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Confidentiality Issues

Hope College supports the Family Educational Rights and Privacy Act of 1974 (FERPA, also known as the Buckley Amendment). College policy incorporates the rights and privacy guaranteed to the student by this act.

In short, academic records (grades of any sort, as well as midterm, semester, and cumulative GPA) are not shared with others except with students' written permission. Faculty and administrative staff have access to student records only when necessary in the discharge of their responsibility. If in doubt about whether it is appropriate to discuss a student's record, performance, or private life, it is usually best to say nothing and to refer the person to the Registrar's Office.

Families are not sent copies of midterm or semester grade reports. The hope is to foster adult communication between students and their families. It is reasonable for parents to be concerned about their student's academic situation; some insist that students share grade reports with them. That is a family decision. Students are encouraged to keep in touch with their families and to share academic information with them.

Families are told that, if they want to see midterm and final grades, they should ask their student for their student's ID number and PIN for KnowHopePlus. With this access, families can see their student's grades, bill, and financial aid.

We don't want to enable students and their families to avoid communicating by involving us. It is reasonable to ask families, "Have you shared your concern with your student?" When they contact a faculty member, most are motivated by genuine love of and appropriate concern for their student. Often, they are just not sure what to do.

While we don't operate on our students or prescribe medicines, we can learn from the medical profession and vow to do no harm. Careless remarks can help destroy the confidence, self-esteem, and reputation of some students.

Feel free to forward calls from families to the Registrar's Office. (616) 395.7760.

PROFILE OF THE STUDENT BODY

High School Background

- Mean rank of enrollees in fall 2005 was 81stile.
- Their mean high school GPA was 3.79; 15 students accepted in the probationary FOCUS program in fall 2005 had a mean high school GPA of 2.7.
- Range of composite ACT scores for the middle 50% was 24-29. (Top score on the ACT is 36)

These indicators categorize Hope as a “high selectivity college” by national norming standards.

Hope College Grade Point Average (Fall 2008)

Average GPA of all degree-seeking students = 3.29

Freshman GPA = 3.25

Sophomore GPA = 3.15

Junior GPA = 3.30

Senior GPA = 3.47

Academic Majors

The most popular majors of those who graduated in 2008 were Management (84); Communication (60); Psychology (56); Biology (54); English (54).

Freshman Retention

Of the class entering in 2007, 90% returned for a second year--a record high percentage. Over the last ten years, freshman/sophomore retention has been between 85% and 89%.

Graduation Rates

Of those freshmen entering Hope College in 2003, 66% graduated in four or fewer years; 79% graduated in five or fewer years.

PROBATION and ACADEMIC DISMISSAL

Hope has a sliding scale for determining academic probation—the scale was revised in 2005.

If a student has earned this number of credits...**	this <i>cumulative</i> GPA means probation...**
0-24 semester credits	below 1.70
25-57 semester credits	below 1.90
58-89 semester credits	below 1.95
more than 90 semester credits	below 2.00

****Any student with a semester GPA below 1.30 (regardless of the student's cumulative GPA) will also be placed on academic probation and will be required to meet with the Registrar.**

The Registrar sends letters to students if they have been placed on probation and encourages them to consult their advisor and to use appropriate support services. Copies of the letters are sent to advisors and to parents or guardians. Students are placed on (or removed from) probation after fall or spring semester only.

Usually about 20 freshmen are placed on probation at the end of their first semester; these students are invited (but not required) to participate in the SOAR (Spring Opportunity for Academic Recovery). If new students choose this option, they are assigned a special academic advisor. Again, advisors and families are sent copies of these letters.

Students are sometimes dismissed from the college, if they are not making satisfactory academic progress. Conditions which *may* result in academic dismissal:

- For first-year students, any semester GPA below 1.30 and/or a cumulative GPA of less than 1.7
- For other students, a cumulative GPA below 1.90 and/or an academic record which does not show progress toward reaching the college's degree requirement of 2.0 cumulative GPA.

The Registrar notifies students by letter if they are dismissed. Advisors and parents or guardians also receive copies. Dismissal may be appealed to the Student Standing and Appeal Committee within ten days of receipt of the Registrar's letter. Usually only a small number of students is dropped from the academic program each semester.

Students who are not making satisfactory academic progress (failing or withdrawing from classes) may be in jeopardy of losing their financial aid. Guidelines are included in the college *Catalog*; the Financial Aid Office places students on "financial aid probation" when they are not making satisfactory academic progress. Students may be placed on "financial aid probation" even if they are not on academic probation and vice versa. Refer questions about "financial aid probation" to the Office of Financial Aid
100 East 8th Street first floor.

Advanced Placement (AP) and International Baccalaureate (IB) Exams

In July 2006, we received about 700 scores from Advanced Placement exams. If students requested that their AP scores be sent to Hope, we should have received them by mid-August.

If your advisees have taken an AP **exam**, but an evaluation is not in their advising folder, ask the student to come to the Registrar's Office. We can show the student how to request a transcript from AP. It takes about a week to receive a transcript, and Advanced Placement charges a fee.

An increasing number of students are presenting scores from IB (International Baccalaureate) exams. The Registrar evaluates these exams; only "higher level" (HL) exam receive credit. Typically, scores of 5 or above are awarded credit. If your advisees have questions, please send them to the Registrar.

Advanced Placement and International Baccalaureate exam grades present two challenges. The first, and for some students, parents, and teachers, the most important, involves how much credit will be awarded. The second involves placing students in an appropriate class at Hope College--one which will not repeat material and will challenge, but not overwhelm, the student. The first challenge can be rather easily dealt with; the second needs to be determined not just on the basis of a test taken on a single day. Students with the same score on an AP examination may not belong in the same level class. We want to assure as much as possible that students have the background they need to succeed. Departments are eager to work with students who are concerned about their placement.

Students can receive **no more than 32 credits via exams** (Advanced Placement, International Baccalaureate, and CLEP are the most common exams).

Students can count **no more than 8 credits via exams** (AP, IB, CLEP, or language) toward a major.

IMPORTANT NOTE: Students may receive credit for a class *either* via an exam *or* by taking the class. Duplicate credit for the same class cannot be given. (except for English 113, see below). Students who want to take a class for which they have received credit via an exam should consult the contact person to see if their examination credit can be awarded for a different class.

English 113 is an exception: students **MAY** receive credit for the course via AP *and* receive credit for taking an English 113 class.

Advanced Placement Exams—Fall 2009

No more than 32 credits awarded by exam may be counted towards a Hope degree.

