the incident. The protest must include a copy of the student's original complaint and a copy of the student's original response to the complaint. The protest must be signed by the student and include the student's name, ID number, and contact information.

2. The Student Conduct Office will review the protest and determine if it meets the criteria for a protest. If the protest is accepted, the Student Conduct Office will schedule a hearing for the student. The hearing will be held within 30 business days of the date of the protest. The hearing will be held in a confidential setting and will be presided over by a hearing officer. The hearing officer will hear the student's testimony and the testimony of any witnesses. The hearing officer will then issue a written decision on the protest. The decision will be issued within 10 business days of the date of the hearing.

3. If the student is dissatisfied with the hearing officer's decision, the student may appeal the decision to the Student Conduct Committee. The appeal must be filed with the Student Conduct Office within 10 business days of the date of the hearing officer's decision. The appeal must include a copy of the hearing officer's decision and a copy of the student's original protest. The appeal must be signed by the student and include the student's name, ID number, and contact information.

4. The Student Conduct Committee will review the appeal and determine if it meets the criteria for an appeal. If the appeal is accepted, the Student Conduct Committee will schedule a hearing for the student. The hearing will be held within 30 business days of the date of the appeal. The hearing will be held in a confidential setting and will be presided over by a hearing officer. The hearing officer will hear the student's testimony and the testimony of any witnesses. The hearing officer will then issue a written decision on the appeal. The decision will be issued within 10 business days of the date of the hearing.

Admission and Standards

Procedures for Admission





Dual Enrollment Policy

Applicants who will have graduated from a high school in the United States

Applicants who will have graduated from an international school that follows a

Applicants who will have graduated from an international school where English

Applicants who will be transferring from another US college or university where

Applicants who are Canadian citizens

- Applicants who will have graduated from a high school in the United States
- Applicants who will have graduated from an international school that follows a
- Applicants who will have graduated from an international school where English
- Applicants who will be transferring from another US college or university where
- Applicants who are Canadian citizens

TOEFL and IELTS minimum scores required for regular admission	
TOEFL	
IELTS	
TOEFL	
IELTS	
TOEFL code number for Calvin is #1095	

TOEFL code number for Calvin is #1095

Immigration Procedures for International and Canadian Students

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Enrollment Deposit for Incoming Students

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1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

Enrollment in Seminary Classes

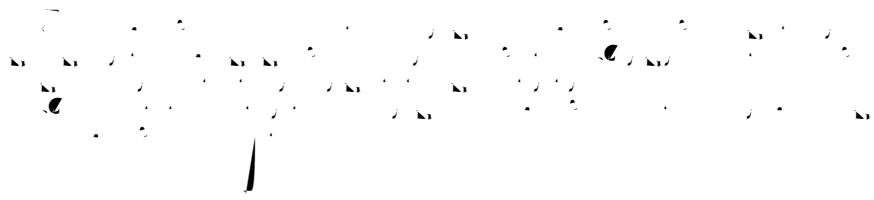
Enrollment in seminary classes is a key indicator of student interest and academic performance. The following table provides a detailed breakdown of enrollment data for the past five years, categorized by class level and semester.

Year	First Semester	Second Semester	Total
2018	120	110	230
2019	130	120	250
2020	140	130	270
2021	150	140	290
2022	160	150	310

Student Load and Classification

Understanding student load and classification is essential for ensuring academic success and student well-being. The following table details the distribution of students across different classification levels and their corresponding course loads.

Classification	First Semester	Second Semester	Total
Freshman	80	75	155
Sophomore	70	65	135
Junior	60	55	115
Senior	50	45	95
Graduate	40	35	75



2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500
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Application for Degree and Certificates

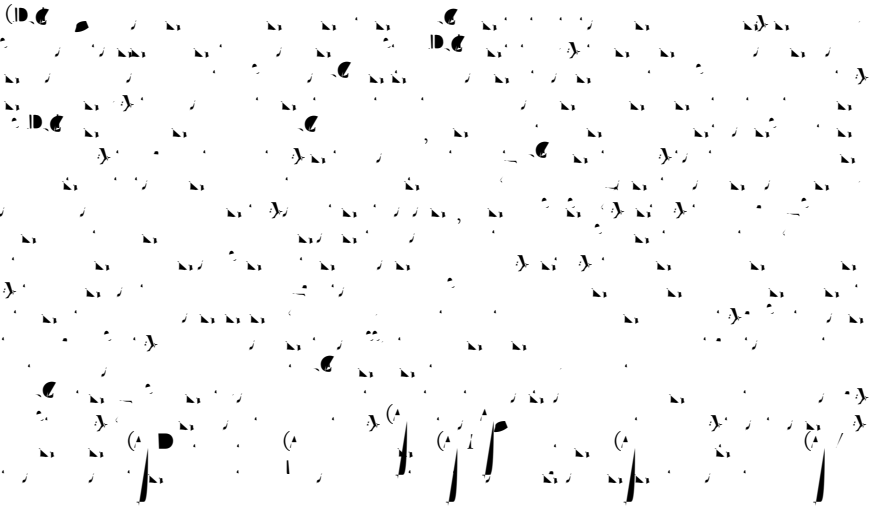
Application for Degree and Certificates

Core Curriculum

The Core Curriculum: An Engagement with God's World

Core Curriculum

Core Curriculum



CORE GATEWAY

Developing a Christian Mind

First-Year Prelude

CORE COMPETENCIES

Written Rhetoric

Information Technology*

**Exemption exam offered.*

Rhetoric in Culture

Health and Fitness*

CORE STUDIES

History of the West and the World

Philosophical Foundations

from either the physical world or living world core requirement. The office of academic services will determine which exemption is appropriate.

The physical world and living world core categories can also be met by any of the following two-course sequences:

PHYS 133-134; PHYS 133-235; CHEM 103-104; GEOL 151-152

Cross-Cultural Engagement

*Students submit a contract form with approval of a supervising instructor prior to obtaining 20 contact hours of cross-cultural experience.

*To receive CCE credit students must make arrangements with the instructor and complete additional work.

CORE CAPSTONE

Integrative Studies*

(b) The student shall be able to explain the following:

- (1) The relationship between the various components of the cell.
- (2) The relationship between the cell and the tissue.
- (3) The relationship between the tissue and the organ.
- (4) The relationship between the organ and the system.
- (5) The relationship between the system and the organism.
- (6) The relationship between the organism and the environment.

Overlap between major and minor (or supplementary) concentrations.

<i>Courses required in the major</i>	<i>Maximum overlap permitted</i>	<i>Minimum # of distinct courses required</i>
<p>()</p>	<p>()</p>	<p>()</p>
<p>()</p>	<p>()</p>	<p>()</p>

Special Academic Programs

The Academic Writing Program

Minimum Grade in English 101

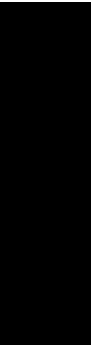
Departmental Writing Programs:

Group Majors: D

Transfer Students:

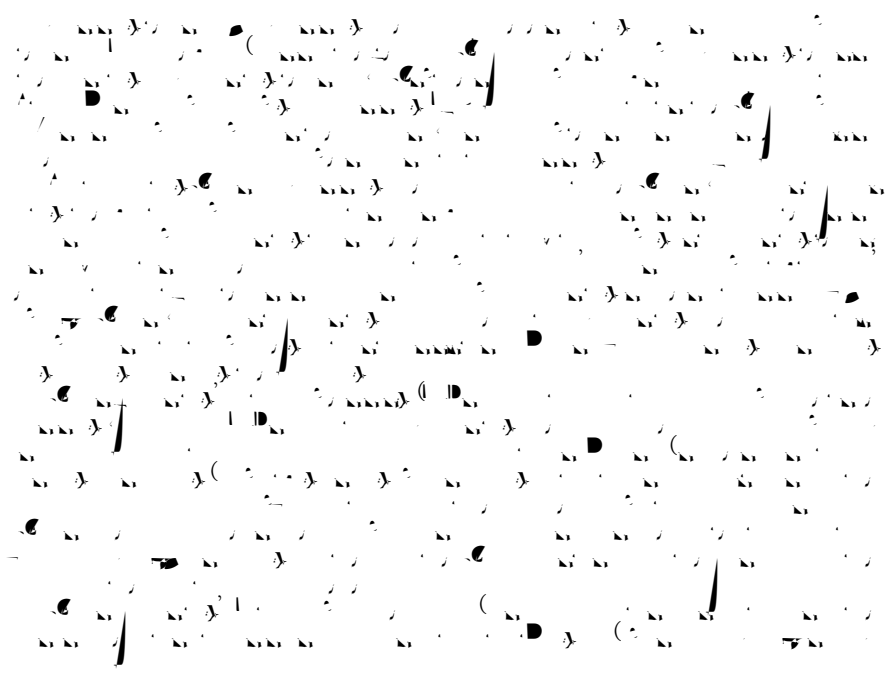
The Access Program

The Adult and Continuing Education Program



Law

Medicine and Dentistry



Optometry



Special Academic Programs



Strategies for Academic Success (

Accountancy

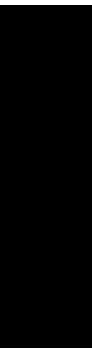
Accountancy



Archaeology

GROUP MINOR IN ARCHAEOLOGY

Archaeology



1 2 3 4 5 6 7 8 9 10 11 12

Analogue Photography (

Advanced Drawing (

Intermediate Sculpture (

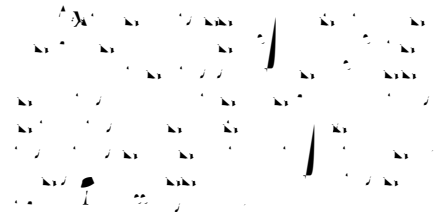
Intermediate Ceramics (

Digital Photography (

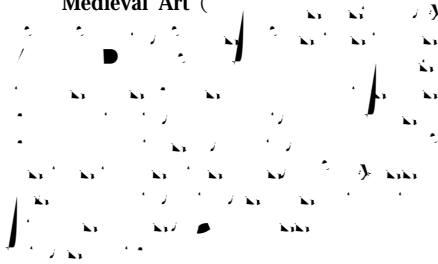
Advanced Sculpture (

Advanced Ceramics (

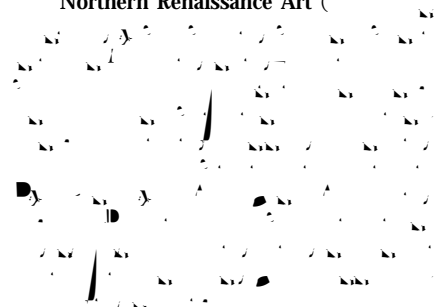
Internship in Communication Design (



Medieval Art (



Northern Renaissance Art (



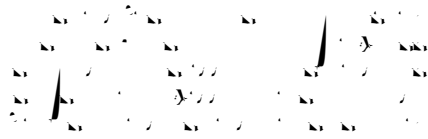
Italian Renaissance Art (



Baroque and Rococo Art (







ASIAN STUDIES MAJOR



Asian Studies, Astronomy



ASTRONOMY MINOR

(1)

1. *Astronomy: Principles and Practice* (3)

2. *Stargazing: Introduction to Amateur Astronomy* (1)

3. *Planets and Stars* (3)

4. *Galaxies and the Universe* (3)

5. *The Solar System* (3)

6. *Stargazing* (1)

7. *Planets, Stars, and Galaxies* (3)

8. *Galaxies and the Universe* (3)

9. *The Solar System* (3)

10. *Stargazing* (1)

COURSES

1. *Planets, Stars, and Galaxies* (3)

2. *Galaxies and the Universe* (3)

3. *The Solar System* (3)

4. *Stargazing* (1)

5. *Planets, Stars, and Galaxies* (3)

6. *Galaxies and the Universe* (3)

7. *The Solar System* (3)

8. *Stargazing* (1)

9. *Planets, Stars, and Galaxies* (3)

10. *Galaxies and the Universe* (3)

11. *The Solar System* (3)

12. *Stargazing* (1)

13. *Planets, Stars, and Galaxies* (3)

14. *Galaxies and the Universe* (3)

15. *The Solar System* (3)

16. *Stargazing* (1)

17. *Planets, Stars, and Galaxies* (3)

18. *Galaxies and the Universe* (3)

19. *The Solar System* (3)

20. *Stargazing* (1)

21. *Planets, Stars, and Galaxies* (3)

22. *Galaxies and the Universe* (3)

23. *The Solar System* (3)

24. *Stargazing* (1)

Stars, Galaxies, and the Universe (3)

This course explores the structure and evolution of stars and galaxies, and the large-scale structure of the universe.

