

# Connections

A HANDBOOK  
FOR FAMILIES  
OF HOPE STUDENTS

# WELCOME!

As your student becomes part of the community of Hope College, we hope that you, too, will value your involvement with Hope. During the next four years, the faculty, staff, and students of Hope College will play important parts in the personal and intellectual growth of your student. Family members, however, will continue to be involved; after all, for years most of you have been fostering the sort of growth we hope to continue to nurture at Hope College.

This booklet has been prepared to answer some questions you may have as the parent of a Hope College student. It will not replace direct and honest communication between you and your student, but I hope it will provide important information about Hope College and introduce you to sources of further information.

Welcome. You are a highly valued part of our learning community.

Sincerely,

*Maura M. Reynolds*

Maura M. Reynolds  
Director of Academic Advising

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## Table of Contents

What is academic advising? .....	1
Why is my student's major listed as "undeclared" when the student indicated a major on the application and registration materials? .....	1
What does a first-year schedule look like? .....	1
Can my student graduate in four years?.....	2
What is a First Year Seminar (FYS)?.....	2
What's the relationship between credits in a student's schedule and study time? .....	3
Money is a concern. Will my student be able to work and still do well in class? .....	3
Is transportation available for off-campus jobs? .....	3
My student has a night class; I'm concerned about safety. ....	3
I am concerned that my student's schedule may be too demanding. ....	4
If students have difficulty in a class, what help is available? .....	4
What is Hope's attendance policy? .....	5
What if my student has an emergency situation that will mean absence from classes?.....	5
How are grades reported? .....	5
How is a G.P.A. (grade point average) calculated? .....	6-7
Under what circumstances are parents notified about their students?.....	6
How do I notify Hope College about changes in my name, permanent address, or phone number?.....	8
How does registration for future semesters take place?.....	8
What happens if classes are closed? .....	8
What is general education?.....	8
What if my student has a concern about housing? .....	9

How will my student get housing next year?.....	9
May students stay in residence halls during vacations? .....	9
Is transportation available from the airport in Grand Rapids to Hope College? .....	9
Is housing available on campus for visitors?.....	9
If my financial circumstances change during the year, can the financial aid package be reconsidered? .....	9
Do I need to reapply for financial aid each year?.....	9
Will my aid remain the same each year? .....	10
Are merit awards available for transfer students? .....	10
Does living off-campus affect financial aid? .....	10
My insurance company (bank/loan service) needs verification that my student is enrolled in college; how do I get this verification? .....	10
Can my student take summer courses at another college and transfer them to Hope?.....	10
Whom should I contact if I have questions about my bill? .....	11
What services are available at Hope’s Health Clinic? .....	11
What services are available at Hope’s Counseling Center?.....	11
My student is undecided about a major. What resources are available to help in decision-making? .....	11
Will Hope College help my student find a job after graduation? .....	12
I want to remain involved in my student’s life; I also want to encourage independence. Any suggestions?.....	12
What can parents expect from Hope College?.....	12
Information about career and life planning .....	pink pages
Directory of office phone numbers and addresses.....	yellow pages
Index.....	yellow pages

## **WHAT IS ACADEMIC ADVISING?**

Academic advising involves interactions between students and their faculty advisors and offers students opportunities to make connections among their goals, major program choices, personal development, on- and off-campus resources, and relationship of their education to the rest of their lives. Advisors encourage students' intellectual and personal development and serve as referrals for college resources. Advising involves more than course selection and registration. It is an important part of the mission of Hope College--fostering students' intellectual and personal growth and preparing them to take their place as responsible and competent global citizens.

Good advising happens when students make their needs, strengths, and interests known. Professors and advisors are the first persons students should seek out when they have academic concerns. First-year students are advised by the faculty member who teaches their First Year Seminar (see page 2). Students may also contact Maura Reynolds, the director of academic advising in the Registrar's Office in the DeWitt Center, if they have concerns about classes or advising.

When students declare a major, the chair of their major department assigns a professor within the department as the academic advisor. Students may declare a major after their first semester in college.

## **WHY IS MY STUDENT'S MAJOR LISTED AS UNDECLARED WHEN THE STUDENT INDICATED A MAJOR ON APPLICATION AND REGISTRATION MATERIALS?**

National studies reveal that most college students change their minds about a major as they discover more about themselves and their intended major. Hope's degree program is designed to expose students to a wide variety of disciplines. We hope that one result of this exposure will be a mature choice of major.

Most students declare a major by their junior year. When students *formally* declare their major, they complete the necessary paperwork (outlined in the student handbook) and the chair of the department assigns a new faculty advisor.

## **WHAT DOES A FIRST-YEAR SCHEDULE LOOK LIKE?**

In fall semester, all first-years take a First Year Seminar. Most also take Health Dynamics (Kinesiology 140) and Expository Writing (English 113) in their first year. The rest of students' schedules is unique. Some students focus on general education requirements during their first year; others—especially those considering sequenced majors—focus on courses in their major. Most carry 14-16 credits; that usually means four or five classes. The most important thing about schedules is that students feel comfortable about them; we want to challenge students but not overwhelm them. For most new students, three or four academic (book-oriented) classes each semester seem appropriate.

## **CAN MY STUDENT GRADUATE IN FOUR YEARS?**

To earn a degree from Hope College, students need to have earned 126 credits (some majors require more) with at least a 2.00 GPA, need to have declared a major and completed its requirements, and need to have completed general education requirements. Completing 15.75 credit credits each semester for eight semesters will result in a total of 126 credits.

If students earn credit from AP (Advanced Placement exams given in high school) or from placement in foreign language, or transfer summer classes from another college, or plan to attend May, June, or July terms at Hope, the number of credits they need to complete each semester may be reduced.