EXAM	Score	Credit Awarded/Recommendation
Art: Studio		see department chair
Art: History	4-5	4 credits in Art 110 (completes Fine Arts I general education requirement)
Biology	4-5	4 credits in Biol 240 Potential biology majors are strongly encouraged to take BIOL 240
Chemistry	4-5 3	8 credits in Chemistry 111/113 & 121/114. Some take these classes; others enroll in Organic Chemistry (221/255). 4 credits in Chem 101 (not part of a chemistry major or minor)—if considering engineering major, check with the chair about whether this credit would count as part of the engineering major
Comparative Govt	4-5	4 credits in POL 151--completes Social Science I-B general ed requirement
Computer Science-AB Exam	3-5	4 credits in CSCI 225. Potential majors and minors should enroll in CSCI 241 (2 credits) <u>and</u> CSCI 250 (2 credits)
Computer Science-A Exam	4-5	4 credits in CSCI 225. Potential majors and minors should enroll in CSCI 241 (2 credits) <u>and</u> CSCI 250 (2 credits)
Economics	4-5	4 credits in Economics 211, if macro-economics exam (completes Social Science IB gen ed requirement); 4 credits in Economics 212, if micro-economics exam
English (Language OR Literature)	4-5	maximum of 4 credits awarded in English 113. Students who want to take English 113 should consult the chair (Dr. Klooster) about receiving literature credit. <u>Students do not receive credit for more than one exam.</u>
Environmental Science	4-5	4 credits in GEMS (lab science course <i>for non-science majors</i>)—completes part of science requirement for non-science majors
Government	4-5	2 credits in Pol 110 (Social Science I B general ed. requirement), if U.S. Gov't
History: U.S.	4-5	4 credits in <i>American</i> history (History 161) -- <u>not part of general ed requirement</u>
History: European	4-5	4 credits in History 131 (Cultural Heritage II requirement)
History: World	4-5	4 credits in History 295 (Cultural Heritage II requirement)
Human Geography	4-5	4 credits in GEMS (no credit for lab)—completes part of science requirement for non-science majors
Languages--French, or German, or Latin, or Spanish	5 4 3	12 credits in language 8 credits in language 4 credits in language
Mathematics--Calculus AB	4-5 3	4 credits in Math 131 (completes math requirement): students may enroll in Math 132 if they plan further study in calculus None awarded automatically, <u>but</u> if student takes Math 132 and earns grade of at least B, student receives 4 credits in Math 131.
Mathematics--Calculus BC	4-5 3	8 credits in Math 131 & Math 132 (completes math requirement): students may enroll in Math 231 if they plan further study in calculus. Use the AB-subscore grade (provided by AP), and follow the AB-policy (above) for credit and placement.
Mathematics—Statistics	4-5	3 credits in Statistics (Math 210). No laboratory credit awarded.
Physics B (non-calculus based)	4-5	6 credits in <u>non-calculus based physics</u> ; credit for lab may be given depending on experience—check with chairs Dr. Mader or Dr. Krupczak about how this credit may apply to a physics or engineering major.
Physics C (calculus based)	4-5	For Mechanics Exam, 3 credits in Phys 121; lab credit possible, as above. Potential physics majors should enroll in Phys 122 in fall semester. For Electricity & Magnetism Exam, 3 credits in Phys 122; lab credit possible, as above. Potential physics majors should enroll in Phys 112 in fall semester.
Psychology	4-5	3 credits in Psychology 100 (no laboratory credit awarded), can earn lab credit by enrolling in PSY 295 (1 cr)

Consult chair of appropriate department or Registrar's Office for information about scores in other exams.

Advising Students: Goals for First Year Advising Program

Overall objective: Advisors support and challenge new-to-college students as students begin to set appropriate academic expectations and become familiar with college life. Advisors perform these functions by asking appropriate questions and introducing students to campus resources.

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|---|--|
| 1. Become familiar with college resources, including KnowHopePlus. | Students are introduced to many resources during new student orientation; <i>Connections</i> (the student advising handbook) provides more information. Maura can visit FYS classes to introduce KnowHopePlus and degree evaluations; information is also on-line. |
| 2. Be introduced to the liberal arts | As students work with advisors to understand and explore their gifts and select courses and programs, advisors can help students identify and see the value of the liberal arts skills they are developing. |
| 3. Understand requirements for general education and for major--not just what they are, but why | Check the yellow and white pages of the student advising handbook |
| 4. Understand college policies and options | Information about these concerns is included in this handbook and in the green pages of the student advising handbook. |
| 5. Develop accurate expectations of time and effort required to make successful academic progress | These areas are covered briefly during orientation. The Academic Support Center is a good referral source for those who want more help. |
| 6. Evaluate whether major/career choices match interests and abilities | The pink pages of the student advising handbook provide information about this important area of concern. The Office of Career Services offers workshops, career planning, assessment tools, and individual counseling. |
| 7. Assume responsibility for their education and choices | Advisors provide appropriate guidance so students can make their own decisions. |
| 8. Learn how to associate with professors in and out of class | Some ideas for students can be found on the card "Making the Most of Meeting with Faculty." A copy is in the pocket of this handbook |

DROPPING, AUDITING, WITHDRAWING FROM CLASSES

Usually students' financial aid, athletic eligibility, health coverage, Social Security and Veterans benefits are affected when students drop or take classes for audit. Refer students to the Financial Aid Office (100 E 8th Street, first floor), to their coach, or to Carol DeJong in the Registrar's Office (for Social Security or VA questions). Guidelines change *often*; please don't assume that your knowledge is up-to-date. Students should check with their family insurance carrier: most policies require that students are *billed* as full-time (billed for at least twelve semester credits).

Students' financial aid, scholarships, and health insurance coverage are usually **not affected** by withdrawing from classes, but athletic eligibility and social security and VA benefits usually are compromised. Again, refer the student to the appropriate office. Students sometimes need to be reminded that a pattern of withdrawing from class can be expensive – there is no refund of tuition and financial aid may be compromised if the student is not making satisfactory academic progress. (See *Catalog*)

Auditing a class often compromises students' full-time status and financial aid. Students should check with the Office of Financial Aid and with the Registrar before deciding to audit a class.

On the following page, you'll find guidelines about talking with students who want to withdraw from a class.

“Should I consider withdrawing from a class?”

Dropping a class after the drop/add date (check the Academic Calendar for exact date) is called “withdrawing” from a class. The deadlines for dropping/adding/withdrawing from full- and half-semester classes differ—be sure to check the Academic Calendar.

If you withdraw from a class, the grade of “W” is recorded on your transcript. Your GPA is not affected, and there is no tuition refund for “Ws.” You remain a full-time student—billed for the number of credits you attempted, eligible to live in campus housing, eligible for financial aid and scholarships. If you’re an athlete, however, read on!

What are some reasons for withdrawing from a class?

- “I will probably fail the class.”
- “I am behind in all my classes and withdrawing from one will help me catch up with others.”
- “I am not interested in finishing the class because my educational plans have changed.”
- “I am getting a lower grade than I want or than I need to meet a requirement.”
- “I think my GPA will be too low if I keep the class.”

What are some consequences of withdrawing from a class?

- Withdrawing could delay or prevent entering a major and could mean taking more time to graduate. Will the class be offered again next semester, or will you need to wait a year to enroll in it again?
- Withdrawing from a class may affect your financial aid next semester or next year—see the Hope College *Catalog* or contact the Financial Aid Office x 7765.
- If you are an athlete, you need to be **enrolled** in at least 12 credits. Before you withdraw from a class, check with your coach about athletic eligibility.

Note: If you don’t withdraw from a class and receive an “F” in the class, you may still face these consequences, and your GPA will certainly be lower.

Where can I get some help to make this decision?

- Before you make a decision, you need an accurate assessment of your chances of earning satisfactory final grades. That means you need to review the grading policies of your classes and meet with your instructors.
- After you gather this information, you should also talk with your academic advisor.
- Staff in the Registrar’s Office (first floor of the DeWitt Center)is happy to talk with you about making a decision.

If I decide I need to withdraw from a class, what should I do?

- Get a drop/add slip from the Registrar’s Office (1st floor of DeWitt). You need the signatures of your professor and your advisor. Return the completed form to the Registrar’s Office—check the academic calendar for deadlines.
- Talk with your family about your decision.
- Learn from what happened. Withdrawing from classes is expensive—in money, in effort, in time—and something you don’t want to do often. Take advantage of help-sessions, office hours, tutoring, time management and study skills help. Don’t beat yourself up (all of us make mistakes)...but don’t continue in the actions and attitudes that led to the need to withdraw from a class.

Have other questions?

Bring them to the Registrar’s Office (DeWitt Center, 1st floor), e-mail advising@hope.edu, or phone 7760.

General Information

Many departments have posted requirements for their majors and minors on their web sites. Some have four-year plans, course descriptions, suggestions about class sequencing, and much more information of interest to students. All are accessible from Hope's "Academic Departments" page-- <http://www.hope.edu/academic/>.