Topics include: stellar evolution, the Hertzsprung-Russell diagram, star clusters, galaxies, the cosmic microwave background, and the expansion of the universe.

Prerequisites: PHYS 101 and PHYS 102.

Corequisites: None.

Electives: None.

Restrictions: None.

Equivalent: None.

Transferability: None.

Other: None.

Notes: None.

Additional Information: None.

Course Description: This course explores the structure and evolution of stars and galaxies, and the large-scale structure of the universe.

Topics include: stellar evolution, the Hertzsprung-Russell diagram, star clusters, galaxies, the cosmic microwave background, and the expansion of the universe.

Prerequisites: PHYS 101 and PHYS 102.

Corequisites: None.

Electives: None.

Restrictions: None.

Equivalent: None.

Transferability: None.

Other: None.

Notes: None.

Additional Information: None.

Course Description: This course explores the structure and evolution of stars and galaxies, and the large-scale structure of the universe.

Topics include: stellar evolution, the Hertzsprung-Russell diagram, star clusters, galaxies, the cosmic microwave background, and the expansion of the universe.

Prerequisites: PHYS 101 and PHYS 102.

Corequisites: None.

Electives: None.

Restrictions: None.

Equivalent: None.

Transferability: None.

Other: None.

Notes: None.

Additional Information: None.

Course Description: This course explores the structure and evolution of stars and galaxies, and the large-scale structure of the universe.

Topics include: stellar evolution, the Hertzsprung-Russell diagram, star clusters, galaxies, the cosmic microwave background, and the expansion of the universe.

The Solar System (3)

This course explores the structure and evolution of the solar system, and the structure and evolution of other planetary systems.

Topics include: the formation of the solar system, the structure and evolution of the planets, and the structure and evolution of other planetary systems.

Prerequisites: PHYS 101 and PHYS 102.

Corequisites: None.

Electives: None.

Restrictions: None.

Equivalent: None.

Transferability: None.

Galactic Astronomy and Cosmology (3)

This course explores the structure and evolution of galaxies, and the large-scale structure of the universe.

Topics include: stellar evolution, the Hertzsprung-Russell diagram, star clusters, galaxies, the cosmic microwave background, and the expansion of the universe.

Prerequisites: PHYS 101 and PHYS 102.

Corequisites: None.

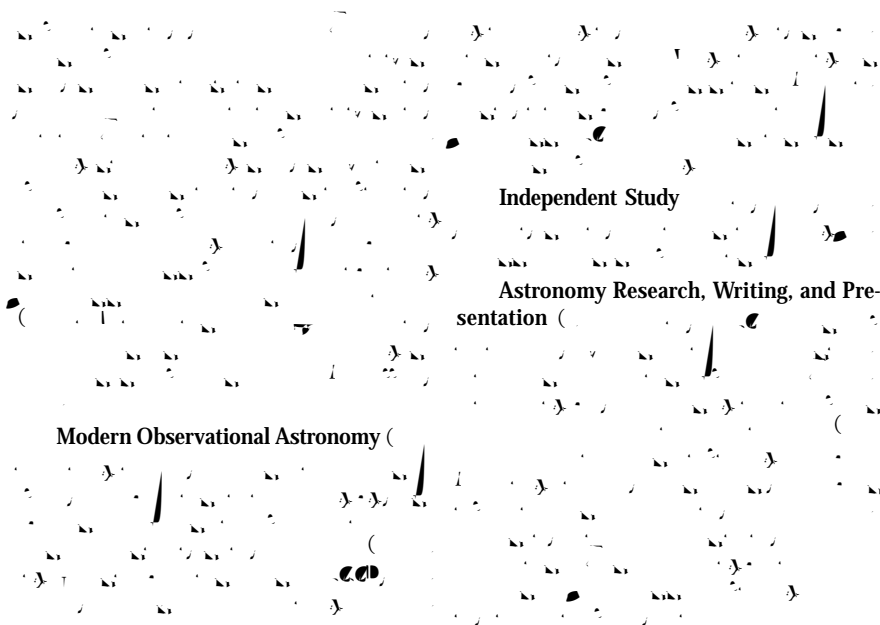
Electives: None.

Restrictions: None.

Equivalent: None.

Transferability: None.

Other: None.



Independent Study

Astronomy Research, Writing, and Presentation

Modern Observational Astronomy

Biochemistry

Biology

Professors C. Blankespoor, H. Bouma, D. DeHeer (chair), K. Grasman, A. Hoogewerf, D. Koetje, R. Nyhof, P. Tigchelaar, J. Ubels, R. Van Dragt, D. Warners, U. Zylstra
Associate Professors D. Dornbos, S. Matheson, A. Wilstermann
Assistant Professors R. DeJong, A. Shen, J. Wertz
Adjunct Professor H. Quemada

Cognates

RECOMMENDED COGNATES

GROUP MAJORS

Teacher Education Program Guidebook,

**SECONDARY EDUCATION BIOLOGY
MINOR**

**RECOMMENDED SCHEDULE FOR
PRE-NURSING STUDENTS**

**ELEMENTARY AND SECONDARY
INTEGRATED SCIENCE STUDIES**



Human Physiology (

Cellular and Genetic Systems (

Medical Microbiology (

Ecological and Evolutionary Systems

**Program of Concentration Courses
Basic Courses**

The Living World: Concepts and Connections (

Research Design and Methodology



General Microbiology (

Immunology and Hematology (

Animal Behavior (

Cell and Tissue Culture (

in vitro

in vitro

Entomology (

Cell Physiology (

Vertebrate Biology (

Ecosystem Ecology and Management

()

**Research and Practicum Courses
Directed Research (**

()

Plant Taxonomy (

()

Investigations in a Specific Topic (

()

Global Health, Environment, and Sustainability (

()

Seminar in Secondary Teaching of Biology (

()

Laboratory in Biochemistry (

()



1. The first part of the text discusses the importance of understanding the market and the customer. It emphasizes that a business must be able to identify its target market and understand their needs and preferences. This is crucial for developing effective marketing strategies and ensuring that the business is meeting the demands of its customers.

Business

COURSES

Business

Business Foundations (

Intermediate Accounting (

Intermediate Accounting II (

Cost Accounting (

Introduction to Managerial Accounting (

Income Tax (

Financial Accounting (

Advanced Taxation (

Accounting Process and Methods (

Advanced Accounting (

Auditing

Human Resource Management (

Advanced Corporate Finance (

Small Business Management (

Marketing (

Global Business (

Advanced Topics In Marketing (

Consumer Behavior Theory and Practice (

Independent Study

Strategic Management (

Financial Principles (

Financial Instruments and Markets

Business Capstone (

Chemistry and Biochemistry

Chemistry and Biochemistry

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4
Electives	CHM 305	4
	CHM 306	4

Cognates

SECONDARY EDUCATION CHEMISTRY MAJOR

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4
Electives	CHM 305	4
	CHM 306	4

Cognates

SECONDARY EDUCATION CHEMISTRY MINOR

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4

Cognates

ELEMENTARY AND SECONDARY INTEGRATED SCIENCE STUDIES

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4

BIOCHEMISTRY MAJOR

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4
Electives	CHM 305	4
	CHM 306	4

Cognates

BIOCHEMISTRY MINOR

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4

BIOCHEMISTRY MAJOR (ACS CERTIFIED)

Section	Course	Hours
General Chemistry	CHM 101	4
	CHM 102	4
	CHM 103	4
	CHM 104	4
Biochemistry	CHM 451	4
	CHM 452	4
Electives	CHM 305	4
	CHM 306	4

Cognates

GROUP SCIENCE MAJORS

Group Science Majors are designed for students who want to explore multiple scientific disciplines. These programs typically require a combination of courses from different fields, such as biology, chemistry, and physics. Students in these programs often benefit from interdisciplinary research opportunities and a broad understanding of the natural world. The specific requirements for each Group Science Major vary, but they generally include a core set of foundational courses in the sciences, along with more specialized coursework in the areas of interest. Students should consult with their academic advisors to determine the best path for their interests and career goals.

HONORS PROGRAM

The Honors Program is designed for students who seek a more rigorous and challenging academic experience. This program typically includes advanced coursework, research opportunities, and a thesis or capstone project. Students in the Honors Program are often recognized for their exceptional academic achievements and are eligible for special honors at graduation. The program provides a unique opportunity for students to delve deeply into their field of study and to contribute to the advancement of knowledge through their research. Students should consult with their academic advisors to determine the requirements for the Honors Program and to develop a plan of study that will allow them to complete the program successfully.

Analytical Chemistry (

Fundamentals of Organic Chemistry

Physical Chemistry II (

Biochemistry I (

Biochemistry II (

Advanced Organic Chemistry (

Instrumental Methods for Chemical
and Biological Sciences (

Advanced Inorganic Chemistry (

Seminar in Secondary Teaching of
Chemistry (

Laboratory in Biochemistry (

1. The first step in the synthesis of DNA is the replication of the parental DNA molecule. This process is semi-conservative, meaning that each daughter DNA molecule consists of one parental strand and one newly synthesized strand.

2. The replication fork is the site where the DNA double helix is being unwound and new DNA strands are being synthesized. The leading strand is synthesized continuously towards the fork, while the lagging strand is synthesized discontinuously away from the fork as Okazaki fragments.

3. The DNA polymerase III (Pol III) is the primary enzyme responsible for the synthesis of the new DNA strands. It adds nucleotides to the 3' end of the growing strand.

4. The DNA polymerase I (Pol I) is responsible for replacing the RNA primers with DNA. It also has 5' to 3' exonuclease activity, which allows it to remove the RNA primers.

5. The DNA ligase is responsible for joining the Okazaki fragments on the lagging strand into a continuous strand.

6. The DNA gyrase is an enzyme that relieves the torsional strain that builds up ahead of the replication fork.

7. The single-strand binding proteins (SSBs) bind to the single-stranded DNA (ssDNA) to prevent it from re-annealing or being degraded.

8. The topoisomerase II (Topo II) is an enzyme that cuts and re-joins DNA molecules to relieve the torsional strain.

9. The replication bubble is the region where the DNA double helix is being unwound and new DNA strands are being synthesized.