Some majors require a precise sequence of courses begun in the first year (these programs have been explained in the registration materials students received over the summer). Many other majors can be completed without taking specific courses in the first year

The on-line degree evaluation in students' Know Hope Plus accounts lets students see the requirements (in general education, their majors, and their minors) they have met and helps students map four year plans. Since the Registrar's Office uses this degree evaluation to clear students for graduation, it's a tool students should use often. I suggest running an evaluation at least twice a semester--once before registration, to see what classes are required, and once after, to ensure that the classes they've registered for meet the requirements they need. Directions for running degree evaluations are posted on the Registrar's Office website.

With careful planning, students can complete most majors in four years. Many departments post four-year plans on their websites.

## **WHAT IS A FIRST YEAR SEMINAR (FYS)?**

FYS is a small, discussion-driven class on intellectually important topics designed especially for students at the beginning of their experience at Hope. Seminars assume no previous knowledge of or experience with the topic. Students' seminar professor will also be their faculty advisor and will work closely with them, not just in FYS but in supporting them as they begin to plan their future.

In FYS, students should expect intellectually challenging projects and assignments-- sometimes done with other students. They will be actively engaged as they read primary texts closely, discuss the issues these texts address, pose problems, and pursue their own questions about the topic. As they work with their FYS professor in advising situations, they should expect to enhance their skills of critical self-reflection and integration.

FYS will help introduce students to the life of the mind and to the kind of college-level learning expected in other classes at Hope--learning that is an open ended, life-long process, not just a passive absorption of facts.

## **WHAT'S THE RELATIONSHIP BETWEEN CREDITS IN A SCHEDULE AND STUDY OR PREPARATION TIME?**

The rule of thumb is that for each credit, students spend at least two to three hours studying--reading as well as researching, writing, problem solving, and consulting with the teacher. So, if a student has sixteen credits, that student will be preparing thirty-two to forty-eight hours apart from class time. Being a college student is a full-time job.

Students with weaker backgrounds or skills may find they need to spend more time preparing than others in their classes do. Students usually find that their college classes demand more outside preparation (homework, writing, projects, and reading) than their high school courses have. In general, tests and quizzes in college are given less frequently than in high school, so it is important that students not get behind in their work and learn to manage time efficiently.

## **MONEY IS A CONCERN. WILL MY STUDENT BE ABLE TO WORK AND STILL DO WELL IN CLASSES?**

About 50% of Hope students work on campus; others are employed off-campus. On-campus and off-campus jobs are posted on the JobStop website. Priority for most on-campus jobs is given first to students who have work-study as part of their financial aid package.

## **IS TRANSPORTATION AVAILABLE FOR OFF-CAMPUS JOBS?**

Yes. From 7 a.m. until midnight, Monday through Friday, drivers transport students in the Holland-Zeeland area to jobs or off-campus sites related to classes. The service (for which there is a small charge) leaves from and returns to the Campus Safety Office. Students must make arrangements at least 24 hours in advance, by calling the Transportation Office at 395-7799 or stopping at the Campus Safety Office.

## **MY STUDENT HAS A NIGHT CLASS; I'M CONCERNED ABOUT SAFETY.**

Free shuttle service stops at college facilities between 6 p.m. and midnight Sunday through Thursday, and Friday and Saturday between 6 p.m. and 2 a.m. Free escorts from campus parking lots are also available. Information about the shuttle route is posted on campus and distributed in campus residences.

## **I'M CONCERNED THAT MY STUDENT'S SCHEDULE MAY BE TOO DEMANDING.**

The transition from high school to college involves adjustments. Communication between you and your college student can help make the adjustment less difficult. College students, like the rest of us, grow through change. While the changes your student faces won't always be easy, the communication you have with your student will continue to be very important.

Decision-making can be one of the most critical skills learned during the college years. Practicing this skill in a relatively safe environment will prepare students and give them confidence in their ability to negotiate challenges they encounter later in life—be they in family affairs, community relationships, or work situations.

Some students have been involved in music, forensics, sports, yearbook, church activities, after-school jobs, and college prep classes; they have so many interests, so many things they want to do, that we needed to slow them down. Some, however, we needed to prod to get involved. None of us at Hope knows your student as well as you do. Not one of us commands the respect or the trust that you have earned.

While we encourage students to choose classes with care, we recognize that some adjustments will be necessary. Students may drop or add courses without penalty during the first week of classes. The exact dates of the drop/add period are published by the Registrar's Office. Students may withdraw from classes (a grade of "W" is recorded on their transcript) during the first ten weeks of the semester. Again, the Registrar's Office publishes the exact dates. Students will need the signature of the instructor of any class they want to drop, add, or withdraw from; they will need the signature of their academic advisor as well. Half-semester classes have different drop/add and withdraw dates; students should check with the Registrar's Office in DeWitt.

## **IF STUDENTS HAVE DIFFICULTY IN A CLASS, WHAT HELP IS AVAILABLE?**

The instructor of the class is the best source of help. Students can talk with instructors before or after class, can phone them in their office, can contact them via e-mail, or can leave a note in their office mailbox. Many instructors include their office location, phone number, and e-mail address on their course syllabus. Students can also contact the Registrar's Office to get this information. Suggestions for making the most of meeting with faculty are included in the student advising handbooks.

Help is also available through the Academic Support Center in VanZoeren Hall. The Center provides workshops, small group help-sessions in math, and individual tutoring appointments about study skills and writing. There is no fee for these services.

Tutoring for specific courses is also available for a sliding fee based on students' need-based financial aid. Departments recommend student-tutors. Their activities include building the student's understanding of the subject, examining student learning strategies, reviewing information presented in class, and quizzing the student in preparation for tests. Students need to contact the Academic Support Center to arrange for this tutoring; the earlier students arrange for this tutoring, the quicker they can begin to get help. Most tutors meet once or twice a week with their students.