The college *Catalog* is another good source of information. Students should check the *Catalog* for course descriptions and prerequisites. The *Catalog* also indicates how frequently classes are offered (some are not offered every semester or every year). The catalog is available on line: <http://www.hope.edu/admin/registrar/catalog/>

Most majors can be completed without specific courses in the first semester or first year. Exceptions to this pattern are covered on the following pages, as are majors about which students typically have questions.

The on-line degree evaluation accessible via KnowHopePlus (<https://plus.hope.edu/>) provides students (and their advisors with an incredible array of helpful information—including listing and tracking general education requirements and listing and tracking requirements of majors and minors (both those they have declared and those they are considering). While students are the primary targets, advisors also have access to degree evaluations for their advisees. Directions are here-- <http://www.hope.edu/admin/registrar/CAPP/CAPP-Main.html>

I'm happy to teach your FYS class how to run degree evaluations before first-year students register for spring semester classes. You'd need to reserve a computer lab, so I need advanced notice.

Chemistry

FALL	SPRING
FIRST YEAR	
CHEM 111/113 General Chemistry I (4 cr) MATH see #3 below (4 credits)	CHEM 121/114 General Chemistry II (4 credits) MATH see #3 below (4 credits) PHYS 121/141 General Physics I (4 credits)—if intending BS degree
SECOND YEAR	
CHEM 221/255 Organic Chemistry (5 credits) MATH see #3 below PHYS 122/142 General Physics II (4 credits) —if intending BS degree	CHEM 231/256 Organic Chemistry (4 or 5 credits)

Additional Information

1. The chemistry program is highly sequenced: Chem 111 (General Chem) is offered **ONLY** in the fall semester. In other words, potential chemistry majors cannot *begin* their study of chemistry in the spring semester. If they don't begin their study of chemistry in the fall of their first year, they'll need to wait until the fall of their second year.

It is possible, but challenging, to complete a chemistry major if Chem 111 is taken in the second year.

2. Students receiving scores of 4 or 5 on the Chemistry Advanced Placement exam (pages 4-5) may enroll in Organic Chemistry in their first year. Some students with scores of 4 or 5 opt to take Chemistry 111/113 and 121/114. If students have questions about which course is more appropriate, they should consult the chair of the department.
3. Math 131 (Calculus I) and Math 132 (Calculus II) are required of all chemistry majors; ***chemistry majors should complete their math requirements by the end of their second year or sooner.*** Additional mathematics courses are *strongly recommended* for those intending to earn B.S. degrees. Many B.S. chemistry majors complete a math minor.
4. One year of physics is required. If students intend a B.S. degree, they should begin Physics 121/141 no later than their second year (to take these classes, students need to have taken or be enrolled concurrently in Calculus, Math 131). For students intending to earn a B.A. degree in chemistry, Physics 105/107 and Physics 106/108 (College Physics) may be appropriate; these courses are algebra-based (rather than calculus-based). Students with questions should consult the chair of department.
5. Students can earn a Bachelor of Arts or a Bachelor of Science degree in chemistry. Requirements for each differ; requirements for ACS (American Chemical Society) approved majors in chemistry are on the following page. The Chemistry Department *strongly* suggests that students planning a career in chemistry, whether or not they plan to go to graduate school, pursue the Bachelor of Science degree.

COURSE SEQUENCE FOR ACS APPROVED B.S. CHEMISTRY MAJOR

(Consult with chemistry faculty to determine the most appropriate sequence for your studies)

Fall – First Year ¹	credits
CHEM 111 General Chemistry I	3
CHEM 113 Lab Gen & Analyt Chem	1
MATH 131 Calculus I	4
Core and Electives to total 16 credits	
<hr/>	
Fall – Second Year	
CHEM 221 Organic Chemistry I	3
CHEM 255 Organic Chemistry Lab I	2
MATH 231 Multivariable Math I ²	3
PHYS 122 General Physics II ⁵	1
PHYS 142 General Physics Lab II ⁵	4
Core and Electives to total 16 credits	
<hr/>	
Fall – Third Year ³	
CHEM 343 Physical Chemistry I	3
CHEM 345 Physical Chemistry Lab I	1
CHEM 311 Biochemistry ⁷	1
CHEM 490 Research ^{**}	1
Core and Electives to total 16 credits	
<hr/>	
Fall – Fourth Year	
Advanced Chemistry Course ⁴ : (CHEM 421 Structure, Dynamics, And Synthesis; or CHEM 311 Biochem I)	3
CHEM 331 Analytical Chemistry ³	2
CHEM 332 Analytical Chemistry Lab	1
CHEM 490 Research ^{**}	1
Core and Electives to total 16 credits	

Spring – First Year ¹	credits
CHEM 121 General Chemistry II	3
CHEM 114 Lab Gen & Analyt Chem	1
MATH 132 Calculus II	4
PHYS 121 General Physics I ⁵	3
PHYS 141 General Physics Lab I ⁵	1
Core and Electives to total 16 credits	
<hr/>	
Spring – Second Year	
CHEM 231 Organic Chemistry II	3
CHEM 256 Organic Chemistry Lab II ^{**}	1 or 2
MATH 232 Multivariable Math II ²	3
Core and Electives to total 16 credits	
<hr/>	
Spring – Third Year ³	
CHEM 344 Physical Chemistry II	3
CHEM 346 Physical Chemistry Lab II	1
CHEM 322 Inorganic Chemistry	3
CHEM 324 Inorganic Laboratory	1
CHEM 348 Advanced Spectroscopy Lab or CHEM 347 Chemical Modeling Lab ^{6 **}	1
CHEM 490 Research ^{**}	1
Core and Electives to total 16 credits	
<hr/>	
Spring – Fourth Year	
Advanced Chemistry Course ⁴ : (CHEM 422 Structure, Dynamics, And Synthesis; or CHEM 314 Biochemistry II)	3
CHEM 315 Biochemistry Lab ^{**}	1
CHEM 490 Research ^{**}	1
Core and Electives to total 16 credits	

- Students with a premedical or pre-dental interest may want to take Cells and Genetics (BIO 240) as an elective during their first year, since it is a prerequisite for all other biology courses. Students who have had strong preparation in science and mathematics should consider taking the General Physics sequence during years 1-2, but it may be taken during years 2-3 ⁷. Students who have not had a pre-calculus course in high school should take MATH 125 and MATH 126, Calculus with Review, and then complete MATH 132, Calc II.
- MATH 231 and MATH 232 are highly recommended but not required for an ACS approved major.
- It is highly recommended that students take Physical Chemistry during the third year, since it is a prerequisite for CHEM 421 and 422. Analytical Chemistry and Laboratory and Biochemistry II (if selected as an Advanced Course) may be taken in either the third or fourth year.
- An advanced-level molecular biology course, physics course, or mathematics course may be substituted for one of the advanced chemistry courses.
- PHYS 121 is a co/prerequisite for CHEM 343, PHYS 122 is a co/prerequisite for CHEM 344. Completion as a prerequisite is recommended, but the Physics sequence may be taken in the years 1-2 or 2-3. MATH 131 is a co/prerequisite for PHYS 121.
- Chem 347 (even numbered years) and/or Chem 348 (odd numbered years) may be taken in the 3rd or 4th year.
- CHEM 311 Biochemistry is required and may be taken anytime after completion of Organic chemistry.
- CHEM 256 (2nd half of semester, 1 credit), CHEM 315, CHEM 347, CHEM 348 and CHEM 490 are electives and may be combined so that the total of all labs taken for the major exceeds 500 lab hours (see College *Catalog*).