10. The replication origin is the site where the DNA replication process begins.

**Chemistry and
Biochemistry**

11. The DNA double helix is a right-handed spiral.

12. The major groove is the deep groove on the outside of the DNA double helix.

13. The minor groove is the shallow groove on the inside of the DNA double helix.

14. The base pairing rules are: Adenine (A) pairs with Thymine (T), Guanine (G) pairs with Cytosine (C).

15. The sugar-phosphate backbone is the structural framework of the DNA molecule.

Advanced Conversation (

GREEK MAJOR

GREEK MINOR

LATIN MAJOR

LATIN MINOR

LATIN SECONDARY EDUCATION MAJOR

LATIN SECONDARY EDUCATION MINOR

COURSES

Classical Literature (

Classical Art and Architecture (

**Biological and Medical Vocabulary
from Greek and Latin (**

Greek (GREE)

Elementary Greek I (

Elementary Greek II (

Intermediate Greek A (

Intermediate Greek B (

Iliad *Odyssey*

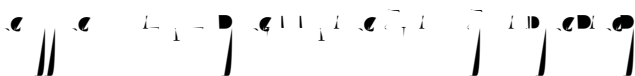
Readings in Herodotus (

New Testament Greek: The Gospels

<p>Latin Historical Literature (</p>	<p>Latin Historical Literature (</p>
<p>Late Latin Literature (</p>	<p>Latin Lyric (</p>
<p>Latin Epic Poetry (</p>	<p>Special Topics in Latin (</p>
<p>Latin Philosophical Literature (</p>	

Communication Arts and Sciences

Professors R. Bytwerk, M. Fackler, D. Freeberg, M. Page, †C. Plantinga,
†W. Romanowski, Q. Schultze, H. Sterk (chair), J. Vander Woude, A. Visky
Associate Professors R. Buursma, B. Fuller, P. Goetz, K. Groenendyk, B. Macauley, G.
Pauley, †S. Sandberg, †C. Smit
Assistant Professors D. García, D. Leugs,
R. Prince, A. Richards
Adjunct L. Vander Meer





Phonetics (

Principles of Theatre (

Principles of Acting (

Principles of Production with ma-

Audio Design and Aesthetics (

Interpersonal Communication (

Multi-Camera Production (

Business Communication (

Intercultural Communication (

Communication and Gender (

Media Criticism (

American Film (

Documentary Film and Television (

Advertising and Public Relations (

Child Language Development (

Video Production II (

Principles of Directing (

Film as a Narrative Art (

American Politics and Mass Media (

Community-based Drama (

Topics in Advanced Production Design (

Persuasion and Propaganda (

History of Theatre and Drama I (

History of Theatre and Drama II (

Scene Studies for Actors and Directors

Rhetorical Criticism (

Global Media, Global Culture (

Evaluation Procedures in Audiology

Aural Rehabilitation (

Internship in Communication (

Advanced Media Production (

Communication Ethics (

Communication Policy and the Public Sphere (

Communication Policy and the Public Sphere (

Communication Policy and the Public Sphere (

American Sign Language I (

American Sign Language I (

American Sign Language I (

American Sign Language I (

American Sign Language I (



**Introduction to Scientific Computation
and Modeling.**

Software Engineering (

Computing Seminar (

Special Topics in Computer Science:
Compiler Design (

Logic, Computability and Complexity (

Advanced Computer Architecture (

Cross Cultural Engagement across
the Digital Divide (

Advanced Computer Networks (

Database Management Systems (

Artificial Intelligence (

Computer Graphics (

Numerical Analysis (

Independent Study

Senior Internship in Computing (

High Performance Computing (

Senior Project in Computing (

Perspectives on Computing (

Senior Project in Computing II (

Computer Security (

Information Systems (IS)

Computing with Databases (

Computing Presentation (

Computing with the Internet (

Network Administration (

Introduction to Web site Administration

Computing with Spreadsheets (

Database Administration (

Personal Computer Administration

Information Systems Leadership (

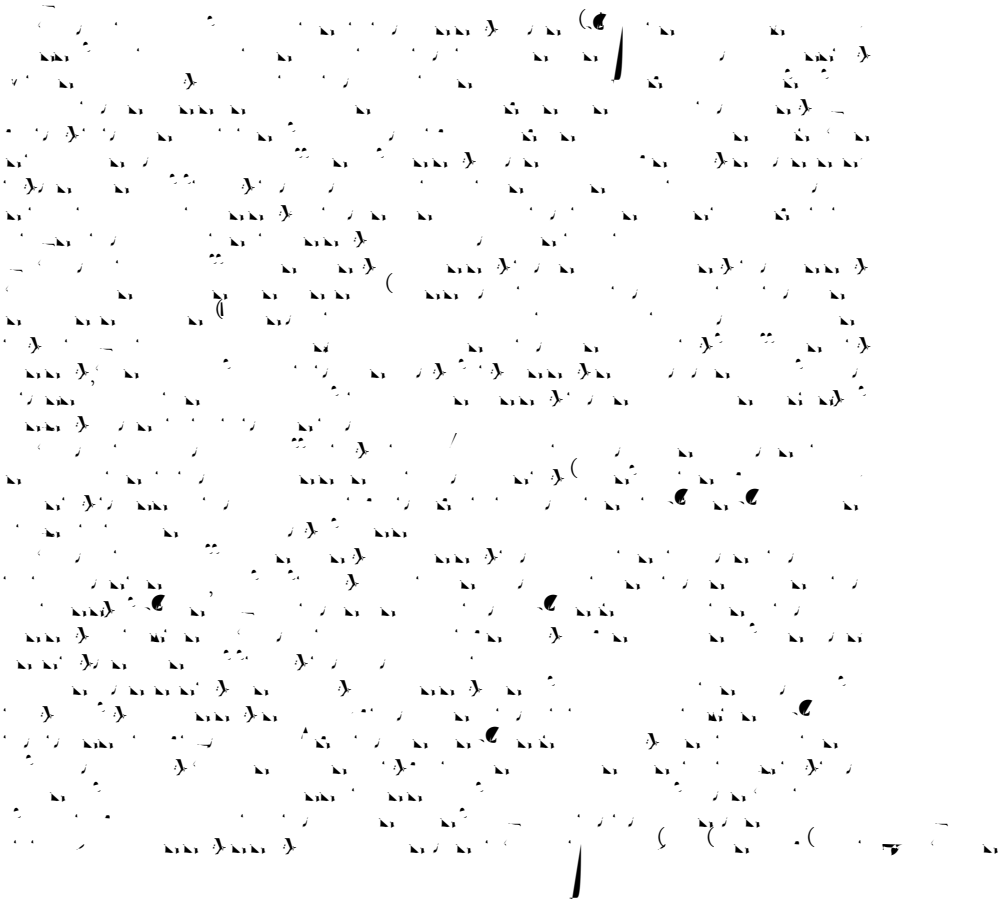
Introduction to Information Systems (

Congregational and Ministry Studies

Professors S. Roels, J. Witvliet (chair)

Assistant Professor T. Cioffi

Adjunct D. Cooper, L. Barger Elliott, M. Hulst, M. Mulder, J. Smith



Congregational and
Ministry Studies



Pre-Ministry Advising

Jubilee Fellows Program

Ministry Internships

Ministry Resource Center

YOUTH MINISTRY LEADERSHIP MINOR

CHURCH, SOCIETY, AND MINISTRY MINOR

COURSES

Church and Society (

3 credits) This course explores the relationship between the church and society, focusing on the church's role in social justice and the impact of societal structures on the church. Topics include the church's response to social inequality, the role of the church in social movements, and the challenges of engaging with a pluralistic society.

Interpreting Church Practices (

3 credits) This course examines various church practices and rituals, such as the Eucharist, baptism, and the Lord's Supper, from a theological and historical perspective. Students will explore the significance of these practices and how they have evolved over time, as well as the challenges of interpreting them in a contemporary context.

Theological Reflections on Ministry Practices. (

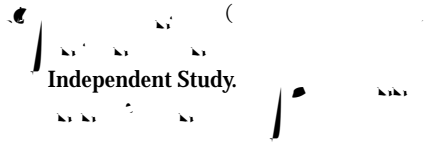
3 credits) This course provides a theological foundation for ministry practices, exploring the relationship between theology and practice. Students will engage with key theological concepts and how they inform various aspects of ministry, including preaching, teaching, and pastoral care.

Models of Ministry to Youth (

3 credits) This course explores different models of ministry to youth, such as youth groups, youth ministry, and youth-led initiatives. Students will analyze the effectiveness of these models and explore innovative ways to engage and support young people in their faith journey. The course also addresses the challenges of reaching youth in a digital age and the importance of creating a supportive and inclusive environment.

A Christian Calling: Proclaiming Jubilee as a Christian Leader. (

3 credits) This course focuses on the concept of Jubilee as a Christian leader, exploring its biblical and theological significance. Students will learn how to proclaim the message of Jubilee in their own ministries, addressing issues of social justice, economic inequality, and the need for renewal and restoration in society.



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1. The first part of the document discusses the importance of understanding the economic environment in which a business operates. This includes analyzing market trends, consumer behavior, and the overall state of the economy.

ECONOMICS MAJOR

2. The second part of the document focuses on the role of government in the economy. It explores various economic policies, such as fiscal and monetary policy, and their impact on the economy.

Cognates

3. The third part of the document discusses the relationship between economics and other disciplines, such as sociology and psychology.

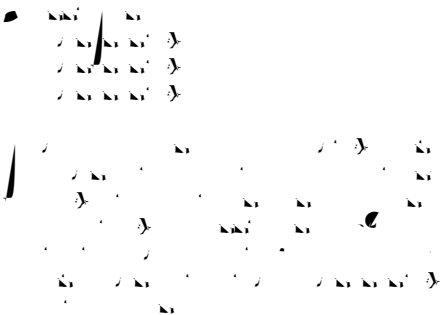
ECONOMICS MINOR

4. The fourth part of the document discusses the application of economic principles to various fields, such as business, law, and public policy.

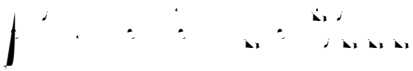
5. The fifth part of the document discusses the importance of economic literacy in a globalized world.

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Economics



**ELEMENTARY SOCIAL STUDIES
GROUP MAJOR**



Economics

**Environmental and Natural Resource
Economics (**

Environmental and Natural Resource Economics (

Regional Economies of the World (

Regional Economies of the World (

Health Economics and Health Policy

Health Economics and Health Policy

Industrial Markets and Public Control

()

Labor Economics

()

World Poverty and Economic Development

()

International Economics

()

Public Finance

()

Quantitative Economics and Econometrics

()

Education

Professors T. Hoeksema, C. Joldersma†, R. Keeley† (chair), J. Simonson, R. Sjoerdsma,
Associate Professor A. Boerema, D. Buursma, J. Kuyvenhoven, J. Rooks
Assistant Professors K. Dunsmore†, P. Stegink, M. Terpstra, S. Verwys
Adjuncts B. Hekman, J. Shortt

Undergraduate Teacher Education Program

Education Program Guidebook

Teacher

Teacher Education Program Guidebook

Teacher Education Program Guidebook

Post Baccalaureate Non-Degree Program Leading to a Michigan Provisional Teacher Certificate

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



EARLY CHILDHOOD MINOR

Advisor: S. Verwys



UNDERGRADUATE COURSES

Introduction to Education (

This course provides an overview of the field of education, including the history, theory, and practice of teaching and learning. It covers the role of the teacher, the curriculum, and the assessment process. The course also explores the social and cultural context of education and the impact of policy and research on the classroom. Students will gain a solid foundation in the field and be prepared for more advanced study in education.

The Learner in the Educational Context: Development and Diversity (

This course focuses on the individual learner and the factors that influence their development and learning. It examines the physical, cognitive, and emotional development of children and adolescents, and how these factors shape their learning experiences. The course also explores the role of the teacher in creating a supportive and inclusive learning environment that meets the needs of all learners. Students will gain a deep understanding of the learner and be able to apply this knowledge to their own teaching practice.

Introduction to Cognitive Impairment

(
Introduction to Cognitive Impairment
Cognitive impairment refers to a decline in mental abilities such as memory, reasoning, and judgment. This can be caused by various factors including aging, brain injury, or neurodegenerative diseases like Alzheimer's. The impact on daily life can be significant, affecting the ability to perform tasks and interact with others. Early diagnosis and intervention are crucial for managing the condition and improving quality of life.

Reading/Literacy in the Content Area

(
Reading/Literacy in the Content Area
This section focuses on the importance of reading and literacy skills in various subject areas. It discusses how these skills are essential for understanding and applying knowledge from different disciplines. Strong literacy skills enable students to analyze texts, solve problems, and communicate effectively. Educational programs should emphasize the integration of reading and literacy across all content areas to ensure comprehensive learning.

**Curriculum Theory and Development:
Early Childhood Education (**

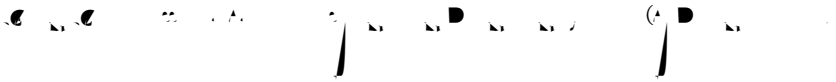


10 Societal Structures and Education

(1) The relationship between societal structures and education is a complex one. Education is a social institution that is shaped by the values, norms, and power relations of the society in which it operates. In turn, education plays a crucial role in the reproduction and transformation of societal structures. This relationship is often analyzed through the lens of social theory, particularly the work of sociologists like Bourdieu and Passeron, who introduced the concept of cultural capital. They argued that education is a key mechanism through which social inequality is perpetuated, as it provides individuals with the cultural capital necessary for success in a society that values academic achievement. However, education can also be a site of resistance and social change, where individuals challenge dominant power structures and promote more equitable social arrangements. This is often seen in the case of marginalized groups who use education to gain access to resources and opportunities that were previously denied to them. The relationship between societal structures and education is thus a dynamic one, shaped by the interplay of social forces and individual agency.

