

# The Academic Program

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

## Advising

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

## Associate of Arts Degrees

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

1. A minimum of 60 credits. In meeting this requirement, A.A. students must take core program requirements, complete requirements for an area of concentration, and may also take elective courses.
2. A minimum GPA of 2.00 (4.00 scale) in courses taken at Dordt College.
3. A minimum of 30 credits earned at Dordt College. A student may not receive both the A.A. and B.A. degrees at the same commencement. However, credits earned in obtaining the A.A. degree may be applied toward the B.A. degree at any time.
4. Participation in the freshman orientation and student assessment programs.

**Core Program Requirements for Associate's Degrees** The core program for all students pursuing associate's degrees consists of pre-disciplinary foundational studies and selected coursework in contextual and interdisciplinary studies. The core program for associate's degrees is designed to allow students to easily transition to a bachelor's degree program at any point during their program.

### 1. Pre-Disciplinary Foundational (14 - 26 credits)

**Academic Competencies (3 - 15 credits)** All academic competencies must be satisfied by the end of the freshman year. Options for satisfying the academic competency requirements depend on a student's academic background and include the following:

- Strong high school preparation (demonstrated by high school record)
- ACT scores
- Pre-testing
- Completing a college-level course that meets the goals of each requirement.

#### *Mathematics Competency (0-4 credits)*

- A score of 22 or higher on the mathematics portion of the ACT (0 credits)
- Students with a score of 18-21 on the mathematics portion of the ACT will be required to complete a mathematics course numbered 101-119 (3 credits)

- Students with a score below 18 on the mathematics portion of the ACT will be required to successfully complete Mathematics 100 and 100L – Mathematics for College (4 credits)

*English Competency (3-4 credits)*

- Completion of CORE 120: English Composition (3 credits)
- Students with a score below 18 on the English portion of the ACT will be required to successfully complete English 100 – Basic Writing for College Students (4 credits)

*Communication Competency (0-3 credits)*

- Completion of two or more communication courses in high school with grades of B or better (0 credits)
- Completion of one communication course in high school and completion of COMM 100: Fundamentals of Speaking and Listening or CORE 110: Communication and Culture (3 credits)
- Students with no communication courses in high school must complete COMM 100: Fundamentals of Speaking and Listening (3 credits)

*Foreign Language Competency (0-4 credits)*

- Completion of two years of a single foreign language with a grade no lower than a C in the second year. (0 credits)
- Completion of Foreign Language 101 (4 credits)

**Historical-Redemptive Outlook (11 credits)**

*Kingdom, Identity and Calling: CORE 100 (2 credits)*

*Roots of Western Culture and Worldview: CORE 140 (3 credits)*

*Western Culture in Global Context: CORE 145 (3 credits)*

*Biblical Foundations: CORE 150 (3 credits)*

**2. Contextual Inter-disciplinary (5 - 6 credits)**

*Health, Sport, and the Body: CORE 130 (1.5 credits)*

*Introduction to Lifetime Activities: CORE 135 (.5 credits)*

Distribution Elective (3-4 credits) - one additional course from outside the student's division of study from the following:

*Introduction to the Arts: CORE 160 (3 credits)*

*Responding to Literature: CORE 180 (3 credits)*

*Introduction to Christian Philosophy: CORE 200 (3 credits)*

*Natural Science: One four-credit, lab based science course (4 credits)*

*Quantitative Reasoning: Any mathematics course numbered 120 or higher (3-4 credits)*

*Persons in Community: CORE 250-259 (3 credits)*

*Justice and Stewardship: CORE 260-269 (3 credits)*

*Cross-Cultural Studies\*: CORE 270-289 (0-3 credits)*

\* See page 35, Cross-Cultural Studies.

**Area of Concentration (6 - 12 courses)** Each student must choose an approved area of concentration. Course sequences for the various areas of concentration may be found as follows:

Agriculture (see page 63)

Administrative Assistant (see page 80)

Computer Networking (see pages 92-93)

Early Childhood Aide, Special Education Aide, Teacher Aide (see page 123).