COURSE SEQUENCE FOR ACS APPROVED B.S. - BIOCHEMISTRY OPTION

(Consult with chemistry faculty to determine the most appropriate sequence for your studies)

Fall – First Year ¹	credits
CHEM 111 General Chemistry I	3
CHEM 113 Lab Gen & Analyt Chem	1
MATH 131 Calculus I	4
BIO 240 Cells and Genetics ¹	4
Core and Electives to total 16 credits	
<hr/>	
Fall – Second Year	
CHEM 221 Organic Chemistry I	3
CHEM 255 Organic Chemistry Lab I	2
PHYS 122 General Physics II ⁶	3
PHYS 142 General Physics Lab II	1
General Education and Electives to total 16 credits	
<hr/>	
Fall – Third Year ⁴	
CHEM 343 Physical Chemistry I ⁴	3
CHEM 345 Physical Chemistry Lab I	1
CHEM 311 Biochemistry I	3
BIO/CHEM 490 Biochemistry Research ⁵	1
General Education and Electives to total 16 credits	
<hr/>	
Fall – Fourth Year	
Advanced Biology Course ^{5**}	3
CHEM 331 Analytical Chemistry ⁴	2
CHEM 332 Analytical Chemistry Lab	1
BIO/CHEM 490 Biochemistry Research ^{5**}	1
General Education and Electives to total 16 credits	

Spring – First Year ¹	credits
CHEM 121 General Chemistry II	3
CHEM 114 Lab Gen & Analyt Chem	1
MATH 132 Calculus II	4
PHYS 121 General Physics I ^{2,6}	3
PHYS 141 General Physics Lab I	1
General Education and Electives to total 16 credits	
<hr/>	
Spring – Second Year	
CHEM 231 Organic Chemistry II	3
CHEM 256 Organic Chemistry Lab II ^{3**}	1 or 2
Core and Electives to total 16 credits	
<hr/>	
Spring – Third Year ⁴	
CHEM 344 Physical Chemistry II ⁴	3
CHEM 322 Inorganic Chemistry ⁴	1
CHEM 314 Biochemistry II	3
CHEM 315 Biochemistry Lab	1
BIO/CHEM 490 Biochemistry Research ⁵	1
General Education and Electives to total 16 credits	
<hr/>	
Spring – Fourth Year	
Advanced Biology Course ^{5**}	3
BIO/CHEM 490 Biochemistry Research ^{5**}	1
General Education and Electives to total 16 credits	

- Students with a premedical or pre-dental interest may want to take Cells and Genetics (BIO 240) during their first year, since it is a prerequisite for all other biology courses. Students who have had strong preparation in science and mathematics should consider taking the General Physics sequence during years 1-2, but it may be taken during years 2-3⁶. Students who have not had a pre-calculus course in high school should take MATH 125 and MATH 126, Calculus with Review, and then complete MATH 132, Calc II.
- BIO 240 Cells and Genetics is a prerequisite for BIO 356 Genetics. If PHYS 121 is not taken until year 2, BIO 240 should be taken in year 1.
- The first half-semester (1 credit) of CHEM 256 is required, the second half-semester (1 credit) is an elective.
- Analytical Chemistry and Laboratory, Physical Chemistry and Laboratory and the Inorganic Chemistry lecture may be taken during either the third or fourth year.
- Three credits of advanced biology are required. These may be BIO 356 Genetics, BIO 366 Molecular Biology or Biochemistry Research (CHEM/BIO 490). BIO 240 is a prerequisite for BIO 356 while BIO 366 has a prerequisite of BIO 356 or permission of the instructor.
- PHYS 121 is a co/prerequisite for CHEM 343, PHYS 122 is a co/prerequisite for CHEM 344. Completion as a prerequisite is recommended, but the Physics sequence may be taken in the years 1-2 or 2-3. MATH 131 is a co/pre-requisite for PHYS 121.

**CHEM 256 (2nd half of semester, 1 credit), the Advanced Biology Courses (lab component) and CHEM/BIO 490 are electives and may be combined so that the total of all labs taken for the major exceeds 500 lab hours. CHEM 346, CHEM 347 and CHEM 348 may also count toward the 500 lab hours (see College catalog).

Musical Theatre Composite

*Each major will consist of an individualized course of study—what follows are guidelines.
Please consult John Tammi or Daina Robins (Theatre Department).*

First Year					
	<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>	
Voice*		2	Voice*	2	
Piano*		2	Piano*	2	
Dan	Ballet*	1	Dan	Ballet*	1
Dan	Jazz*	1	Dan	Jazz *	1
Thea 105	Theatre Practice	1	Thea 243	Play Analysis	2
Thea 161	Acting I	4	Thea 162	Acting II	4
	TOTAL	11		TOTAL	12
Second Year					
	Voice*	2	Voice*	2	
Mus 111	Theory I-A	3	Mus 112	Theory I-B	3
Mus 113	Aural Skills I-A	1	Mus 114	Aural Skills I-B	1
Dan	Modern*	1	Dan	Jazz	1
Dan	Tap*	1	Dan	Tap I advanced	1
Thea 261	Acting III	4	Thea 215	Stage Makeup	2
	TOTAL	11		TOTAL	10
Third Year					
Thea 210	Theatre Crafts	4	Dan114	Hist. Social Dance	2
Thea 306	American Theatre	4	Dan 305	Composition	2
Dan	Jazz *	1			
Dan	Tap*	1			
	TOTAL	10		TOTAL	4
Fourth Year					
Dan	Modern*	1	Thea 376**	Mus Thea Workshp-B	2
Thea 375**	Mus Thea Workshp-A	2			
	TOTAL	3		TOTAL	2
Total Major Credits = 63 credits					

*placement in voice, piano, and dance classes depends on background; students should consult appropriate department.

**offered alternate years—consult Theatre Department, for availability

<i>Recommended Electives</i>	
<p><i>Performance Emphasis</i> Music 3rd/4th year voice study Dance, one year improvisation Thea 262/361 Acting IV/V</p> <p><i>Music Director Emphasis</i> Music 345 Conducting Technique Music 197 Keyboard Skills Music 341 Orchestration Tech. Appl. In Music</p>	<p><i>Directing Emphasis</i> Thea 205 Principles of Design Thea 211 Theatre Crafts II Thea 250 Stage Management Thea 331 Stage Direction I Thea 332 Stage Direction II</p>

Questions? Consult John Tammi or Daina Robins Theatre Dept.

Nursing

First Year

FALL

Biol 103 Intro to Cell Biology (4 credits)
OR
Biol 240 Cells and Genetics
(possibly) KIN 200 Human Anatomy

SPRING

KIN 200 Human Anatomy (4 credits)-*if not in fall*
Chem 103 Intro to Biol. Chem (4 credits)
Kin 307 Nutrition (3 credits)—*or in fall of 2nd year*

Second Year

Biol 221 Human Physiology (4 cr)	Biol 231 Biol of Micro-org (4 cr)
**Nurs 210 Intro to Professional Nursing (2 cr)	**Nurs 255 Health Assessment (2cr)
**Nurs 222 Basic Skills—first half semester (1 cr)	**Nurs 260 Pharmacology (2 cr)
**Nurs 242 Advanced Skills—last half semester (1 cr)	**Nurs 285 Women's Health (2 cr)

**offered each semester

Students must complete or be enrolled in at least one of these classes when they apply to the department
Sociology 101 (4 credits) Sociology and Social Problems
Psychology 100 (4 credits) Intro. to Psychology
Psychology 230 (4 credits) Developmental Psychology