Engineering

Professors R. Brouwer, R. De Jong, L. De Rooy, G. Ermer, *M. Heun, R. Hoeksema, E. Nielsen,
P. Ribeiro, A. Sykes, S. VanderLeest (chair), W. Wentzheimer
Associate Professors, J. Jewett Van Antwerp, J. Van Antwerp, D. Wunder
Assistant Professors A. Si





- Introduction to computer programming is recommended

Admission:

Transfer Student Admission:

Notes Regarding Admission and Graduation:

ENGINEERING MINOR

Introduction to Engineering Design (3 credits)
&
Engineering Chemistry and Materials Science (3 credits)
&
Engineering Graphical Communication Lab (3 credits)

Statics and Dynamics (3 credits)

Circuits Analysis and Electronics (3 credits)

COURSES

Introduction to Engineering Design (3 credits)

This course introduces the design process, including problem identification, concept development, and prototyping. It covers the fundamentals of engineering design, from the initial problem statement to the final design solution. Students will learn how to use design tools and techniques to create functional and manufacturable products.

Engineering Chemistry and Materials Science (3 credits)

This course covers the chemical and physical properties of materials used in engineering. It discusses the relationship between material structure and properties, and the selection of materials for various engineering applications. Topics include the properties of metals, polymers, and ceramics, and the effects of heat treatment and corrosion on material performance.

Engineering Graphical Communication Lab (3 credits)

Peer-reviewed
reference
a BSE

Engineering Electromagnetics (

Chemical Engineering Thermodynamics (

Vibration Analysis (

Control Systems (

Soil Mechanics and Foundation Design (

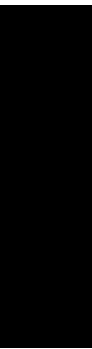
Introduction to the Thermal/Fluid Sciences (

Hydraulic Engineering (

Hydraulic Engineering Design (

Machine Design (

Materials and Processes in Manufacturing (



Mass Transfer and Staging Operations

()

Chemical Engineering Laboratory (

/

Introduction to Traffic Engineering and Highway Design (

)



W82 Finite-Element Analysis.





English

Professors *R. Anker, S. Felch, D. Hettinga, K. Saupe, G. Schmidt, J.H. Timmerman,
W. Vande Kopple (co-chair), J. Vanden Bosch, D. Ward**

Associate Professors J. Holberg, B. Ingraffia, D. Rienstra, E. Vander Lei (co-chair)

Assistant Professors C. Engbers, G. Fondse, N. Hull, M. Marie, M. Campbell, L. Klatt,

L. Naranjo-Huebl, D. Urban, J. Williams, J. Zwart

Instructor A. Kortenhoven

Adjunct M. Admiraal

Enhanced Written Rhetoric II (



Academic and Professional Writing (

Business Writing (

Feature Journalism (

The Craft of Writing (

Creative Non-fiction (

British Literature of the Middle Ages (

British Literature of the Sixteenth Century (

British Literature of the Seventeenth Century (

British Literature of the Eighteenth Century (

British Literature of the Early Nineteenth Century (

British Literature of the Middle and Later Nineteenth Century (

Literature of the United States I: Settlement to Civil War (

Literature of the United States II: Civil War to the Great Depression (

British and Commonwealth Literature of the Twentieth Century () ()

Modern Drama () ()

Children's Literature () ()

Adolescent Literature () ()

Recent Literature for Children () ()

Linguistics () ()

Sociolinguistics and Issues in Language Education () ()

History of the English Language () ()

Oxford English Dictionary.

Grammar for Teachers of ESL () ()

English as a Second Language

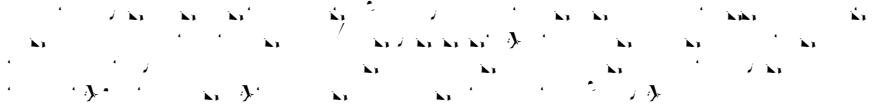
ENGLISH AS A SECOND LANGUAGE EDUCATION MINOR (21 hours)

ENGL 101	ENGL 102	ENGL 103	ENGL 104	ENGL 105	ENGL 106	ENGL 107	ENGL 108	ENGL 109	ENGL 110	ENGL 111	ENGL 112	ENGL 113	ENGL 114	ENGL 115	ENGL 116	ENGL 117	ENGL 118	ENGL 119	ENGL 120	ENGL 121	ENGL 122	ENGL 123	ENGL 124	ENGL 125	ENGL 126	ENGL 127	ENGL 128	ENGL 129	ENGL 130	ENGL 131	ENGL 132	ENGL 133	ENGL 134	ENGL 135	ENGL 136	ENGL 137	ENGL 138	ENGL 139	ENGL 140	ENGL 141	ENGL 142	ENGL 143	ENGL 144	ENGL 145	ENGL 146	ENGL 147	ENGL 148	ENGL 149	ENGL 150	ENGL 151	ENGL 152	ENGL 153	ENGL 154	ENGL 155	ENGL 156	ENGL 157	ENGL 158	ENGL 159	ENGL 160	ENGL 161	ENGL 162	ENGL 163	ENGL 164	ENGL 165	ENGL 166	ENGL 167	ENGL 168	ENGL 169	ENGL 170	ENGL 171	ENGL 172	ENGL 173	ENGL 174	ENGL 175	ENGL 176	ENGL 177	ENGL 178	ENGL 179	ENGL 180	ENGL 181	ENGL 182	ENGL 183	ENGL 184	ENGL 185	ENGL 186	ENGL 187	ENGL 188	ENGL 189	ENGL 190	ENGL 191	ENGL 192	ENGL 193	ENGL 194	ENGL 195	ENGL 196	ENGL 197	ENGL 198	ENGL 199	ENGL 200
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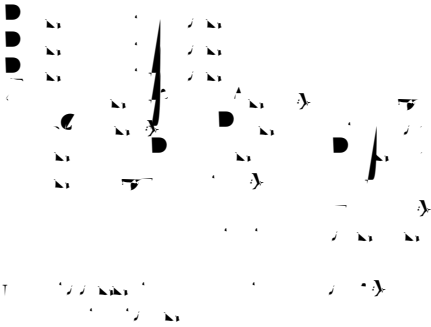
ENGLISH AS A SECOND LANGUAGE NON-EDUCATION MINOR (21 hours)

ENGL 101	ENGL 102	ENGL 103	ENGL 104	ENGL 105	ENGL 106	ENGL 107	ENGL 108	ENGL 109	ENGL 110	ENGL 111	ENGL 112	ENGL 113	ENGL 114	ENGL 115	ENGL 116	ENGL 117	ENGL 118	ENGL 119	ENGL 120	ENGL 121	ENGL 122	ENGL 123	ENGL 124	ENGL 125	ENGL 126	ENGL 127	ENGL 128	ENGL 129	ENGL 130	ENGL 131	ENGL 132	ENGL 133	ENGL 134	ENGL 135	ENGL 136	ENGL 137	ENGL 138	ENGL 139	ENGL 140	ENGL 141	ENGL 142	ENGL 143	ENGL 144	ENGL 145	ENGL 146	ENGL 147	ENGL 148	ENGL 149	ENGL 150	ENGL 151	ENGL 152	ENGL 153	ENGL 154	ENGL 155	ENGL 156	ENGL 157	ENGL 158	ENGL 159	ENGL 160	ENGL 161	ENGL 162	ENGL 163	ENGL 164	ENGL 165	ENGL 166	ENGL 167	ENGL 168	ENGL 169	ENGL 170	ENGL 171	ENGL 172	ENGL 173	ENGL 174	ENGL 175	ENGL 176	ENGL 177	ENGL 178	ENGL 179	ENGL 180	ENGL 181	ENGL 182	ENGL 183	ENGL 184	ENGL 185	ENGL 186	ENGL 187	ENGL 188	ENGL 189	ENGL 190	ENGL 191	ENGL 192	ENGL 193	ENGL 194	ENGL 195	ENGL 196	ENGL 197	ENGL 198	ENGL 199	ENGL 200
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ESL



GROUP MINOR IN ENVIRONMENTAL STUDIES



ELEMENTARY AND SECONDARY INTEGRATED SCIENCE STUDIES



Encouraged to consult the CHCH

Introductory French (

**Introduction to Foreign Language
Pedagogy (**

Intermediate French I (

Intermediate French I (

Intermediate French II (

**Seminar in Secondary Foreign Lan-
guage Pedagogy (**

Advanced Conversation (

Advanced Grammar (

**Literature and Civilization
Survey of French Literature (**

**Foreign Language Education in the
Elementary School (**

Francophone Literature and Culture in Quebec (

Francophone Literature and Culture in Sub-Saharan Africa and the Diaspora (

Francophone Literature and Culture in North Africa (

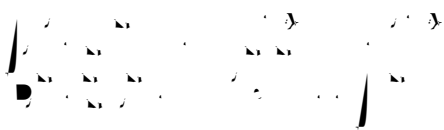
French Linguistics (

French for International Business (

Women and Gender in French Literature and Culture (



**ELEMENTARY AND SECONDARY
INTEGRATED
SCIENCE STUDIES**



**GROUP MAJORS IN GEOLOGY AND
GEOGRAPHY**



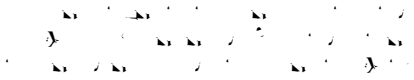
**MAJORS IN GEOLOGY AND
GEOGRAPHY**

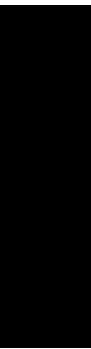


Earth Systems (

Introduction to Geology (

Historical Geology (





German

Professor J. Vos-Camy (chair)

Associate Professors H. De Vries, D. Smith

Assistant Professors P. Dykstra-Pruim, C. Roberts

Adjunct M. Buteyn

Literature

Readings in Major German Authors I

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Readings in Major German Authors II

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Romanticism ()

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Foreign Language Education in the Elementary School (

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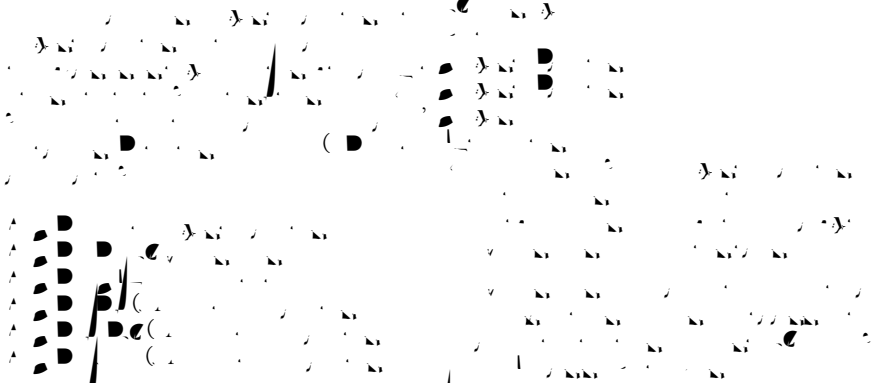
Introduction to Foreign Language Pedagogy (

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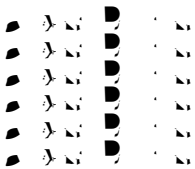
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Health, Physical Education, Recreation, Dance, and Sport

PHYSICAL EDUCATION MAJOR



The Physical Education Nucleus



PHYSICAL EDUCATION GENERAL STUDIES EMPHASIS

Physical education nucleus courses



EXERCISE SCIENCE EMPHASIS

Physical education nucleus courses



Health, Physical Education, Recreation, Dance, and Sport

Cognates

- 1. **Physical Education**
- 2. **Health, Safety, and Environment**
- 3. **Physical Therapy**
- 4. **Recreation Management**
- 5. **Exercise Science**
- 6. **Human Services**
- 7. **Community Health**
- 8. **Public Health**
- 9. **Occupational Therapy**
- 10. **Behavioral Science**
- 11. **Health Communication**
- 12. **Health Services Administration**
- 13. **Healthcare Management**
- 14. **Healthcare Law and Ethics**
- 15. **Healthcare Quality Improvement**
- 16. **Healthcare Informatics**
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- 96. **Healthcare Research**
- 97. **Healthcare Statistics**
- 98. **Healthcare Law and Ethics**
- 99. **Healthcare Quality Improvement**
- 100. **Healthcare Informatics**