A brochure outlining the services of the Academic Support Center is included in the student advising handbook.

## **WHAT IS HOPE'S ATTENDANCE POLICY?**

Since attendance records are handled differently by individual faculty members, attendance policies vary from class to class. Students' responsibility is to know the policy for each of their classes; this information is usually included in the course syllabus. Students should be aware that even in those classes where attendance is not regularly taken, they are responsible for all announcements and for all material covered. Students who expect to be absent should notify their instructors *well in advance*; students should also recognize that, regardless of the reason for their absence, they have the primary responsibility for catching up. Students also need to be aware that poor attendance, even in a class where attendance is not regularly taken, may result in poor performance in the class.

## **WHAT IF MY STUDENT HAS AN EMERGENCY SITUATION THAT WILL MEAN ABSENCE FROM CLASSES?**

Students should notify the Resident Director of their residence hall, the Student Development Office, or their advisor if they need to miss classes for more than three days. The Student Development Office sends absence notices to each of the students' instructors and the academic advisor; these notices include the dates the student expects to be absent from classes and the reason for their absence.

Students who are ill should visit our Health Center in the Dow Center. If the staff decides that the student will need to miss classes for more than three days, they will notify the Student Development Office directly about the absence.

We encourage students to contact each of their instructors directly about any absences--no matter how short-term--and to be aware that they are responsible for making up any work they have missed. The notices sent to advisors and professors "explain"—they do not "excuse"—a student's absence from class.

## **HOW ARE GRADES REPORTED?**

At midterm and at the end of the semester, grades are posted on students' KnowHopePlus accounts. KnowHopePlus PINs are confidential: only your student has access to the account. Some families ask their student to share this information with them so that they, too, can see grade reports. Samples of a KnowHopePlus midterm and final grade report are on page 7.

Midterm grades are indications of a student's performance based on about eight weeks of class. In some classes, these grades may represent one-half the semester grade; in others, they may be based on one exam or project, with most of the course work yet to be graded. Students should check with instructors if they are unsure what the grades represent. Midterm grades are not included in students' permanent academic record (transcript).

Final (semester) course grades reflect the instructor's best judgment of a student's overall performance. A professor's policy about grades and examinations is often included in a course syllabus. If students have concerns about a grade, they should contact their instructor or the Registrar's Office.

## **HOW IS A G.P.A. (GRADE POINT AVERAGE) CALCULATED?**

Since midterm grades are not part of students' transcript, a GPA is not computed for midterm grades. See sample midterm grade report on opposite page.

For final grades, students' GPA is determined by dividing the total number of "Quality Points" (in the sample on the next page, quality points = 51.40) by "GPA hours" (in the sample, GPA hours = 16). Quality points are determined by multiplying the value of each grade (A = 4; A- = 3.7; B+ = 3.3; B = 3, etc.) by the number of GPA hours: this calculation is indicated in the far right column ("Quality Points").

In the sample, the student received credit for Spanish 121 by exam. These credits count toward the student's earned hours, but not in his GPA. In the sample, the student also transferred a 4-credit class from another college. These credits are listed in the summary under "Transfer;" again, these credits count in the student's overall hours (credits) but do not affect his Hope College GPA.

In the sample, the student earned 16 credits at Hope: these determined his Hope College GPA. The student has earned a total of 24 earned credits (16 graded credits at Hope; 4 credits of language earned by exam; 4 credits transferred from another college). Students need to have at least 126 earned hours to graduate from Hope.

Because of family or personal emergency, students may not be able to complete course requirements. In this case, students may contact their instructor about the possibility of receiving an incomplete ("I"). This grade is reserved for special circumstances, and the missing work must be completed within six weeks after the close of the semester. Generally, if the work has not been completed, the grade becomes a failure ("F").


## **UNDER WHAT CIRCUMSTANCES ARE FAMILIES NOTIFIED ABOUT THEIR STUDENTS?**

Our goal is to foster students' independence, self-reliance, good judgment, and mature relationships with others. We encourage students to communicate with their families about important academic, personal, and medical issues. Our philosophy is to treat students as responsible adults with the expectation that they will, in fact, become responsible adults and in the process learn important lessons about accountability for their behavior and gain confidence in their abilities.

Parents are notified if their student is placed on academic probation or is on the Dean's List, though the student's precise GPA (grade point average) is not given. Parents are also notified, if their involvement is important for the resolution of judicial or behavioral issues.

# KnowHope Plus

## Midterm Grades

 Midterm grades are not assigned to all courses. If there is no midterm grade for a course, one has not been assigned by the instructor.

### Student Information

Term: Fall 2004  
 Degree: Bachelor of Arts  
 Major: Degree Seeking-Undeclared  
 Level: Undergraduate

### Course work

CRN	Subject	Course	Section	Campus	Course Title	Midterm Grade	Credits	Level
80259	ENGL	113	11	Main Campus	The Making of Personhood	C+	4.00	Undergraduate
80027	IDS	100	01	Main Campus	First Year Seminar	B-	2.00	Undergraduate
80806	POL	110	03B	Main Campus	National Government Topics		2.00	Undergraduate
80368	PSY	100	02	Main Campus	Introduction to Psychology	A-	4.00	Undergraduate
80471	SPAN	122	31	Main Campus	Spanish II	B	4.00	Undergraduate

# KnowHope Plus

## Final Grades

### Student Information

Term: Fall 2004  
 Degree: Bachelor of Arts  
 Major: Degree Seeking-Undeclared  
 Level: Undergraduate  
 Academic Standing:

### Undergraduate Course work

CRN	Subject	Course	Section	Campus	Course Title	Final Grade	Attempted	Earned	GPA	Quality Points
80259	ENGL	113	11	Main Campus	The Making of Personhood	B+	4.00	4.00	4.00	13.20
80027	IDS	100	01	Main Campus	First Year Seminar	B	2.00	2.00	2.00	6.00
80806	POL	110	03B	Main Campus	National Government Topics	B-	2.00	2.00	2.00	5.40
80368	PSY	100	02	Main Campus	Introduction to Psychology	A-	4.00	4.00	4.00	14.80
SG001	SPAN	121		Main Campus	Spanish I	EXM	4.00	4.00	.00	.00
80471	SPAN	122	31	Main Campus	Spanish II	B	4.00	4.00	4.00	12.00

### Undergraduate Summary

	Attempted	Earned	GPA	Hours	Quality Points	GPA
Current:	16.00	20.00	16.00	51.40	3.21	
Cumulative:	16.00	20.00	16.00	51.40	3.21	
Transfer:	.00	4.00	.00	.00	.00	
Overall:	16.00	24.00	16.00	51.40	3.21	

## **HOW DO I NOTIFY HOPE COLLEGE ABOUT CHANGES IN MY NAME, PERMANENT ADDRESS, OR PHONE NUMBER?**

Your student should come to the Registrar's Office (DeWitt Center) to complete a brief, but necessary, form. We need current and correct data to ensure that information reaches your student and you. To protect the confidentiality of your student's record, we cannot accept changes of information received over the telephone. Only when the student completes the necessary form can changes be made.

## **HOW DOES REGISTRATION FOR CLASSES TAKE PLACE?**

Each semester students are notified via their KnowHopePlus accounts about registration procedures. If their health record is up-to-date, bills have been paid, judicial sanctions have been met, and a tuition prepayment has been made, students' registration date and time will be posted on their account. Times are assigned by the computer system on an alphabetic rotation according to the number of semester credits a student has completed. In other words, seniors register earlier in the week, first-years later. Students register in November for the spring semester and in March or early April for the fall semester. Students must meet with their academic advisor before registering. Some students may register on-line; others register in-person.

## **WHAT HAPPENS IF CLASSES ARE CLOSED?**

Because some classes a student wants may be full at the time that student wants, we ask students, especially first and second year students, to discuss several alternates with their advisor. Students may sign electronic wait-lists at registration; if staffing permits, departments may add sections. Students may also check with instructors during the first week of the semester and, if space is available, may add classes during the drop/add period. Registration can be a stressful time for students; support from you would be most appreciated.

## **WHAT IS GENERAL EDUCATION?**

The general education curriculum is that part of a student's degree similar to degrees of other Hope graduates. The requirements of general education are diverse--literature, cultural heritage, social sciences, fine arts, languages, kinesiology, mathematics, natural sciences, and religion. Our hope is that through this array of courses students will gain a broad understanding of a variety of disciplines--an understanding that will enlarge their perspective of the world and help students make connections. These connections are the hallmark of the general education curriculum and of the liberal arts experience at Hope College.

Our goal is a lofty one: the integration of faith and academic studies, of human life and natural world, of individual wants and group needs, of past and present, of personal moral code and societal ethics, of national identity and world citizenship.

As their world grows more complex and more diverse, we hope that the general education courses will provide students with a perspective to see this complexity and diversity positively and to accept them as challenges for further growth.

More information about general education is posted here: <http://www.hope.edu/academic/gened>

## **WHAT IF MY STUDENT HAS A CONCERN ABOUT HOUSING?**

Students should first contact their RA (resident assistant), then their Resident Director, and finally, if necessary, the Student Development staff who work with residential life.

## **HOW WILL MY STUDENT GET HOUSING NEXT YEAR?**

The housing office notifies students during the spring about housing policies. In April they select their rooms through a room drawing.

## **MAY STUDENTS STAY IN RESIDENCE HALLS DURING VACATIONS?**

Yes, except during Christmas and summer vacations. During other vacations (except during spring vacation), food service is available for students remaining on campus.

On-campus housing is available to students during the summer months. Applications are due in the Student Development Office by the first week in April.

## **IS TRANSPORTATION AVAILABLE FROM THE AIRPORT IN GRAND RAPIDS TO HOPE COLLEGE?**

At the beginning and end of each semester, at fall recess, at Thanksgiving, at winter recess, and at spring recess, shuttle service is available. Students should contact the Student Development Office on the first floor of the DeWitt Center *well in advance* to reserve a seat. There is a charge for this shuttle service.

## **IS HOUSING AVAILABLE ON CAMPUS FOR VISITORS?**

On-campus guest housing is available at the Haworth Inn and Conference Center, 1-800-903-9142. Daily rental fees are charged.

## **IF MY FINANCIAL CIRCUMSTANCES CHANGE, CAN MY FINANCIAL AID PACKAGE BE RECONSIDERED?**

Yes; contact the Office of Financial Aid at 100 East 8<sup>th</sup> Street, first floor, 888-439-8907 (toll-free) or 616-395-7765.

## **DO I NEED TO REAPPLY FOR FINANCIAL AID EACH YEAR?**

Yes. The FAFSA is available to complete on the Internet; the SAF is available on the Office of Financial Aid website beginning January 1. Paper copies are available at the Office of Financial Aid in December. March 1 is the priority filing date for all students to submit their financial aid forms. Please see the Office of Financial Aid website for more information at [www.hope.edu/admin/finaid](http://www.hope.edu/admin/finaid).

## **WILL MY AID REMAIN THE SAME EACH YEAR?**

Annual changes in your family situation and financial status may affect the amount of assistance from year to year. If your FAFSA data remains fairly consistent each year, however, your financial aid should also remain consistent across years, contingent upon state and federal appropriations and regulations. Some funds have a limit on the number of semesters available, so you may see aid changes as a result of eligibility being exhausted.