1. KIN 307 (Nutrition) is required for the nursing major and is normally taken in the spring semester.
2. Nursing majors earn a Bachelor of Science in Nursing degree (BSN) and have modified general education requirements.
3. The major is highly sequenced. The science courses listed above are offered ONLY in those semesters; most have prerequisites. The nursing major courses are focused primarily in clinical settings, so students need to complete these courses in a timely way.
4. The Nursing Department is licensed to take 45 students per year. The nursing major has selective admission, and the standards have risen as the number and quality of applicants have increased. Students apply in spring semester of their first year or fall semester of their second and must meet these criteria:
 - must have completed or must be enrolled in at least two of the required natural science courses and one of the required social science courses.
 - must have earned a minimum grade of C in *each* course listed above.
 - must have a minimum cumulative (overall) GPA of 2.900 (the 36 students accepted into the nursing program in Fall 2008 had an average GPA of 3.7)—GPA has the greatest weight in the admissions decision.
 - must complete a formal application (available from the Nursing Department) and obtain letters of reference.
5. Some students who intend health professions (medicine or physical therapy) change direction and decide to pursue nursing. Please refer students to the Nursing Department for appropriate course selection.
6. Laboratory science courses are typically not offered at Hope during summer terms. It is possible for students to transfer courses from other colleges; approval is needed from the department, which teaches the course at Hope, and from Hope's Nursing Department.
7. If students want to earn both a Bachelor of Science in Nursing and a Bachelor of Arts/Science in another field, they must complete requirements for **both** general education curricula.
8. The department has a wonderful website-- <http://www.hope.edu/academic/nursing/>
9. Please encourage students to take advantage of services of the Office of Career Services; they work to help students in major and career-related decisions.

Pre-Professional Advisors

EDUCATION

Elementary Tony Donk, Jeanine Dell'Olio, Richard Mezeske
Education Department, second floor Van Zoeren Hall
7740

Special Susan Cherup, Nancy Cook, Jane Finn
Education Department, second floor Van Zoeren Hall
7740

Secondary Laura, Pardo, Baars Bultman, John Yelding
Education Department, second floor Van Zoeren Hall
7740

College appropriate academic department

ENGINEERING John Krupczak, Michael Misovich, Roger Veldman
Physics/Engineering Department, second floor Vanderwerf Hall
7520

HEALTH PROFESSIONS Bill Mungall
Chemistry Department, Science Center 3126
7633

JOURNALISM Communication Department
Martha Miller Center
7969

LAW David Ryden
Political Science, second floor Lubbers Hall
7544/7546

SEMINARY/PRE-DIV Steve Bouma-Prediger
Religion Department, third floor Lubbers Hall
7757
David Cunningham
CrossRoads Project Office, VanZoeren Hall, first floor
7320

<http://www.hope.edu/crossroads/programs/theological/index.htm>

SOCIAL WORK Jim Piers, Deborah Sturtevant, Melissa Villarreal
Sociology/Social Work, second floor Van Zoeren
7555

Pre-Professional Programs

The Pre-Professional web-site is a gold-mine of information—especially for students with an interest in health professions—dentistry, pharmacy, physician assistant, physical therapy, medicine, etc. Included are suggested four-year plans, application procedures, acceptance rates, and more. Students with an interest in health professions should be looking at this site:

<http://www.hope.edu/academic/pre-pro/>

ADVISING PRE-DIV/PRE-SEMINARY STUDENTS

“Pre-Sem” students are those who are considering graduate work in religion or theology, and/or careers in ministry, church music, religious education, or theological education.

These students should visit the CrossRoadsProject website or contact the Crossroads Project Office (crossroads@hope.edu). CrossRoads maintains a mailing list to keep students informed of important opportunities—trips, scholarships and grants, conferences, etc. The Project provides significant scholarship and other financial support to all varieties of pre-sem students, as well as a Pre-Sem society to support students as they discern calls to ministry or further study:

<http://www.hope.edu/crossroads/programs/theological/index.htm>

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic discipline of religion.

ADVISING THE PRE-MEDICAL STUDENT

The general admission requirements for applicants to these professional programs are:

1 year of general biology with lab	(Biol 240 and 260)
1 year of inorganic chemistry with lab	(Chem 111/113 & 121/114)
1 year of organic chemistry with lab	(Chem 221/255 & Chem 231/256)
1 year of physics with lab	(Phys 121/141 & 122/142 OR Phys 105/107 & 106/108)
1 year of English, including writing	(English 113, and either English 231 or 232—which also complete part of the Cultural Heritage requirement)

The sequencing of these courses will vary, depending upon the major the student pursues. All these courses should be completed during the first three years so the student is appropriately prepared for the particular professional admissions test (MCAT) typically taken in the spring of the junior year.

INTENDED MAJOR: BIOLOGY

<i>Recommended</i>	<i>Recommended</i>
FIRST SEMESTER *	SECOND SEMESTER
Biology 240	Biology 260
Chemistry 111/113	Chemistry 121/114

* May also include an appropriate mathematics course

INTENDED MAJOR: CHEMISTRY

<i>Recommended</i>	<i>Recommended</i>
FIRST SEMESTER *	SECOND SEMESTER
Chemistry 111/113	Chemistry 121/114
Math 125 or 131+	Math 126 or 132+

* May also include Biology 240 in the first semester, if the student is strong in mathematics and science.

INTENDED MAJOR: PHYSICS

<i>Recommended</i>	<i>Recommended</i>
FIRST SEMESTER	SECOND SEMESTER
Chemistry 111/113	Chemistry 121/114
Math 125 or 131	Physics 121/141
	Math 126 or 132 +

INTENDED MAJOR: NON-SCIENCE

<i>Recommended</i>	<i>Recommended</i>
FIRST SEMESTER *	SECOND SEMESTER
Chemistry 111/113	Chemistry 121/114
Biology 240 (possibly)	Biology 260 (if Biol 240 in fall)

* May also include an appropriate mathematics course.

ADVISING THE PRE-DENTAL STUDENT

The general admission requirements for applicants to dental school are:

- 1 year of general biology with lab (Biol 240 and 260)
- 1 year of inorganic chemistry with lab (Chem 111/113 & 121/114)
- 1 year of organic chemistry with lab (Chem 221/255 & Chem 231/256)
- 1 year of physics with lab Phys 121/141 & 122/142 **OR** 105/107 & 106/108)
- English (English 113 & Engl 231 or 232 [either can be used as part of Cultural Heritage requirement])

These courses should be completed during the first three years so the student is appropriately prepared for Dental Admissions Test (DAT), typically taken in the summer after the junior year.

Other recommended/required courses at some dental schools:

- Biochemistry (Chemistry 311, 314)
- Psychology (100 and 230)
- Mathematics (Calculus or Statistics)
- Microbiology (Biol 231 or 395)
- Anatomy (KIN 200)
- Physiology (Biol 221 or 442)

Dental schools are more concerned with the overall quality and scope of undergraduate work than with the specific major.

ADVISING THE PRE-VETERINARY STUDENT

Admission requirements for veterinary medical programs can vary significantly; it is important for students to investigate early in their undergraduate program the specific requirements for their preferred programs. These students should consult with Bill Mungall each semester.

Courses required at most Veterinary Schools:

- General Bio (Biol 240, 260, 280)
- Genl Chem (Chem 111/113 & 121/114)
- Organic Chem (Chem 221/255 & 231/256)
- Physics (Phys 121/141&122/142 or 105/107&106/108)
- Math (125 or 131 & one more course)
- English 113

Other recommended/required courses at some schools

- Biochemistry (Chem 311, 314)
- Microbiology (Bio 395)
- Cell Biology (Bio 348)
- Genetics (Bio 356)
- Nutrition (Kin 307)
- Social Science (Psych, Soc, Econ, etc)

There are only 28 schools of veterinary medicine in the US, and most are state-supported and give high preference to in-state residents. Students should pay particular attention to the requirements and selection factors of their home-state school. Veterinary schools require *one of three exams*—the Graduate Record Exam (GRE) or the Medical College Aptitude Test (MCAT) or the GRE subject test in biology.