EMPHASIS OPTIONS

**THERAPEUTIC RECREATION
EMPHASIS**

- 1. **Physical Education**
- 2. **Health, Safety, and Environment**
- 3. **Physical Therapy**
- 4. **Recreation Management**
- 5. **Exercise Science**
- 6. **Human Services**
- 7. **Community Health**
- 8. **Public Health**
- 9. **Occupational Therapy**
- 10. **Behavioral Science**
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- 100. **Healthcare Informatics**

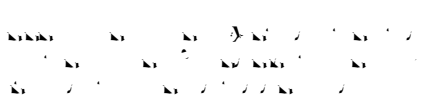


- Tap Dance II
- Jazz Dance II
- Modern Dance II
- Ballet Dance II
- Period Styles of Dance
- Visual Design in Dance
- Special Topics in SDS
- Racquetball
- Water Polo
- Basketball
- Volleyball I
- Volleyball II
- Cooperative World Games
- Slow Pitch Softball
- Badminton I
- Badminton II
- Tennis I
- Tennis II
- Soccer
- Elementary Physical Education Activities (

Physical Education (PE)

Adapted Physical Education

Elective Courses



Instructional Methods for Secondary Physical Education (

Physiology of Physical Activity (

Dance in World Culture (

Advanced Practices in Exercise Science (

Sociology of Sport (

Issues and Ethics in Sport Management (

Program Planning and Development

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Recreation Program and Facility Management

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Theory and Philosophy of Leisure

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Recreation and Youth Development

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Principles of Therapeutic Recreation

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Independent Study.

Honors Project and Presentation

Health Education (HE)

Essentials of Anatomy and Physiology

Foundations of Health Education (

First Aid and Emergency Care (

**Health, Physical Education,
Recreation, Dance, and Sport**

History

Professors *D. Bays, **J. Bratt, J. Carpenter, B. de Vries, D. Diephouse, D. Howard,*
K. Maag, D. Miller, F van Liere, K. van Liere, W. Van Vugt (chair)

Associate Professors *B. Berglund, W. Katerberg*

Assistant Professors *K. Du Mez, Y. Kim, R. Schoone-Jongen, E. Washington*



Honors West and the World I (

History of the West and the World II

Honors West and the World II (



Africa from Antiquity to 1800 (

History,



Ancient Greece and Rome (

African-American History (

Women and Gender in U.S. History (

History of the North American West (

Europe

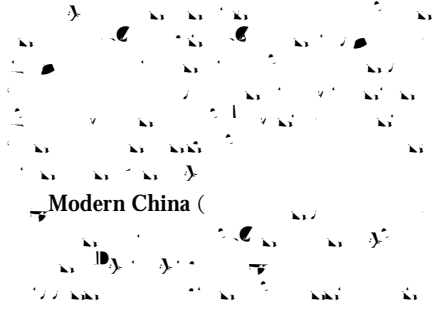
Russia (

England (



Nineteenth-Century Europe ()

History



Modern China (

Europe

- Studies in Medieval Europe (1981)
- The Middle Ages (1982)
- The Middle Ages (1983)
- The Middle Ages (1984)

Historiographical Perspectives (

Museum Studies (

Research Seminar (

Interdisciplinary

COURSES

Oral Rhetoric for Engineers (

Developing a Christian Mind (

Foundations of Information Technol-
ogy (

First Year Prelude (

Energy: Resources, Use, and Stewardship

Energy: Resources, Use, and Stewardship

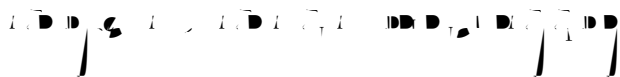
Interdisciplinary

Seminar in Secondary World-Languages Pedagogy (

Interdisciplinary

Interdisciplinary

Seminar in African and African Diaspora Studies (AADS)



INTERNATIONAL DEVELOPMENT STUDIES MINOR

COURSES

For non-IDS courses, please refer to course descriptions in their respective departments.

Introduction to International Development (

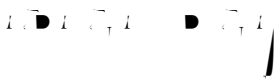
This course provides an overview of the field of international development, including the historical context, the role of the state, and the impact of globalization. It covers the theoretical and practical aspects of development, and examines the role of international organizations and the private sector. The course also explores the challenges of development in the 21st century, such as poverty, inequality, and environmental degradation.

Theories of International Development (

This course examines the various theories of international development, including modernization theory, dependency theory, and human development theory. It explores the strengths and weaknesses of each theory, and discusses their implications for development practice. The course also examines the role of the state in development, and the impact of globalization on development theory.

Community Development (

This course focuses on the role of community development in promoting social and economic development. It examines the theoretical and practical aspects of community development, and explores the role of community organizations and the private sector. The course also discusses the challenges of community development in the 21st century, such as poverty, inequality, and environmental degradation.



COURSES

Elementary Japanese (

Advanced Conversation (

Elementary Japanese (

Advanced Grammar and Composition

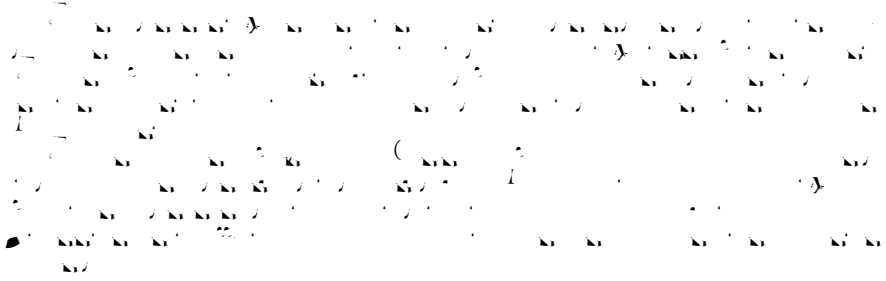
Intermediate Japanese (

Introduction to Modern Japanese Literature: 1868 to the Present (

Intermediate Japanese (

Further Studies in Modern Japanese Literature: 1868 to the Present (

Latin American Studies



Mathematics and Statistics

Professors R. J. Ferdinands, E. Fife, C. Hampton, T. Jager, T. Kapitula, J. Koop,
M. Stob (chair), G. Talsma, G. Venema
Associate Professors M. Bolt**, C. Moseley, R. Pruim, T. Scofield, J. Turner
Assistant Professors L. Kapitula, M. Myers*

MATHEMATICS MAJOR

Cognate

MATHEMATICS MINOR

Cognate

SECONDARY EDUCATION MATHEMATICS MINOR

ELEMENTARY AND SECONDARY EDUCATION MATHEMATICS MAJOR

Cognate

Teacher Education Program Guidebook

Mathematics in the Contemporary World (MATH 101)

COURSES

Mathematics in the Contemporary World (MATH 101)

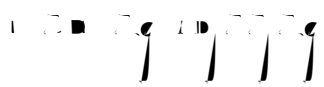
This course is designed to provide students with a broad understanding of the role of mathematics in contemporary society. It covers various branches of mathematics, including algebra, geometry, and statistics, and explores their applications in fields such as science, technology, and business. The course emphasizes critical thinking and problem-solving skills.

Pre-calculus Mathematics (MATH 102)

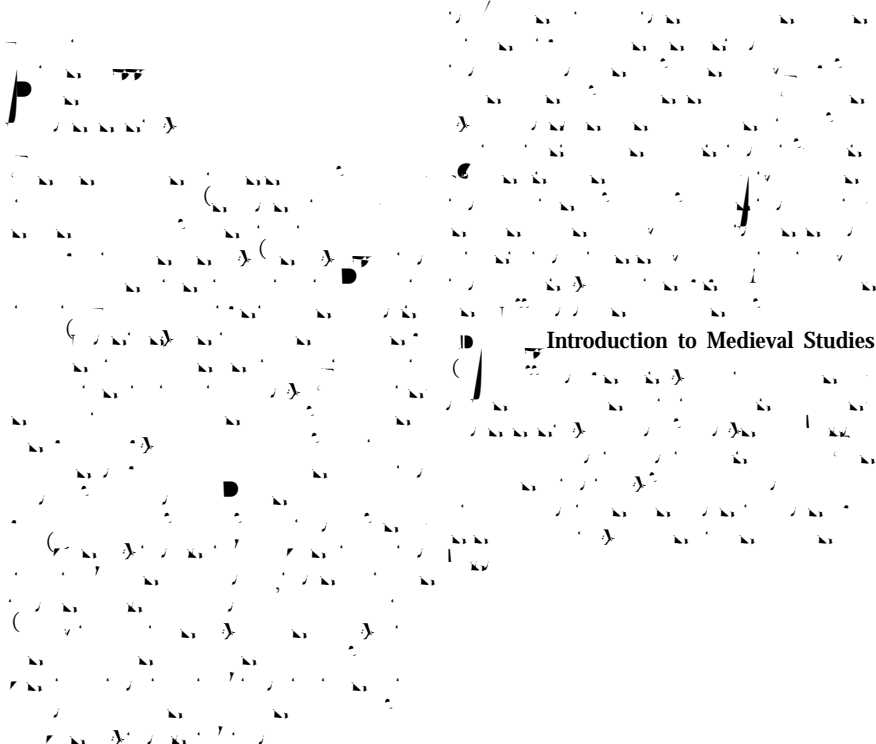
This course is designed to provide students with a solid foundation in pre-calculus mathematics. It covers topics such as functions, trigonometry, and complex numbers. The course emphasizes the development of mathematical reasoning and problem-solving skills, preparing students for advanced mathematics courses.

Calculus for Management, Life, and Social Sciences (MATH 103)

This course is designed to provide students with an understanding of the applications of calculus in management, life, and social sciences. It covers topics such as optimization, differential equations, and probability. The course emphasizes the use of calculus to solve real-world problems.



Real Analysis I ()

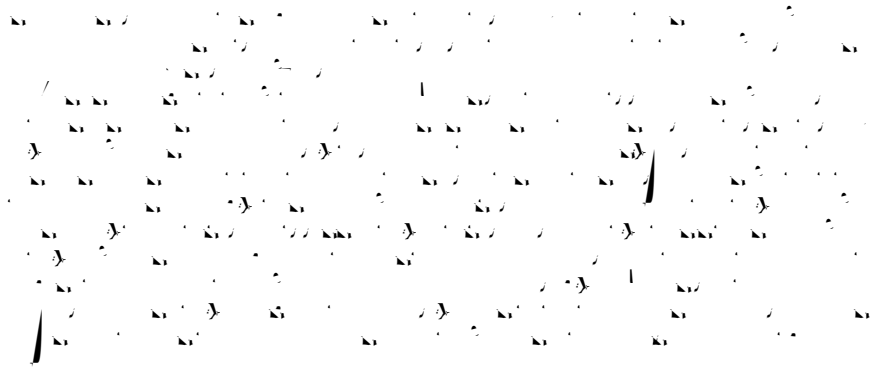


Introduction to Medieval Studies

COURSES

Classical And Medieval Palaeography



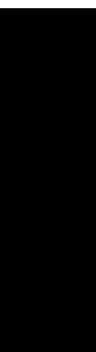




CONCERT AND RECITAL ATTENDANCE



BACHELOR OF ARTS IN MUSIC (Pr) 20 (Proficiency) - 23 (Evaluation) - 23 (Either) - 23 (A) T J I E H (Pr)



- Brass Methods ()
- Percussion Methods ()

Teaching General Music (

Tonal Counterpoint (

Instrumentation and Arranging (

Music History and Analysis III (

Orchestration (

Composition: Beginning (

Music Form and Syntax (

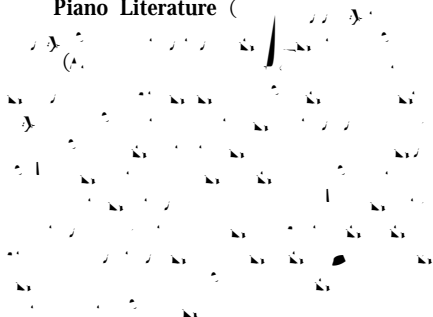
Composition: Intermediate (

Composition: Advanced (

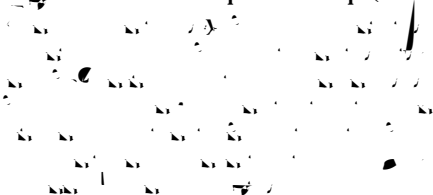
Order, Meaning, and Function (

334 Vocal Literature (

Piano Literature (



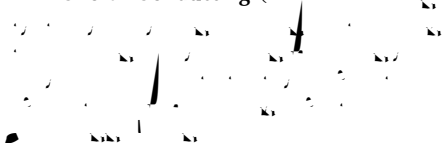
Musical Leadership in Worship (



Instrumental Conducting (



Choral Conducting (



Curriculum and Instruction in Music Education (

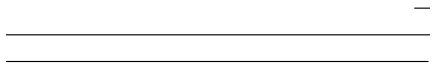


for credit are also required to enroll in Music 180 (Recital Hour/Studio Class). Voice, piano and organ students must do a placement audition. Contact the Music department for information.