## **ARE MERIT AWARDS AVAILABLE FOR TRANSFER STUDENTS?**

A limited number of scholarships is available to students from two-year community colleges. Information is available from the Admissions Office.

## **DOES LIVING OFF-CAMPUS AFFECT FINANCIAL AID?**

Students planning to live off-campus should contact the Office of Financial Aid (616-395-7765) or email [finaid@hope.edu](mailto:finaid@hope.edu) to learn whether and how this would change their financial aid.

## **MY INSURANCE COMPANY (BANK OR LOAN SERVICE) NEEDS VERIFICATION THAT MY STUDENT IS ENROLLED IN COLLEGE; HOW DO I PROVIDE THIS VERIFICATION?**

The Registrar's Office (DeWitt Center) provides an enrollment certification which indicates whether your student is enrolled full-time (12 credits or above), part-time, or half-time. Your student can request an enrollment certification by completing a short form available in the Registrar's Office; we need a complete mailing address to ensure that the form reaches the appropriate office. If another form has been sent to you, please complete the appropriate parts and have your student bring it to the Registrar's Office. Sometimes, enrollment certifications need to be filed each semester the student is in college; check with your bank or insurance company if you're not sure. Often, these offices insist that enrollment certifications not be filed until after the semester has begun. It takes at least 48 hours to get the enrollment certification in the mail.

## **CAN STUDENTS TAKE SUMMER COURSES AT ANOTHER COLLEGE AND TRANSFER THEM TO HOPE?**

Yes, but there are some important things to do before and after enrolling.

*Before registering for the class*, students should come to the Registrar's Office in the DeWitt Center to get a "Credit Transfer" form. The completed form must be taken to the department that teaches the course(s) at Hope for the approval of the chairperson. The approval of the student's advisor is also required. The completed form (with all required signatures) should be returned to the Registrar's Office.

When students complete the course(s), they should request that the other college or university send an *official* copy of their transcript to the Registrar's Office at Hope. For the credit to transfer, students need to receive a grade of C or better. When we receive the official transcript, we'll check to see that the student has had the course(s) approved and then award the appropriate credit. Students and their advisors will be notified that the credit has been transferred. The approval form

indicates whether the course will transfer as an elective or as a core requirement or as a major requirement; it also indicates how much credit will be awarded.

*Grades* earned at other colleges do not transfer to Hope or have any affect on students' Hope College grade point average. For this reason, students should not retake at another school courses already taken at Hope.

## **WHOM SHOULD I CONTACT IF I HAVE QUESTIONS ABOUT MY BILL?**

The Office of Business Services acts as a clearinghouse for student charges and credits. Since the Business Office does not have detailed records concerning some items which appear on the bill, we suggest you contact these offices if you have questions.

<u>If your question involves...</u>	<u>Please contact...</u>	<u>By phone...</u>	<u>By e-mail...</u>
Financial aid or student loans	Financial Aid Office	(616) 395-7765	FinAid@hope.edu
Housing or board	Student Development	(616) 395-7800	Housing@hope.edu
Registration or class schedule	Registrar's Office	(616) 395-7760	Registrar@hope.edu
Payments, refunds	Business Services	(616) 395-7815	Overbeek@hope.edu
Budget plan	Business Services	(616) 395-7815	Overbeek@hope.edu

## **WHAT SERVICES ARE AVAILABLE AT HOPE'S HEALTH CENTER?**

Registered nurses and a physician assistant are available from 8:30 a.m. until 4:30 p.m. Monday through Friday; they are closed from noon till 1 p.m. Students receive medical care and appropriate testing for illness and injury concerns. Referrals are made as needed to local physicians and specialists. The Physicians' Exchange is available to students after 4:30 p.m. and on weekends. Students may see a physician in the clinic on Thursdays from 9:30 a.m. until noon by appointment only. A gynecologist visits the health center once a month; appointments are necessary. Immunizations and TB skin testing are also available. Full-time students may use their HopeHealth benefit to cover fees. Part-time students may have any fees billed to their student account. See the Health Center website for more specific information.

## **WHAT SERVICES ARE AVAILABLE AT HOPE'S COUNSELING CENTER?**

The Counseling Center, located in the DeWitt Center, provides short-term individual and group counseling to Hope students, free of charge. Professional counselors meet with students about a variety of personal and relationship issues and for crisis intervention. Common concerns include academic difficulties, mood changes, adjustment to college life, conflicts in relationships, alcohol and other substance use, eating issues, motivational concerns, and stress management. Support groups are also available. The Counseling Center is open for appointments from 9-12 and 1-5 Monday through Friday.

## **MY STUDENT IS UNDECIDED ABOUT A MAJOR. WHAT RESOURCES ARE AVAILABLE TO HELP IN DECISION-MAKING?**

Because this is an area of great interest both to students and to their parents, we are including information from the student handbook about life planning and career planning in the pink pages at the back of this booklet.

## **WILL HOPE COLLEGE HELP MY STUDENT FIND A JOB AFTER GRADUATION?**

In the first and second years, students are encouraged to attend Career Services workshops and to visit the career library. Juniors and seniors, as well as graduates, can continue their career search by meeting with staff in the Office of Career Services. Career specialists can help them develop a resume, prepare for interviews, and establish a placement file. We urge students who are completing their junior year to begin planning for the transition from college to further education or employment.

Some employers and graduate schools visit campus to interview students. Information about job fairs in the area is also available. The Office of Career Services publishes an employment opportunity bulletin. For students who plan to relocate outside Michigan, reciprocity request forms are available so students can get employment assistance from another college or university.

Experience suggests that students who have been most involved in and thoughtful about planning their majors and possible careers, those who have taken ownership of their education and of the choices this education provides and can articulate the skills they have developed have been the most successful in making a connection with further education, service opportunities, or a job.