Students should be aware that veterinary school admission committees want to see that a student has learned about the profession through first-hand experience—a job or volunteer work in a veterinary clinic, animal shelter, zoo, or other animal care facility. Experience should also include job shadowing and work with both small and large animals.

ADVISING THE PRE-PHYSICAL THERAPY STUDENT

The pre-professional requirements for application to physical therapy programs vary greatly. **Students with an interest in physical therapy should consult with Bill Mungall, the Health Professions Advisor, at least once each semester.**

The mean GPA of groups entering a physical therapy program is usually 3.4 to 3.5.

In general, the following courses are recommended:

Biology 221 (Human Physiology)
Biology 240 (Cells and Genetics)
Kinesiology 200 (Human Anatomy)
Two semesters of chemistry (Chem 111/113 or GEMS 160 [cross-listed as Chem 101] and Chem 103 or Chem 121/114 (Chem 111/113 is a pre-requisite for Chem 121/114))
Kin 222/223(Exercise Physiology)
Mathematics 210 (Statistics)
Two semesters of physics + labs (Physics 105/107 and Physics 106/108)
Psychology (2 or 3 semesters)

Other recommended courses may include: organic chemistry; biochemistry; genetics; microbiology; calculus or other mathematics; sociology.

Students should also be aware that most PT admissions committees require that a student has learned about the profession through first-hand experience and has demonstrated an interest in serving others. This experience should include volunteer work in a PT unit at a hospital or clinic and job-shadowing with a physical therapist. Most programs require at least 50 hours of PT experience and will require documentation.

There is no “best” academic major for a student who want to pursue a career in PT. Many students who plan to go on to graduate PT programs major in exercise science, biology, or psychology sine they have academic interests in one of these areas.

Recommended First-Year Registration:

First Semester	Second Semester
Biology 240 or KIN 200	Biology 221
	<i>MAY also include</i>
Chemistry 111 and 113 (lab)	Chemistry 121 and 114 (lab)

Because requirements for physical therapy programs are not uniform, it is important that pre-physical therapy students consult with Bill Mungall, the Health Professions Advisor, at least once each semester.

Students intending to apply for admission to physical therapy programs following two or three years at Hope have very little flexibility in their schedule. They should consult with the Health Professions Advisor as soon as possible regarding specific program requirements.

ADVISING THE PRE-PHYSICIAN ASSISTANT

Pre-professional requirements for application to physician assistant (PA) programs vary widely. Some programs require completion of a bachelor's degree; others admit students follow three years of undergraduate work. Nearly all PA programs award a master's degree and require an average of 33 months of graduate work to complete.

Students are advised to select a course of study that could lead to completion of all Hope College undergraduate requirements (including major and general education) regardless of whether they intend to complete a bachelor's degree at Hope or apply to enter PA programs after their third year.

Since entrance requirements vary, it is important that students identify several PA programs they hope to apply for and that they work with Bill Mungall, the pre-health professions advisor.

Typically required courses include:

- One or two semesters of biology (240 & 260)
- Human Physiology (Biol 221)
- Human Anatomy (Kin 200)
- Microbiology (Biol 231)
- General Chemistry (Chem 111/113 & 121/114)
- Organic Chemistry (Chem 221/255 & 231/256)
- Biochemistry (Chem 311/314)
- Statistics (Math 210)
- Pathophysiology (Nurs 315)
- Psychology (Psy 100, 230, and one additional semester)

Other required/recommended classes may include:

- Physics (Phys 105/107 & 106/108)
- Genetics (Biol 356)
- Sociology (Soc 101 or 333)
- Medical ethics (IDS 454 or Phil 344)
- Nutrition (Kin 307)
- Medical Terminology

Most PA admissions committees want to see that a student has learned about the profession through first-hand experience—volunteer work in a hospital or clinic and/or job shadowing a PA. Requirements vary widely—some require more than 1,000 hours; others 100 hours.

There is no “best” academic major for a student with an interest in becoming a PA.

ADVISING THE PRE-LAW STUDENT

Students intending to become lawyers may major in any discipline; law schools do not prescribe a specific pre-professional program. Instead, they expect a broad background in the liberal arts; it is vital that students take courses that improve writing, thinking, and reading skills. It is also necessary to take courses that enhance social, political, and cultural awareness.

Pre-law students take the LSAT (Law School Admissions Test) the results of which help determine admission to law school. “The LSAT [unlike the GRE or MCAT] does not test knowledge from specific courses nor does it assess achievement in any area. [Instead,] it measures skills essential for success in law school: the ability to read and comprehend complex texts with accuracy and insight; the ability to organize and manage information and to draw reasonable inferences from it; the ability to reason critically; and the ability to analyze and evaluate the reasoning and argument of others. These skills are typically developed over a long period of time”¹ and in a variety of ways, both in academic and non-academic settings. Part of the LSAT is a thirty-minute writing sample.

Seminars to help students prepare for the LSAT are offered each year through the Department of Political Science and the Office of Career Services.

Each year ten to fifteen Hope students are admitted to law schools; in general, these students have had a GPA above 3.0 and strong LSAT scores.

¹The Law School Admission Council, *The Official LSAT Sample PreTest*, June 1991, page 1.

PREPARING FOR AN OFF-CAMPUS SEMESTER OR YEAR

- Planning is **ESSENTIAL**. Sometimes courses taken on off-campus programs may complete requirements for general education and/or majors and minors. Approval forms (which require signatures of department chair and advisor) are available in the Registrar's Office.

Students may be ready to meet the academic demands of an off-campus program in their junior year if they have declared their major and taken three or four classes in their major area.

- Encourage students to take IDS 171 (CH I) at Hope—they may find a literature, history, or philosophy class with a modern focus on their off-campus program.
- Classes students take off-campus **MUST** have approval to count as general education, major, or minor requirements. Forms to make these requests are available in the Registrar's Office: <http://www.hope.edu/admin/registrar/FormsPDF/abroad.pdf>. Major and minor department chairs approve all requests for their majors and minors.
- More than 200 programs in 29 countries are official Hope College programs. Students should check with the Office of International Education if they have questions.
- Off-campus study requires **TWO** applications. The *first* is a general "Off Campus Study" application, required of all Hope students who want to study off-campus. Hope College uses this application to assure that students have the background, GPA, personal characteristics and maturity needed for successful study off-campus. The Office of International Education publishes the date these applications are due.

The *second* is an application for the specific program the student wishes to enroll in. Again, the program representative (see next page) can tell students the exact date this application is due.

- When students enroll in official Hope College programs, they remain Hope students. Grades earned on these programs will be posted to their academic transcript. Their state and federal awards (excluding Federal Work-Study) apply to the cost of their program.
- Students should check with the Office of Financial Aid (100 East 8th Street, first floor) to see if institutional financial aid (Hope scholarships, awards, grants) is transportable to their off-campus study. The College reviews this policy annually, so it's important that students follow up.
- Tuition is set at the full-time Hope College tuition rate, unless the official off-campus program's tuition is greater—in which case the program's tuition is charged.
- Airfare to and from the program site is an additional cost. Most programs have a \$500 deposit due after acceptance into the program.
- Try to help students plan their off-campus semester during a **FALL** semester; enrollment in spring semester off-campus programs is limited.