Private music lessons have an additional



Music



- String Bass II (
- Flute II (
- Oboe II (
- Clarinet II (
- Bassoon II (
- Saxophone II (

Recital Hour (

Guitar II (

ADVANCED STUDENTS PLEASE NOTE:
The 200 and 300-level music lessons will be added only as needed. To register for 200 or 300-level music lessons, please go the music department for a registration form.

Level III (

Organ III (

Piano III (

Piano Accompanying in Worship (

Piano Accompanying and Chamber Music (

Voice III (

Trumpet III (

French Horn III (

Trombone III (

EuSs 2) for)-202(mi-)TJT(nors)Tj/Span /ActualText

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norspriTJTb(1 or 2)1 or 2)1 or 2).
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245 EuSs 2)

Voice IV ()
 Trumpet IV ()
 French Horn IV ()
 Trombone IV ()
 Euphonium IV ()
 Tuba IV ()
 Percussion IV ()
 Violin IV ()
 Viola IV ()
 Cello IV ()
 String Bass IV ()
 Flute IV ()
 Oboe IV ()
 Clarinet IV ()
 Bassoon IV ()
 Saxophone IV ()

ENSEMBLES

Flute Choir ()

Handbell Ensemble ()

Jazz Band ()

String Quartet ()

Campus Choir ()

Capella ()

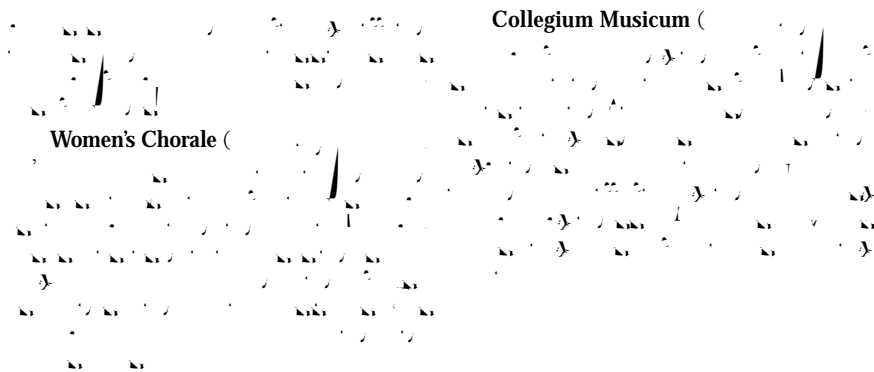
Symphonic Band ()

Wind Ensemble ()

Orchestra ()

Oratorio Chorus ()

Gospel Choir ()



Nursing

Professors M. Molewyk Doornbos (chair), C. Feenstra

Associate Professors M. Flikkema, C. Rossman

Assistant Professors A. Ayoola, J. Baker, R. Boss-Potts, D. Bossenbroek, B. Gordon, M.

Larson, D. Slager, M. Vander Wal, G. Zandee



THE NURSING PROGRAM



Early Admission

Early admission is a process where students are accepted into a nursing program before the standard application deadline. This process is often used to accommodate students who have completed prerequisite courses or have exceptional academic records. The early admission process typically involves a separate application, often with a focus on the student's academic performance and any relevant work or volunteer experience. Students who are accepted through early admission may have a more flexible schedule, allowing them to complete their program in a shorter time frame. However, it is important to note that early admission is not guaranteed, and students should carefully review the requirements and deadlines for their specific program.

Regular Admission Process

The regular admission process for nursing programs is a standard procedure that involves several steps. It typically begins with the student submitting an application, often accompanied by transcripts, letters of recommendation, and a personal statement. The application is then reviewed by the admissions committee, which may conduct interviews or require additional information. Once the student is accepted, they will need to complete any remaining prerequisites and meet with the program coordinator to discuss enrollment details. The regular admission process is designed to ensure that all students entering the program have met the necessary requirements and are prepared for the rigors of nursing education.

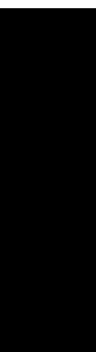
Transportation

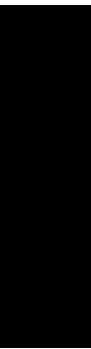
Additional Requirement

Costs

COURSES







Study in France (STFR)

Contemporary France (

West African Literature and Drama

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Government and Development in Africa ()

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Development Studies in Honduras (STHO)

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Exploring a Third World Society ()

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The Problem of Poverty ()

Development Theory in Practice ()

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Spanish Language Study ()

Spanish Studies in Honduras (SPHO)

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Semester in the Netherlands (STNE)

Students in the STNE program spend a semester in the Netherlands, where they take courses in Dutch and English. The program is designed to provide students with a unique cultural and academic experience. Students can choose from a variety of courses, including those in the liberal arts and sciences. The program is highly flexible, allowing students to tailor their experience to their interests and needs.

Students in the STNE program will have the opportunity to study in a country with a rich history and culture. They will be able to experience the Dutch way of life and learn about the country's history and traditions. The program is a great way to gain international experience and improve your language skills.

Toward Environmental Sustainability in the Netherlands: Historical Perspectives and Contemporary Practices (ENVS 300)

This course explores the historical and contemporary practices of environmental sustainability in the Netherlands. It covers the country's long history of water management and land reclamation, as well as its modern-day efforts to address climate change and environmental degradation. The course is designed to provide students with a deep understanding of the challenges and opportunities of environmental sustainability in the Netherlands.

Students will learn about the Dutch approach to environmental sustainability, which is based on a combination of traditional knowledge and modern science. They will also explore the role of government, industry, and civil society in promoting sustainability in the Netherlands.

Semester in New Mexico (STNM)

Students in the STNM program spend a semester in New Mexico, where they take courses in Spanish and English. The program is designed to provide students with a unique cultural and academic experience. Students can choose from a variety of courses, including those in the liberal arts and sciences. The program is highly flexible, allowing students to tailor their experience to their interests and needs.

Liberal Arts Core Courses:

Introductory Geology (ENVS 100)

This course provides an overview of the Earth's history and the processes that shape the planet. It covers topics such as plate tectonics, the rock cycle, and the history of life on Earth. The course is designed to provide students with a solid foundation in geology and environmental science.

Curriculum and Instruction: Practi-
cum ()

Off-Campus Programs

Advanced Spanish Syntax and Sociolinguistics (

Spanish Literature from the Eighteenth Century to the Present (

Independent Ethnographic Study (

Semester in Washington, D.C. (STDC)

Special Topics in Public Life (

Integrating Faith and Public Life (

Internship in Washington, D.C. (

CALVIN-ENDORSED PROGRAMS

American Studies Program

Off-Campus Programs

**Ausable Institute of
Environmental Studies**

Chicago Semester

Arts and the City Seminar (

Budapest Semester(s) in Mathematics

Metropolitan Seminar (

Values and Vocations Seminar (

**History of Religion and Society in Urban
America (**

Central College

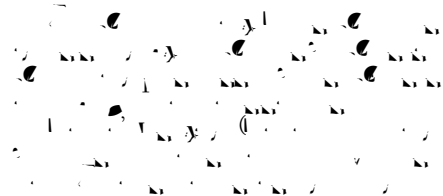
Field Internship (



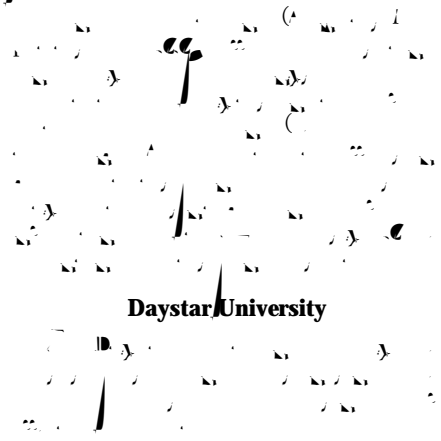
College Year in Athens



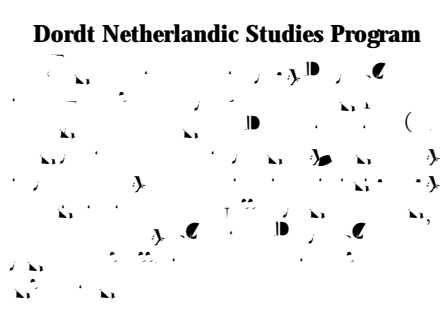
Contemporary Music Center



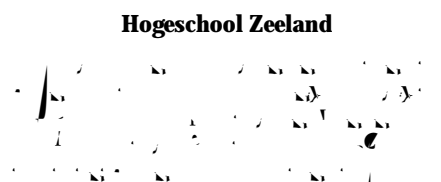
Creation Care Studies Program



Daystar University



Dordt Netherlandic Studies Program



Hogeschool Zeeland

Off-Campus Programs



Middle East Studies Program



Washington Journalism Center

INDEPENDENT STUDIES

Off-Campus Programs

Philosophy

Professors *K. Clark†, R. Groenhout, L. Hardy, D. Hoekema, G. Mellema, D. Ratzsch (chair), S. Wykstra*

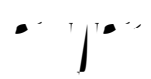
Associate Professors *K. Corcoran, R. De Young, J. Smith, C. Van Dyke*