## **I WANT TO REMAIN INVOLVED IN MY STUDENT'S LIFE; I ALSO WANT TO ENCOURAGE INDEPENDENCE.**

When students struggle, as most will, with homesickness, academic difficulty, or awkward personal relationships, your comments can provide the critical support they need. The stress of exams, the anxiety of finals, the tension of homework and papers, and the fatigue of intensive reading, thinking, and writing are natural and on-going phenomena for students. "Survival packages" and notes of encouragement from home can help students deal with these challenges. Students often tell us that no sight is as welcome as mail in their boxes--this is as true for students from Holland as it is for students from Hawaii.

In addition, students who realize that their parents have high ideals of conduct and a realistic approach to personal achievement are better equipped to meet classroom expectations of their professors and to conduct themselves responsibly.

## **WHAT CAN PARENTS EXPECT FROM HOPE COLLEGE?**

Parents can expect a supportive environment for their students and college officials whose primary obligation is to serve the educational and developmental needs of students. Hope College offers students a wide range of support services and counseling resources. Students have the option of using a network of advising and counseling services and are presented with a set of procedures, policies, and regulations that guide their activities and cushion them, but do not insulate them, from the consequences of their choices. We do not leave students to their own devices or return them to their families when they encounter difficulties. We seek to provide guidance, encouragement, information, and a clearly articulated framework of values within which students can seek their own paths.

# **THE LIFE PLANNING AND CAREER PLANNING CONNECTION**

*This section comes from the student advising handbook and is addressed to Hope students.  
I've included it here since it may also be of interest to families.*

National studies of college students show that more than three out of four are initially uncertain about their choice of major and more than four out of five have had little actual experience in the academic field they are considering.

If you're like most college students, you'll find that your interests and goals change as you discover the variety of courses and programs offered at Hope. As you take courses and learn more about programs, you'll be learning more about your own abilities, interests, and goals. That's what the liberal arts experience is all about. That's also why your major is considered undeclared (although you indicated some possible majors on your application), until you formally declare your major.

Discovering a major and career suited to your interests and abilities is one of the most important and most difficult tasks you will face while you're here. This section focuses on the steps to follow and the resources available to explore your opportunities and decide on your major and career.

### THE EXPLORING STAGE

You won't need to go far to begin exploring. The exploring stage of life planning focuses on you--what you're interested in, what you do well, what you know about majors and careers, what your goals are, and what you value.

Hope's general education curriculum is an excellent way to begin your exploration. These broad academic experiences will give you the opportunity to pursue interests you already have and to discover new interests; through general education classes, you can also see how well you handle and how much you enjoy different kinds of college courses.

Nonacademic experiences can also help you make life planning decisions. Perhaps you've enjoyed working at a summer camp, or volunteering at a senior citizens' center, or auditioning for a play, or participating in student government. These experiences have helped you learn more about yourself, your interests, and your abilities. Hope has a variety of organizations to help you learn more about particular majors or careers. Check KnowHope and the *Anchor* for information about when and where these groups meet or speak with the chairpersons of the departments that interest you.

You can also learn more about career planning by taking workshops offered by the Office of Career Services. During these, you can explore your interests, values, and goals, discover more about majors and careers, and learn decision-making skills to help you choose a major and career. Career Services also houses a career library. You are welcome to borrow for one week a variety of books, from information about local companies to what you can do with a major in English.

The staff of the Office of Career Services can meet with you to discuss your concerns. Also available are tools to help you identify your skills and values and understand your personality traits. To schedule an appointment, please call Career Services.

Your choice of a major will be the natural outcome of evaluating your experiences; learning more about your abilities, interests, and limitations will help you narrow your choices. It is not surprising that your choice of a major or career may take time.

## THE CLARIFYING STAGE

After you have explored your knowledge, values, interests, and skills, you will need to use this information to begin making decisions. Knowing what you enjoy, what you do best, and what you value--and knowing these things not just intellectually but through experiences--is essential to make sound educational, career, and life decisions.

Clarifying your plans will again involve asking questions; these questions, however, will be more precise because of the exploring you have already done. Have your experiences and self-assessment caused you to modify any of your values and goals? What have you already done to reach some of your goals? What other options can you explore? What information do you need to clarify your goals?

Once more, you'll want to go back to the same sources mentioned in the exploring stage--your advisor, the staff of Career Services, the Career Library--and ask more focused questions.

Now is a good time to meet with a professional in the fields you are considering. Career Services, your advisor, friends, and relatives may be able to help you make these connections and schedule appointments. Break times are good times to schedule these visits.

Now is also the time to begin to make choices about your major. While there is no handy-dandy checklist or foolproof guide, you ought to be able to answer *yes* to most of these questions based on your self-assessment and experiences:

- Do you enjoy taking classes in this department?
- Do you have the skills you need for these classes, or are you interested in acquiring them?
- Do you enjoy using and refining the skills you need for these courses?
- Do you feel generally comfortable with the faculty in this department?
- Do enjoy being with other students in this department?

Look again at the questions you've been asked about your major fields. Enjoyment is mentioned in almost all of them, and the reason is straightforward. What will educate you best, what will attract your mind in the most active way is what you most enjoy. To choose your major wisely you need to decide what you like to do, not what others think you should do.

Often people assume that there will be a direct link between their academic major and their career field. In some cases, this is true: you can't be a nurse or a medical technologist or a certified teacher unless you have taken certain majors or courses. Most careers, however, do not demand a specific major. Students with an interest in law can major in science or English, in philosophy or economics, in language or art, in political science or...? Students who intend to enter the field of business can approach this area from a similarly large number of majors.

Rather than ask, "What can I do with a history major," ask "What do I *want* to do?" As you begin to seek answers to this question, the choice of a major takes on new meaning. In most fields, the decision of a major leaves your choice of a career field open.