Contact People for Off-Campus Programs

- Chicago Metropolitan Semester..... Sander deHaan
Modern/Classical Languages/second floor Martha Miller Center
x7560/x7570
<http://www.chicagosemester.org/>
- International Semesters/Years Amy Otis deGrau
International Education
x7605
<http://www.hope.edu/academic/int2/offcamp/index.htm>
- Oak Ridge Science SemesterMike Seymour
Chemistry Department/Science Center 2057
x7635
<http://www.acm.edu/oakridge/>
- New York Arts Program John Tammi
Theatre Department, DeWitt Center
x7602, x7600
<http://www.newyorkartsprogram.org/>
- Philadelphia Urban Semester Isolde Anderson/Linda Koetje
Communication Department, Martha Miller Center
x7595/x7969
Pat Roehling
Psychology Department, Science Center
x7732
Tom Smith
Economics/Management/Accounting /first floor Van Zoeren Hall
x7979/x7580
<http://www.tpc.edu/>
- Washington Honors Semester..... Jack Holmes
Political Science Department/second floor Lubbers Hall
x7543/x7545
<http://www.hope.edu/academic/polisci/offcampus/washdc.html>

Most programs involve internships and courses which may be counted toward the general education or major/minor requirements, so advanced planning is *important*. Students should contact the on campus representative as well as speak with program recruiters who visit campus as often as once each semester.

SUPPORT SERVICES DIRECTORY

<p>Academic Support Center (Van Zoeren, second floor)</p> <p style="padding-left: 20px;"><i>Janet Pinkham</i> (Director and Tutoring Coordinator)</p> <p style="padding-left: 20px;"><i>David James</i> (Director of the Writing Center)</p> <p style="padding-left: 20px;"><i>Jeanne Lindell</i> (academic link for students with [learning or physical] disabilities)</p>	7830
<p>Career Services (100 East 8th, first floor).....</p> <p style="padding-left: 20px;"><i>Dale Austin</i> (Director)</p>	7950
<p>Chaplains' Offices (Keppel House, 10th Street).....</p> <p style="padding-left: 20px;"><i>Trygve Johnson</i> (Dean of the Chapel)</p>	7829
<p>Counseling Center (DeWitt, first floor).....</p> <p style="padding-left: 20px;"><i>Kristen Gray</i> (Director)</p>	7945
<p>CrossRoad Project (Van Zoeren, first floor)</p> <p style="padding-left: 20px;"><i>David Cunningham</i> (Director)</p> <p style="padding-left: 20px;"><i>Kristen Johnson</i> (Associate Director)</p>	7320
<p>Financial Aid (100 East 8th Street, first floor)</p> <p style="padding-left: 20px;"><i>Phyllis Hooyman</i> (Director)</p>	7765
<p>Health Clinic (Dow Center, first floor)</p> <p style="padding-left: 20px;"><i>Cindy Sabo</i> (Clinic Coordinator)</p>	7585
<p>Multicultural Life (Martha Miller Center).....</p> <p style="padding-left: 20px;"><i>Vanessa Greene</i></p>	7867
<p>Registrar's Office (DeWitt, first floor)</p> <p style="padding-left: 20px;"><i>Jon Huisken</i> (Registrar)</p> <p style="padding-left: 20px;"><i>Maura Reynolds</i> (Director of Academic Advising)</p> <p style="padding-left: 20px;"><i>Carol DeJong</i> (Associate Registrar)</p> <p style="padding-left: 20px;"><i>Gloria Shay</i> (Associate Registrar)</p>	7760
<p>Student Development (DeWitt, first floor)</p> <p style="padding-left: 20px;"><i>Richard Frost</i> (Dean of Students)</p> <p style="padding-left: 20px;"><i>Louise Shumaker</i> (Disabled Services/Non-traditional Students)</p> <p style="padding-left: 20px;"><i>Sauna Morin</i> (Student Life)</p> <p style="padding-left: 20px;"><i>John Jobson and Sara Dickey</i> (Residential Life)</p> <p style="padding-left: 20px;"><i>Ellen Awad</i> (Director of Student Life & Coordinator of Greek Life)</p>	7800
<p>Student Employment/Human Resources.....</p> <p style="padding-left: 20px;"><i>Carla Davis</i> (Student Employment Coordinator)</p>	7821

COMMON CONCERNS

HOUSING CONCERNS

If students are having difficulty with their housing or their roommate...

The housing staff tries to pair incoming students with similar interests on the basis of information received on housing applications. For many students, college is their first experience of sharing a living space with others. Although adjustments are always necessary, most roommates are compatible.

If students continue to have serious conflicts, they should first talk with the resident assistant or resident director who lives in their building and may have the best insights for helping resolve the difficulty. If the difficulty continues, students should talk with staff in the Student Development Office.

Sometimes the problem is the study environment and the difficulty students have studying in a residence hall. The resident assistant responsible for that living unit can help students deal with this concern and suggest ways students can make their need for quiet clear to those they live with.

CAREER PLANNING

If students indicate concerns about career/major decisions...

The blue and pink pages of the student advising handbook provide an overview of the process of life planning and the services available at the Office of Career Services. Since many of us have had little work-related experience outside the academic job market, we may feel uncomfortable talking with students about careers in other areas; for students and their families, this is an area of great importance and anxiety. Helping students ask the right questions (rather than feeling we need to provide answers) is a crucial part of the career development process.

Advisors may need to reassure students that most new students both at Hope and at other colleges and universities are undecided about their majors and careers. The *process* of making life decisions takes time, effort, and experience (especially the experience of taking courses in a variety of fields).

New students often feel pressured to decide about a major or career and to stick with their decision; in most cases this pressure is unwarranted. With few exceptions, students can complete majors at Hope by beginning course work in the sophomore year. Sophomores, however, ought to be involved actively in the *process* of narrowing their choices and beginning to reach these decisions. Life planning decisions are often painful: advisors may need to encourage some students to begin the process. The Office of Career Services offers workshops, assessments, and counseling to help guide students through the planning steps.

Students often assume that there will be a direct link between their academic major and their career field. While this is true in some cases, most careers do not require a specific major. Rather than asking students what they want to major in, we can ask what they want to learn and how they want to learn about it and what they want to do.

We all know students who have chosen majors based on their perceived practicality in “the real world.” These students often assume that once they decide on a major, they have no more decisions to make. Requirements govern their academic lives; they take little ownership of their academic careers and have little knowledge of the world of work they are about to enter. They are earning a degree, not an education.

Students who take responsibility for academic choices (and those whose advisors encourage them to do so) have a sharper sense of the skills they have developed through courses and other experiences. Often with the guidance of advisors and Career Services staff, they have taken internships, spoken with people who do what they hope to do, gathered information from the career library and other libraries. Their degrees are personally satisfying, educationally rewarding. . . and marketable.

Assessing life plans is a long-term and often painful process; students appreciate our encouragement.

If students indicate concerns about their vocation or calling, or about the integration of their faith with their academic life . . .

Sometimes these questions are about major and career (see above) but sometimes they are broader. Students often wonder what they are “supposed” to be doing with their lives. They are often asking questions about their vocation or calling -- even if they don’t use these words.

Hope students are often concerned about the degree to which their lives are being, or should be, shaped by their faith. They wonder about the relationship between their faith and their academic studies, and/or how their faith is, or should be, influencing their choice of major or career. Many of them are aware that God is (or may be) calling them to a particular path in life, but they often articulate their expectation of this call in a rather passive way -- waiting for God to tell them what to do. Sometimes they express incredulity that they might hear God’s voice through the encouragement of a professor or a peer, or even through their own enthusiasm for and enjoyment of a particular activity.

Advisors need to reassure students that the discernment of one’s vocation or call is an ongoing process that continues throughout life -- not a decision made once-for-all during the first year (or any year) of college. Even the choices made along the way -- choices to undertake a particular major, pre-professional program, job, or career -- are not finally determinative; vocational discernment continues throughout life. Moreover, a “call” can come in many forms: the voice of a professor, the applause of an audience, or the exhilaration that we feel in a job well done.