Assistant Professors *D. Billings, M. Halteman, M. Jensen*

PHILOSOPHY MAJOR

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PHI 101	PHI 102	PHI 103	PHI 104	PHI 105	PHI 106	PHI 107	PHI 108	PHI 109	PHI 110	PHI 111	PHI 112	PHI 113	PHI 114	PHI 115	PHI 116	PHI 117	PHI 118	PHI 119	PHI 120	PHI 121	PHI 122	PHI 123	PHI 124	PHI 125	PHI 126	PHI 127	PHI 128	PHI 129	PHI 130	PHI 131	PHI 132	PHI 133	PHI 134	PHI 135	PHI 136	PHI 137	PHI 138	PHI 139	PHI 140	PHI 141	PHI 142	PHI 143	PHI 144	PHI 145	PHI 146	PHI 147	PHI 148	PHI 149	PHI 150	PHI 151	PHI 152	PHI 153	PHI 154	PHI 155	PHI 156	PHI 157	PHI 158	PHI 159	PHI 160	PHI 161	PHI 162	PHI 163	PHI 164	PHI 165	PHI 166	PHI 167	PHI 168	PHI 169	PHI 170	PHI 171	PHI 172	PHI 173	PHI 174	PHI 175	PHI 176	PHI 177	PHI 178	PHI 179	PHI 180	PHI 181	PHI 182	PHI 183	PHI 184	PHI 185	PHI 186	PHI 187	PHI 188	PHI 189	PHI 190	PHI 191	PHI 192	PHI 193	PHI 194	PHI 195	PHI 196	PHI 197	PHI 198	PHI 199	PHI 200	PHI 201	PHI 202	PHI 203	PHI 204	PHI 205	PHI 206	PHI 207	PHI 208	PHI 209	PHI 210	PHI 211	PHI 212	PHI 213	PHI 214	PHI 215	PHI 216	PHI 217	PHI 218	PHI 219	PHI 220	PHI 221	PHI 222	PHI 223	PHI 224	PHI 225	PHI 226	PHI 227	PHI 228	PHI 229	PHI 230	PHI 231	PHI 232	PHI 233	PHI 234	PHI 235	PHI 236	PHI 237	PHI 238	PHI 239	PHI 240	PHI 241	PHI 242	PHI 243	PHI 244	PHI 245	PHI 246	PHI 247	PHI 248	PHI 249	PHI 250	PHI 251	PHI 252	PHI 253	PHI 254	PHI 255	PHI 256	PHI 257	PHI 258	PHI 259	PHI 260	PHI 261	PHI 262	PHI 263	PHI 264	PHI 265	PHI 266	PHI 267	PHI 268	PHI 269	PHI 270	PHI 271	PHI 272	PHI 273	PHI 274	PHI 275	PHI 276	PHI 277	PHI 278	PHI 279	PHI 280	PHI 281	PHI 282	PHI 283	PHI 284	PHI 285	PHI 286	PHI 287	PHI 288	PHI 289	PHI 290	PHI 291	PHI 292	PHI 293	PHI 294	PHI 295	PHI 296	PHI 297	PHI 298	PHI 299	PHI 300	PHI 301	PHI 302	PHI 303	PHI 304	PHI 305	PHI 306	PHI 307	PHI 308	PHI 309	PHI 310	PHI 311	PHI 312	PHI 313	PHI 314	PHI 315	PHI 316	PHI 317	PHI 318	PHI 319	PHI 320	PHI 321	PHI 322	PHI 323	PHI 324	PHI 325	PHI 326	PHI 327	PHI 328	PHI 329	PHI 330	PHI 331	PHI 332	PHI 333	PHI 334	PHI 335	PHI 336	PHI 337	PHI 338	PHI 339	PHI 340	PHI 341	PHI 342	PHI 343	PHI 344	PHI 345	PHI 346	PHI 347	PHI 348	PHI 349	PHI 350	PHI 351	PHI 352	PHI 353	PHI 354	PHI 355	PHI 356	PHI 357	PHI 358	PHI 359	PHI 360	PHI 361	PHI 362	PHI 363	PHI 364	PHI 365	PHI 366	PHI 367	PHI 368	PHI 369	PHI 370	PHI 371	PHI 372	PHI 373	PHI 374	PHI 375	PHI 376	PHI 377	PHI 378	PHI 379	PHI 380	PHI 381	PHI 382	PHI 383	PHI 384	PHI 385	PHI 386	PHI 387	PHI 388	PHI 389	PHI 390	PHI 391	PHI 392	PHI 393	PHI 394	PHI 395	PHI 396	PHI 397	PHI 398	PHI 399	PHI 400	PHI 401	PHI 402	PHI 403	PHI 404	PHI 405	PHI 406	PHI 407	PHI 408	PHI 409	PHI 410	PHI 411	PHI 412	PHI 413	PHI 414	PHI 415	PHI 416	PHI 417	PHI 418	PHI 419	PHI 420	PHI 421	PHI 422	PHI 423	PHI 424	PHI 425	PHI 426	PHI 427	PHI 428	PHI 429	PHI 430	PHI 431	PHI 432	PHI 433	PHI 434	PHI 435	PHI 436	PHI 437	PHI 438	PHI 439	PHI 440	PHI 441	PHI 442	PHI 443	PHI 444	PHI 445	PHI 446	PHI 447	PHI 448	PHI 449	PHI 450	PHI 451	PHI 452	PHI 453	PHI 454	PHI 455	PHI 456	PHI 457	PHI 458	PHI 459	PHI 460	PHI 461	PHI 462	PHI 463	PHI 464	PHI 465	PHI 466	PHI 467	PHI 468	PHI 469	PHI 470	PHI 471	PHI 472	PHI 473	PHI 474	PHI 475	PHI 476	PHI 477	PHI 478	PHI 479	PHI 480	PHI 481	PHI 482	PHI 483	PHI 484	PHI 485	PHI 486	PHI 487	PHI 488	PHI 489	PHI 490	PHI 491	PHI 492	PHI 493	PHI 494	PHI 495	PHI 496	PHI 497	PHI 498	PHI 499	PHI 500
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Aquinas ()

Kant () *Critique of Pure Reason* ()

Kierkegaard ()

Marx and Marxism ()

Nineteenth Century Philosophy ()

Studies in Modern Philosophy ()

Contemporary Continental Philosophy ()

Contemporary Anglo-American Philosophy ()

Advanced Systematic Courses

Minds, Brains, and Persons ()

Ethical Theory ()



SECONDARY EDUCATION PHYSICS MAJOR

(0)

PHYS 100

Cognates

PHYS 101

SECONDARY EDUCATION PHYSICS MINOR

PHYS 102

OPTICS MINOR

PHYS 103

PHYS 104

PHYS 105

PHYS 106

PHYS 107

PHYS 108

PHYS 109

PHYS 110

PHYS 111

PHYS 112

PHYS 113

PHYS 114

PHYS 115

PHYS 116

PHYS 117

PHYS 118

Physics

Cognates

- 1. Physics 101
- 2. Physics 102
- 3. Physics 103
- 4. Physics 104

COURSES

Introductory Courses

Introductory Physics: Mechanics and Gravity (PHYS 101)

This course covers the fundamental principles of classical mechanics, including kinematics, dynamics, and energy. It includes topics such as Newton's laws of motion, conservation of momentum, and the concept of work. The course is designed for students with a strong background in mathematics, particularly calculus.

Matter, Space, and Energy (PHYS 102)

This course explores the relationship between matter, space, and energy, covering topics such as thermodynamics, electromagnetism, and quantum mechanics. It includes the study of heat, work, and energy, as well as the properties of matter and the behavior of light and sound. The course is designed for students with a strong background in mathematics, particularly calculus.

Physics and Astronomy Student Seminar (PHYS 103)

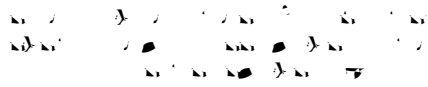
This seminar provides a platform for students to discuss current research and developments in physics and astronomy. It includes presentations, discussions, and collaborative projects. The course is designed for students who are interested in pursuing research in physics and astronomy.

Introductory Physics: Electricity and Magnetism (

...)

Waves, Optics, and Optical Technology (

...)



Political Science

Professors D. Koopman, J. Penning, C. Smidt, W. Stevenson

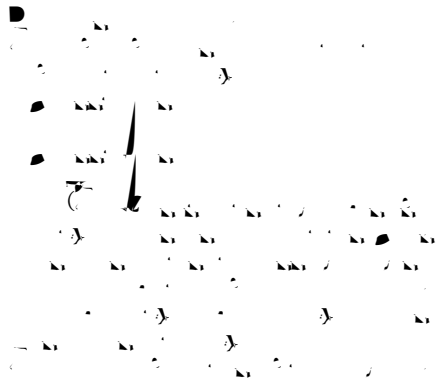
Associate Professors S. Goi, A. Patterson (chair)

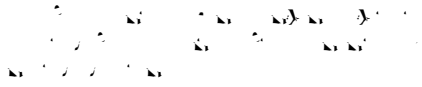
Assistant Professor J. Westra, K. Casey

POLITICAL SCIENCE MAJOR

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Political Ideas in Historical Perspective







Developmental Psychology: Lifespan

(

Youth Faith Development and Spiritual Formation (

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Clinical and Counseling Assessment (

1. The first step in the assessment process is to identify the client's presenting problem and goals for treatment. This involves a thorough history and physical examination, as well as a review of the client's medical and psychiatric records. The second step is to conduct a comprehensive assessment of the client's current functioning across all domains, including cognitive, emotional, and social functioning. This is typically done through a series of standardized tests and interviews. The third step is to synthesize the information gathered and formulate a diagnosis and treatment plan. This involves identifying the underlying causes of the client's problems and determining the most appropriate interventions. The final step is to monitor the client's progress and adjust the treatment plan as needed.

Theories of Counseling and Psychotherapy (

1. The first major theory of counseling and psychotherapy is the psychoanalytic approach, developed by Sigmund Freud. This theory focuses on the unconscious mind and the role of early childhood experiences in shaping personality. The second major theory is the humanistic approach, developed by Carl Rogers and Abraham Maslow. This approach emphasizes the client's self-concept and the importance of a supportive therapeutic relationship. The third major theory is the cognitive-behavioral approach, which focuses on the relationship between thoughts, feelings, and behaviors. This approach is based on the idea that maladaptive thoughts and behaviors can be changed through learning and conditioning. The fourth major theory is the solution-focused brief therapy (SFBT) approach, which focuses on identifying and building on the client's strengths and resources to solve their problems. This approach is based on the idea that clients have the capacity to solve their own problems and that the therapist's role is to facilitate this process.

Health Psychology (

Health Psychology (

GENERAL MINOR

1. The student must complete a minimum of 18 credit hours of coursework in the minor.

2. The student must complete a minimum of 12 credit hours of coursework in the minor.

3. The student must complete a minimum of 6 credit hours of coursework in the minor.

4. The student must complete a minimum of 3 credit hours of coursework in the minor.

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GROUP MINOR IN MISSIONS

1. The student must complete a minimum of 18 credit hours of coursework in the minor.

2. The student must complete a minimum of 12 credit hours of coursework in the minor.

3. The student must complete a minimum of 6 credit hours of coursework in the minor.

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COURSES

Basic Courses

Biblical Literature and Theology

1. **Old Testament** (30 credits)
1.1. **Introduction to the Bible** (3 credits)

1.2. **Genesis to Deuteronomy** (6 credits)

1.3. **Joshua to Judges** (3 credits)

1.4. **Ruth to 2 Samuel** (6 credits)

1.5. **1 Kings to 2 Kings** (6 credits)

1.6. **Isaiah to Malachi** (6 credits)

1.7. **Wisdom Literature** (3 credits)

1.8. **Prophets** (3 credits)

1.9. **Apocrypha** (3 credits)

1.10. **Septuagint** (3 credits)

1.11. **Dead Sea Scrolls** (3 credits)

1.12. **Other Ancient Texts** (3 credits)

1.13. **Other Ancient Texts** (3 credits)

1.14. **Other Ancient Texts** (3 credits)

1.15. **Other Ancient Texts** (3 credits)

1.16. **Other Ancient Texts** (3 credits)

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1.18. **Other Ancient Texts** (3 credits)

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Advanced Biblical Studies Courses

2. **Interpreting the Bible (**

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3.10. **Biblical Theology (**

The Doctrine of Christ and Reconciliation (

The Doctrine of the Holy Spirit and Church (

Eschatology (

Christian Worship (

General Church History (

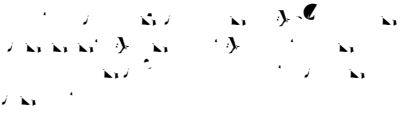


Science Education Studies

Professor J. Jadrich

Assistant Professors K. Bergwerff, C. Bruxvoort





Independent Study (

Sociology and Social Work

Professors C. Kreykes Brandsen, B. Hugen (Director of Social Work), M. Loyd-Paige, T. Vanden Berg (Chair), K. Ver Beek

Associate Professors M. Ntarangwi

Assistant Professors K. Admiraal, S. Bluhm, M. Hughes, *M. Mulder, L. Schwander (Social Work Practicum Coordinator), R. Venema, J. Hill, E. Marr

Instructor J. Kuilema

Sociology and Social Work

SOCIOLOGY MAJOR

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SOCIOLOGY MINOR

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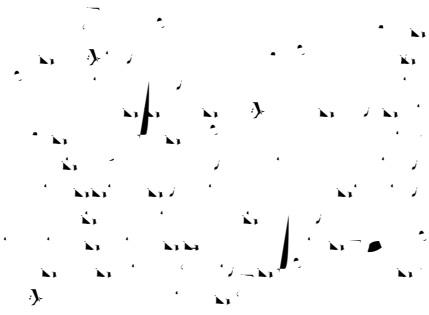
SECONDARY EDUCATION SOCIOLOGY MINOR