Students who opt to major in history, for example, may go on to careers in business, law, public relations, medicine, or sales, to name a few possibilities. They may also go on to graduate school in history or study for a Ph.D. Majoring in history, in other words, is not the same thing as deciding to become a historian.

## THE SPECIFYING STAGE

The specifying stage will involve building on the information you gathered in the first two stages. Now you need to develop a detailed plan of action for reaching your goals.

What courses are required for the major you have chosen? What prerequisites do you need? How do you plan to fit in these courses? Many departments have a checklist of requirements for majors and minors; spend some time going through it and set out a plan so you can graduate in a timely fashion and possibly include an internship or off-campus experience. A tentative schedule for multiple semesters will also reveal places for pursuing other interests and investigating electives.

- What additional courses should you plan to include?
- Should you consider a particular minor?
- What other experiences do you need? Can an off-campus program help? Is an internship a possibility? Do on-campus groups provide opportunities for hands-on learning experiences?
- How can you increase your marketability after graduation? What particular skills, involving perhaps communication, human relations, leadership, self-discipline, do you need to develop? What activities and opportunities can help you?
- How do your courses relate to your goals? How are you preparing to reach the goals you've set?
- What are you doing to develop to the fullest your God-given skills and abilities through activities outside the work place? What are you doing to become a well-rounded person, sensitive to the needs of society and committed to your personal responsibility to make positive contributions to your world? You have been gifted with talents and abilities the world needs; how can you use these to serve others?

Quite a list of questions! Some resources you can use to help you answer them remain the same: your advisor, your departmental chairperson, and the staff of the Office of Career Services. Others can help as well: the Chaplains' Office, the Student Development Office, the Office of International Education, and the on-campus contact people for off-campus programs. The College *Catalog* lists many of the programs available; your academic advisor may be able to suggest others. Watch campus bulletin boards for information about off-campus programs that attract you. If your major department has a newsletter, make sure you're on the mailing list. Check *Know Hope* for seminars, lectures, panel discussions, plays, music events, poetry readings, and gallery shows; nonacademic settings are great places to expand your horizons and to sharpen your skills.

Given the level of competition in the job market, your major alone (no matter how "practical") probably won't land you a job. In the exploring and clarifying stages, you focused on your interests and abilities; now is the time to investigate the world of work. You need to discover what jobs are available and what skills you need to develop to be employed in your chosen areas. The federal government lists over 31,000 career fields in its *Dictionary of Occupational Titles*; for those who are well informed, the range of opportunities is enormous. Career Services has a wealth of information about typical on-the-job activities, necessary skills, occupational outlook, salary range, and methods of entry for a variety of career fields.

Use internships, part-time jobs, volunteer opportunities, and co-curricular activities to gain experience and develop the skills you need. You'll want to include these on your resume and ask supervisors to write letters for your credential file. Talk with people employed in the areas you'd like to enter. Most will be flattered to be asked about what they do and may be able to provide you with important information.

While this effort will earn you neither credit nor a grade, this research will be an important activity for your future employment. The care and knowledge with which you approach life and career planning will be reflected in your resume and transcript. In taking these steps, you are taking ownership of your education and of the choices it presents. You are becoming more aware of the "real world" outside Hope College and of how your courses and activities can relate to your future life.

## THE IMPLEMENTING STAGE

This stage is the culminating step for reaching your educational and career goals and for translating those goals into reality. This will be an exciting time because you will be able to see some of your hard work and perseverance paying off. This can also be an apprehensive time because your immediate future may be unknown. However, all of us at Hope College are here to support you. We have tried to teach you the skills necessary to engage in lifelong development, and now we can provide some specific resources to help you take the first big step. The rest is up to you. Be sure that you have:

- Completed the requirements for graduation (see the student handbook).
- Developed tentative life goals and values.
- Identified skills you have gained through experiences, both academic and non-academic. If you have followed the guidelines in this handbook, you'll be in a better position to articulate what competencies you've developed as well as what skills your chosen areas seek for entry-level positions. These are the skills you'll want to stress in cover letters and resumes.
- Attended workshops offered by the Office of Career Services. The Senior Sequence is designed to address career preparation issues to help you to plan for employment after graduation. Workshops are offered each semester covering skills for interviewing, preparing your resume, and managing an effective job search. Stop in the Office of Career Services or visit their web-site to check when and where workshops will be offered.
- Sought advice from your advisor and Career Services about professionals or alumni who might be able to provide leads for employment, graduate school, or service opportunities.
- Sought advice about people who might write letters of recommendation for your credential file. Again, the efforts you've spent during the other stages of your life/career planning will pay off here; you'll be able to suggest to recommenders the areas and skills you want them to comment about. Your credential file will reflect your knowledge of your own abilities as well as your understanding of the demands of the career fields you plan to enter.

As the world grows more complex and as your responsibilities increase, you will frequently be faced with important choices. Throughout your life you can use the self-assessment and decision-making skills you have developed. The opportunity or even the necessity of making further career choices will not end when you land your first job.

Just as your ideas about your major probably changed as you gained experience, what you enjoy doing most and what you do best may come more sharply into focus with experience. Knowing that you can draw on your self-assessment and decision-making skills should help you see such situations positively and accept them as challenges for further growth.

The development of your vocation (which involves not only your work or job, but your leisure and educational activities and volunteer work as well) will involve your whole life span. Career planning is not just a decision to enter a particular line of work; it reflects your life experiences.

In the process of life planning, you have been encouraged to do some soul-searching and some self-assessment. Along the way, you have discovered much about yourself, your values, and your goals. Our hope is that you will continue to evaluate your interests, goals, and skills and that the Hope experience will lead you to put your God-given talents in service to others.