Vocational discernment is an *active* process. Hope College provides lots of opportunities for them to undertake this active discernment. In particular, many of the initiatives of The CrossRoads Project are designed toward this end: retreats, speakers, internships, residence hall events, and student-faculty research opportunities can all play a role in helping students explore their callings. Students in certain pre-professional programs (Business, Education, Health Professions, and Ministry/Theology) should

consult these departments, or the CrossRoads office, for additional information on exploring their particular vocation within these fields.

Sometimes, students feel tension between their religious faith and their academic studies. Again, advisors can reassure them that such experiences are common in college, and that faith and learning can co-exist and mutually support one another. In fact, colleges like Hope are particularly healthy environments for integrating religious faith and academic life. Encourage students to speak with faculty in the Department of Religion, with the staff of Campus Ministries, and/or with the faculty and staff involved with the work of the CrossRoads Project.

STUDENT ACTIVITIES

If students indicate that they were involved in many activities in high school but can't find their niche here...

The Activities Fair at the beginning of the year is a good place to begin. Encourage students to talk to others with similar interests and see how and where they are involved. Amber Sibley, the director of student activities, can provide other ideas and ways for students to become more active. The range of opportunities is immense. In addition to enriching their college experience, these activities can enhance a resume and perhaps result in letters of recommendation.

Recent studies have concluded that extracurricular involvement has a positive impact on student learning and educational attainment.

HEALTH SERVICES

If students are ill or have a medical concern...

Students should go to the Health Clinic (Dow Center) if they need medical attention. Referrals are made to local physicians and specialists as needed.

We encourage students to contact their professors directly if they will need to miss class for health or other reasons.

ACADEMIC SUPPORT CENTER

If students are having academic difficulties...

Encourage students to talk directly to their professor...and the sooner the better. Students, especially those new to college, often assume that if they are "putting in" enough study time, they ought to be earning high grades. Meeting with instructors may help students understand why their approach is not effective.

You may also want to refer students to the Academic Support Center for help with reading, writing, or study skills or for subject matter tutoring. Most services are free; subject matter tutoring may

carry a nominal sliding fee based on students' financial need. The services of the ASC are open to all students: they work with students who are earning "As" and want to maintain that grade as well as with students who are in academic difficulty. Students have rated the help they received from the ASC staff and their peer tutors very highly. It takes time to match students with tutors; encourage students to contact the ASC right away.

STUDENTS WITH LEARNING (and other) DISABILITIES

Jeanne Lindell in the Academic Support Center works with students with learning disabilities and others who have special learning needs. Students who have disclosed their disabilities are contacted by the Academic Support Center and informed about the services available through the Academic Support Center. If students talk with you about a learning disability, please encourage them to contact the Academic Support Center.

The Registrar's Office coordinates note-takers for students who need this service; typically students are referred by the Academic Support Center.

Louise Shumaker in Student Development works with students' physical needs and directs a support group for students.

REGISTRAR'S OFFICE/DIRECTOR OF ADVISING

If you have questions about grades, course work, scheduling classes, academic regulations, transfer credit, or other academic matters...or if you have questions but aren't sure who to raise them with...

Don't hesitate to call Jon Huisken or Maura Reynolds in the Registrar's Office, x7760.

Making Effective Referrals for Faculty

Although we may not have training in counseling, we can function as an early warning system. For many, knowing when it's appropriate to refer and to whom we should refer can be confusing. I hope this overview helps; please call Maura Reynolds at 7760 with questions, concerns, or suggestions.

Helping Students with Problems

Because of the nature of our contact with students, we (rather than professional counselors) may be their first contacts when students need advice and support. More importantly, we may be the first person to recognize that students are not functioning well academically or personally: we shouldn't assume that distressed students are being taken care of somewhere else.

Warning Signals

College is a stressful time, a time that demands many adjustments. Although these signs may be warnings that students are in distress, most by themselves don't mean that a student needs professional help. In general, the more of these warning signals you observe, the more cause for concern, especially if the behavior persists.

Problems with academics or career/major

Excessive absences

Unusual behavior

Signs of depression

References to suicide—Take references to suicide seriously; phone Counseling Center (x7945).

Life/Circumstances concerns (death, illness, divorce)

I tell students that concerns which complicate or undermine their ability to reach their potential academically, emotionally, or personally merit attention.

What to Do

We need to approach students as concerned human beings rather than as authority figures who know what's best for them. We need a time and a private place where we won't be interrupted.

One way to begin is to describe the specific behavior that causes our concern. Global statements, like "You've been acting strangely" or "You're not doing well in class" usually make students feel defensive. Writing the student a short note or e-mailing our concern is often effective, since it gives the student some space and does not demand an immediate response. If, after we describe the behavior, the student doesn't seem willing to talk or doesn't respond to our written message, we may want to tell the student about the support services available or to contact the Counseling Center for advice about what, if anything, we should do next.

If the student wants to talk, I suggest keeping in mind these four ideas:

- We need to help the student describe the situation and feelings. Asking open-ended (rather than yes/no) questions helps. "Tell me more..." "Let me make sure I understand..."
- We need to focus on the student's story, not our own or others'. "That happened to me too..." or "Don't worry; it'll get better..." make light of what may be a serious concern for the student.
- We need to communicate respect and concern and acknowledge that we have understood the

information. When a student has described a concern, we can try to summarize what we have been told. By paraphrasing what the student tells us or asking questions when we're confused about what we're hearing, we can help ensure accuracy, help the student consider the situation more precisely and logically, and show that we're interested enough to get the information straight.

- We can help the student decide what action to take or help the student get a different perspective on the situation. Sometimes, the student can decide what the next step is-- studying in a different way, getting a tutor, re-taking a class, going to the Counseling Center. Sometimes, we need to provide suggestions. Whatever the decision, *the student* needs to take ownership of it.

Sometimes the psychological distance between faculty and students (whether real or perceived) seems great to students. I suggest that students who are upset about a grade write a note or e-mail to an instructor outlining their concern; this works well when students are upset. Putting a note in a professor's mailbox or e-mailing and asking for a meeting or some help can be less intimidating than speaking directly with a professor.

We need to know when we've reached the limit of our time and energy and how to refer the student to other resources. "I know people on campus who are good at working with students facing these issues..."

If we're not sure where to send the student, one approach is to call for information (my office--x7760--is a good place to start). Doing this communicates concern and respect; it also models problem-solving skills and makes not having all the answers okay.

Students may resist when counseling or tutoring is suggested. We should be honest that our suggestion is our best judgment based on information we have. We can let the student know that we understand the concern, yet be honest about whether we can help and provide any needed follow-up. Students are more likely to try what we suggest if they feel we've listened to their concern and taken them and it seriously. When we short-circuit the listening, they may think we're trying to get rid of them when we suggest another resource. Saying something like, "I'm concerned about what you've told me (what I've observed), and I know people on campus who are skilled at dealing with these issues" is easier for students to hear and to act on than "You need to go to the Counseling Center." It's not unusual after an appointment or two that students feel more capable of handling their concern. Making specific suggestions about how a tutor might help the student is also helpful, "I suggest you ask your tutor to work with you on regression analysis since that concept is key to the rest of the course."

Sometimes it may be appropriate to call the Counseling Center while the student is in our office (with the student's permission, of course) to set up an appointment.

Again, when students' concerns interfere with their ability to reach their potential academically, personally, or emotionally, it's in the students' best interest to address the concerns in some way.

When all this doesn't work...or when we're not sure what to do about what we've heard...

Sometimes we're not sure about whether students' concerns merit an immediate response; other times students may refuse to consider counseling. At these times, I recommend calling the Counseling Center for consultation. Often professional counselors can help evaluate the seriousness of the situation and make some recommendations. This collaborative problem solving can often ease our mind and result in more productive interactions with students.