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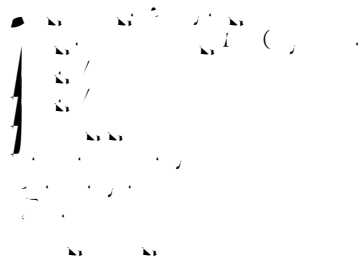
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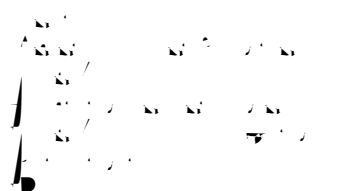
Second year

Semester hours



Third year

Semester hours



Fourth year

Semester hours





Demography and World Population Problems (

Urban Sociology (

Religion and Society (

Anthropology of Religion (

Contemporary Social Problems (

The Family (

Sociology of Sport (

Sociology of Deviance (

Diversity and Inequality in the United States (

Social Science Statistics (

Social Research. (

Human Behavior and the Social Environment (

1. ()

Spanish

SPANISH MAJOR

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Education 302/303

Education 302/303

Education 302/303

SPANISH MINOR

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Education 302/303

ELEMENTARY EDUCATION MAJOR IN SPANISH

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Education 302/303

SECONDARY EDUCATION MAJOR IN SPANISH

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Education 302/303

ELEMENTARY EDUCATION MINOR IN SPANISH

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Education 302/303

SECONDARY EDUCATION MINOR IN SPANISH

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Education 302/303

BILINGUAL EDUCATION MINOR

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Education 302/303

K-12 SECONDARY TEACHING MAJOR IN SPANISH

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Education 302/303

9

Spanish



Introduction to the Hispanic World II

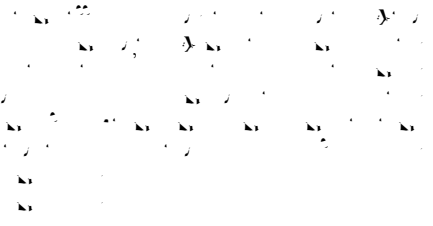
Hispanic Culture in the United States

Colonial Latin American Literature

Latin American Literature from Pre-Modernism to 1945

Independent Study

Palabra y mundo: the Word and the World (



Financial Information

Tu rj3



Course Audits

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✓
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Federal Title IV Aid

State of Michigan Aid

Institutional Aid

Enrollment Requirements for Financial Aid

Academic Progress Requirements for Financial Aid

Programs Affected

Measurement of Progress

Number of Credit Hours Attempted

Percent Completion Required

Cumulative GPA Required

12

12

12

12

12

12

75%

75%

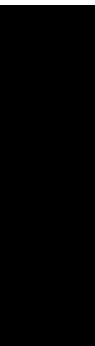
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Trustee Scholarship

\$ _____ %

Students must be admitted by February 1 to be considered for the Trustee Scholarship.

Presidential Scholarship

\$ _____

Dean's Scholarship

\$ _____

Faculty Honors Scholarship

\$ _____

Honors Scholarship

\$ _____

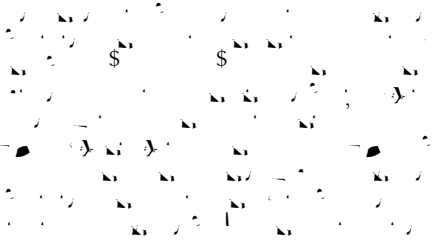
Knollcrest Scholarship

\$ _____

Financial Information



Transfer Scholarships



www.calvin.edu

Student Awards

www.calvin.edu

Recommended deadlines to apply for need-based aid:

Outside Scholarships

www.finaid.org/scholarships/
www.studentaid.ed.gov
www.collegeboard.com
www.fastweb.com/
www.fastaid.com

Need-Based Financial Aid

Applications for need-based aid must be filed each year as follows:

For first-time freshmen, apply for aid by **February 15** for the fall semester and **February 15** for the spring semester.

For returning students, apply for aid by **February 15** for the fall semester and **February 15** for the spring semester.

Calvin and Knollcrest Grants

\$ \$

Calvin Grants for Off-Campus Programs

\$ \$

Canadian Exchange Grant

Canada Student Loans

\$ \$

Federal Academic Competitiveness Grant

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant

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...

Michigan Nursing Scholarship

Michigan Adult Part-Time Grant Program

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Michigan Competitive Scholarships and Tuition Grants

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Board of Trustees

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A Late Trustee

Administration

Presidents

Office of the President

Academic Affairs

100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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Administration and Finance

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Department and Division Organization

Department of Health and Human Services, Division of Health Care Regulation

Director
D. J. [Name]

Deputy Director
D. J. [Name]

Assistant Directors
D. J. [Name]
D. J. [Name]
D. J. [Name]

Administrative Support
D. J. [Name]
D. J. [Name]
D. J. [Name]

Department of Health and Human Services, Division of Health Care Regulation

Administrative Support
D. J. [Name]
D. J. [Name]
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Administrative Support
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Department of Health and Human Services, Division of Health Care Regulation

Administrative Support
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Administrative Support
D. J. [Name]
D. J. [Name]
D. J. [Name]

Faculty

Emeriti

Associate Registrar, Emerita

Professor of Germanic Languages, Emeritus

Professor of French, Emerita

Professor of English, Emeritus

Professor of Biology, Emeritus

Dean of Men, Emeritus

Director of Broene Center, Emeritus

Professor of Art, Emeritus

Professor of Psychology, Emeritus

Professor of History, Emeritus

Professor of Art, Emerita

Professor of Education, Emerita

Professor of Engineering, Emeritus

Professor of Biology, Emerita

Professor of Communication Arts and
Sciences, Emeritus

Professor of Physics, Emeritus

Professor of Mathematics and Computer
Science, Emeritus

Professor of Germanic Languages, Emeritus

Professor of Chemistry, Emeritus

Professor of Computer Science, Emeritus

Professor of Mathematics and Statistics,
Emeritus

Professor of Education, Emeritus

Director of Student Academic Services,
Emeritus

Professor of Geology, Emeritus

Professor of Economics, Emeritus

Director of Hekman Library, Emeritus

Counselor, Student Academic Services, Emerita

Associate Professor of Music, Emeritus

Professor of Communication Arts and
Sciences, Emerita

Professor of Computer Science, Emeritus

Dean for Multicultural Affairs, Emerita
Professor of Sociology, Emerita

Professor of Education, Emeritus

Professor of Philosophy, Emeritus

Professor of English, Emerita

Professor of Classical Languages, Emeritus

Professor of Art, Emeritus

Professor of Communication Arts and
Sciences, Emeritus

Vice President for Student Affairs, Emeritus
Chaplain, Emeritus

Assistant Professor of Physical Education,
Emeritus

Professor of Chemistry, Emeritus

Professor of Education, Emerita

Professor of Religion and Theology, Emeritus

Professor of Business, Emeritus

Professor of Sociology, Emeritus
Director of Social Research Center, Emeritus

Professor of History, Emeritus

Provost, Emeritus

Professor of Biology, Emeritus

Professor of Chemistry, Emeritus

Professor of Education, Emerita

Professor of Engineering, Emeritus

Professor of Physics, Emeritus

Director of Career Development, Emeritus

Professor of Nursing, Emerita

Assistant Professor of Biology
Professor of Engineering

Associate Professor of Political Science

Assistant Professor of Nursing

Professor of Art

Professor of Biology

Professor of Religion

Associate Professor of Communication Arts
and Sciences

Professor of Philosophy

Professor of Psychology

Professor of Physics

Associate Professor of Physics and Astronomy

Associate Professor of Physics

Assistant Professor of Philosophy

Professor of Mathematics

Assistant Professor of Economics

Assistant Professor of Art History

Assistant Professor of Philosophy

Professor of Education

Assistant Professor of Mathematics and Statistics

Professor of Mathematics and Statistics

Associate Professor of History

Professor of Education

Professor of Music

Associate Professor of Physical Education

Assistant Professor of History

Assistant Professor of English

Professor of Biology

Counselor, Broene Counseling Center
Adjunct, Psychology

Instruction Librarian

Assistant Professor of French

Professor of Mathematics

Professor of Political Science

Counselor, Broene Counseling Center

Instructor of Social Work

Professor of Physical Education

Professor of History

Professor of Spanish

Assistant Professor of Spanish

Professor of Psychology

Professor of Physics and Astronomy

Associate Professor of Mathematics

Associate Professor of Sociology
Adjunct, Congregational and Ministry Studies

Professor of Chemistry

Assistant Professor of Mathematics and
Statistics

Assistant Professor of English

Associate Professor of Music

Assistant Professor of Computer Science

Professor of Engineering

Assistant Professor of Classical Languages

Instructor of Music

Assistant Professor of Computer Science

Associate Professor of Sociology

Professor of Biology

Assistant Professor of Computer Science

Professor of Religion

Professor of Communication Arts and
Sciences

Associate Professor of Political Science

Associate Professor of Communication Arts
and Sciences

Professor of Communication Arts and Sciences

Professor of Religion

Professor of Computer Science

Professor of Music

Professor of Religion

Assistant Professor of Nursing

Assistant Professor of Communication Arts
and Sciences

Associate Professor of Mathematics



Professor of Art

Assistant Professor of Business

Professor of Geology

Associate Professor of Music

Professor of Physics

Registrar and Director of Academic Services

Assistant Professor of Education

Professor of Psychology

Professor of Communication Arts and Sciences

Professor of Political Science

Dean for Institutional Effectiveness

Professor of Mathematics

Professor of Engineering

Professor of Mathematics

Assistant Professor of Chemistry

Professor of Psychology

Counselor, Broent Counseling Center

Assistant Professor of History

Associate Professor of Spanish

Assistant Professor of Education

Professor of Religion

Professor of Economics

Assistant Professor of Spanish

Professor of Biology

Associate Professor of Physical Education

Professor of English

Director of Career Development

Associate Professor of Mathematics and Statistics

Professor of Biology

Assistant Professor of English

Associate Professor of Engineering

Associate Professor of Engineering

Assistant Professor of Art

Professor of Physics

Professor of English

Professor of Sociology

Professor of English

Associate Professor of Chemistry

Professor of Economics

Professor of Engineering

Professor of English

Professor of Economics

Professor of Computer Science

Adjunct, Communication Arts and Sciences

Government Documents Librarian

Counselor, Broene Counseling Center

Assistant Professor of Nursing

Professor of Communication Arts and Sciences

Professor of Physical Education

Associate Professor of Geography

Professor of Biology

Associate Professor of Business

Associate Professor of Philosophy

Assistant Professor of Geography

Professor of Geology

Professor of History

Professor of History

Adjunct, HPERDS

Assistant Professor of Business

Associate Professor of Art

Associate Professor of Dance

Professor of History

Professor of Mathematics

Professor of Sociology

Assistant Professor of Education

Assistant Professor of Spanish

Visiting Professor of Communication Arts and Sciences

William Spoelhof Teacher-Scholar in Residence

Professor of French

Associate Professor of Business and Accounting

Dean for Research and Scholarship
Professor of Physics

Associate Professor of HPERDS

Professor of English

Associate Professor of Physical Education

Professor of Biology

Assistant Professor of History

Professor of Psychology

Professor of Engineering

Assistant Professor of Biology

Assistant Professor of Political Science

Professor of Religion

Assistant Professor of English

Dean for Arts, Languages, and Education
Professor of Classical Languages

Associate Professor of Biology

Assistant Professor of Classical Languages

Dean of Residence Life

Professor of Music, Congregational and Ministry Studies
Adjunct, Religion

Assistant Professor of Art

Assistant Professor of Music

Director, Broene Counseling Center

Associate Professor of Engineering

Professor of Philosophy

Assistant Professor of Psychology

Assistant Professor of Nursing

Professor of Spanish

Assistant Professor of English

Adjunct, Psychology

Dean for Natural Sciences and Mathematics

Professor of Biology

Index

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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