## Myths and Facts about Majors and Careers

<b>MYTH</b>	<b>FACT</b>
“I’m in trouble: I haven’t decided what I want to major in and what career I want for the rest of my life.”	Making decisions before you know some important things about yourself, your abilities, and your fields of interest doesn’t make sense. Choosing a major and career is a complex process that takes time and effort.
<b>REALISTIC GOAL</b>	
Consider what you enjoy, where your gifts and abilities lie; use this booklet to get ideas of how and where to begin. Be less concerned about what others want, or what you think you should want or be able to do.	
<b>MYTH</b>	<b>FACT</b>
“My degree is my ticket to the life I want”	A degree is a certificate that you have completed requirements. What you DO with your degree depends on how well you’re prepared and what you have learned about yourself, your options, and your world.
<b>REALISTIC GOAL</b>	
Learn how to express yourself, your strengths, and your abilities effectively; this booklet can give you ideas. What you get out of your education depends greatly on what you put into it. The time to begin life and career planning is NOW.	
<b>MYTH</b>	<b>FACT</b>
“Choosing a major is a BIG decision, and the major I choose will get me a specific job.”	A major is a label used to organize programs. The same interest could lead to different majors; the same major could lead to different careers; and different majors could result in the same job.
<b>REALISTIC GOAL</b>	
Take advantage of the resources Hope offers, consider alternatives; inform yourself about what’s available. Career and life planning is a balance between having no focus or direction and being too narrowly defined.	
<b>MYTH</b>	<b>FACT</b>
“My employer will give me on-the-job training; all I need to worry about are my courses and grades.”	Although employers do give on-the-job training, they appreciate evidence that you can do the job, that you’ve been purposeful about your education, and that you’ve worked hard.
<b>REALISTIC GOAL</b>	
Use opportunities Hope offers to gain experience that will test your interests and preparation--stretch yourself; consult this booklet for specific suggestions. Once you decide on a general direction, some research will probably be needed before you can begin a job search. Internships and volunteer opportunities are great ways to test your chosen field.	

**DIRECTORY OF IMPORTANT  
PHONE NUMBERS AND ADDRESSES**

Mail should be addressed to:

(the specific office)  
Hope College  
P.O. Box 9000  
Holland, MI 49422-9000

The area code for all Hope College telephone numbers is 616.  
The Hope College switchboard number is 395-7000.

Academic advising, academic matters .....	395-7760	
		Jon Huisken, Huisken@hope.edu Maura Reynolds, MReynolds@hope.edu Registrar's Office—DeWitt Center
Academic support and tutoring.....	395-7830	
		Janet Pinkham, Pinkham@hope.edu VanZoeren Hall, 261
Campus activities/organizations/Student Life .....	395-7942	
		Shauna Morin Student Development Office—DeWitt Center
Campus work .....	395-7821	
		Carla Davis, Davis@hope.edu Human Resources, Anderson-Werkman Financial Center
Career services, job placement, internships .....	395-7950	
		Dale Austin, Austin@hope.edu Career Services Office— Anderson-Werkman Financial Center
Conference services .....	395-7221	
		Heather Roden, Roden@hope.edu Anderson-Werkman Financial Center
Costs, billing .....	395-7815	
		Holli Overbeek, Overbeek@hope.edu Business Services— Anderson-Werkman Financial Center, Suite 280
Counseling .....	395-7945	
		Kristen Gray, Gray@hope.edu Counseling Center—DeWitt Center
Disabled student services .....	395-7800	
		Louise Shumaker, Shumaker@hope.edu Student Development Office—DeWitt Center

FAX

College (Mailroom) .....	395-7922
Registrar's Office .....	395-7680
Office of Financial Aid .....	395-7160
Office of Financial Aid.....	395-7765
Phyllis Hooyman, Hooyman@hope.edu	
Office of Financial Aid, Anderson-Werkman Financial Center, first floor	
Greek Life .....	395-7942
Ellen Awad, Awad@hope.edu	
Student Development Office—DeWitt Center	
Health concerns .....	395-7585
Cindy Sabo, Sabo@hope.edu	
Health Clinic—Dow Center	
Hope health insurance .....	395-7810
Kevin Kraay, Kraay@hope.edu	
Business Services— Anderson-Werkman Financial Center, Suite 280	
Judicial affairs .....	395-7800
John Jobson, Jobson@hope.edu	
Student Development Office—DeWitt Center	
Multi-cultural life .....	395-7867
Vanessa Greene, Greene@hope.edu	
Martha Miller Center	
Parent Relations/College Advancement .....	395-7250
Scott Travis, Travis@hope.edu	
DeWitt Center, second floor	
Public relations .....	395-7860
Tom Renner, TRenner@hope.edu	
Office of Public Relations—DeWitt Center, second floor	
Residential Life .....	395-7800
John Jobson or Dee Campanella, housing@hope.edu	
Student Development Office—DeWitt Center, first floor	
Safety concerns, medical emergencies .....	395-7770 or 395-7000
Campus Safety	
178 East 11 <sup>th</sup> Street	

# INDEX

absences .....	5
address changes .....	8
advising .....	1
attendance policy .....	5
bills, billing .....	11
career planning .....	pink pages
changes in name, address, or phone.....	8
Counseling Center .....	11
credit hours .....	3
employment, student .....	3
enrollment verification .....	10
financial aid .....	9-10
general education .....	8
GPA (grade point average) .....	6-7
grades, reporting of.....	5-7
graduation .....	2
guest housing .....	9
Health Clinic.....	11
help in classes .....	4
housing .....	9
incompletes .....	6
job placement .....	12
majors.....	1, 13, pink pages
name changes.....	8
notification of parents.....	6
registration for classes.....	8
schedules .....	1
studying.....	3
summer classes at other colleges .....	10
telephone numbers.....	yellow pages
transferring classes from other colleges.....	10
transportation .....	3, 9
tutoring help .....	4