General Studies (see page 152)

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

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

## Bachelor's Degrees

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

- Bachelor of Science in Engineering** .....engineering majors
- Bachelor of Science** ..... medical technology majors  
 Awarded by Dordt College following completion of a program of study that includes a final year study off-campus, typically at a hospital-administered medical technology program.
- Bachelor of Science in Nursing** .....nursing majors  
 A four-year program in which students are awarded a B.S.N. from Dordt College and an A.S.N. from St. Luke's College in Sioux City, Iowa, via an educational partnership.
- Bachelor of Social Work** .....social work majors
- Bachelor of Arts** .....all other majors

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

1. A minimum GPA of 2.00 (4.00 scale) in courses taken at Dordt College.
2. A minimum of 124 credits. In meeting this requirement, students must fulfill the core program requirements, complete a major, and in many cases, take elective or professional courses.
3. Eight semesters of full-time study or its equivalent. (See page 58, Residence Requirement.)
4. Participation in freshman orientation and the freshman, junior, and senior assessment program.

**Core Program** The core program is required of all Dordt College students. Its central purpose is to prepare students for faithful Christian discipleship in the areas and responsibilities of life that we all share in common across our various specialized academic majors and vocations.

The Core curriculum articulates and helps students to develop a broad and firmly-rooted Christian perspective on life and learning; it helps them to develop their understanding of who we are and how we are called to live in our relationships and in our historical development and context; and it equips them with competencies, critical thinking, understanding, and connections needed for both their specialized programs and for life-long learning and service to God's kingdom in all areas of their lives in the contemporary world.

**Core Program Requirements for Bachelor's Degrees (44.5 - 64 credits)** For all students pursuing a bachelor's degree, the core program consists of pre-disciplinary foundational studies, contextual and interdisciplinary studies, and post-disciplinary integrative studies. Typically, students will begin pre-disciplinary coursework their freshman year and most will complete it by the end of their sophomore year. Beginning with their sophomore year, students will move on to contextual and interdisciplinary coursework and then finish their academic careers with the post-disciplinary integrative coursework.

### 1. Pre-disciplinary Foundational (14 - 29 credits)

**Academic Competencies (3 - 18 credits)** All academic competencies must be satisfied by the end of the freshman year unless otherwise noted. Options for satisfying the academic competency requirements depend on a

student's academic background and include the following:

- Strong high school preparation (demonstrated by high school record)
- ACT scores
- Pre-testing
- Completing a college-level course that meets the goals of each requirement.

*Mathematics Competency (0-4 credits)*

- A score of 22 or higher on the mathematics portion of the ACT (0 credits)
- Students with a score of 18-21 on the mathematics portion of the ACT will be required to complete a math course numbered 101-119. This course must be completed prior to taking the quantitative reasoning course. (3 credits)
- Students with a score below 18 on the mathematics portion of the ACT will be required to successfully complete Mathematics 100 and 100L – Mathematics for College during their first year of study and prior to taking the quantitative reasoning course. (4 credits)

*English Competency\* (3-4 credits)*

- A score of 24 or higher on the English portion of the ACT and completion of a writing-intensive college course (English 220, 305, 306, English 301/Communication 301, English 302/Communication 302, History 280, Psychology 366, Theatre Arts 365). Approved courses are designated as writing-intensive in the course description. Students in this category need not complete the writing-intensive course during their freshman year. (3-4 credits)
- Completion of CORE 120: English Composition (3 credits)
- Students with a score below 18 on the English portion of the ACT will be required to successfully complete English 100 – Basic Writing for College Students (4 credits)

*Communication Competency (0-3 credits)*

- Completion of two or more communication courses in high school with grades of B or better (0 credits)
- Completion of one communication course in high school and completion of Communication 100: Fundamentals of Speaking and Listening or CORE 110: Communication and Culture (3 credits)
- Students with no communication courses in high school must complete Communication 100: Fundamentals of Speaking and Listening (3 credits)

*Foreign Language Competency (0-7 credits)*

- Completion of two years of a single foreign language in high school with a grade no lower than a C in the second year (0 credits)
- Completion of Foreign Language 101 (if required) and 102. Any required foreign language study must be completed prior to completing the Cross-Cultural Studies requirement below, and should be completed by the end of the sophomore year (3-7 credits)

**Historical-Redemptive Outlook (11 credits)**

*Kingdom, Identity and Calling: CORE 100 (2 credits)*

*Roots of Western Culture and Worldviews: CORE 140 (3 credits)*

*Western Culture in Global Context: CORE 145 (3 credits)*

*Biblical Foundations: CORE 150 (3 credits)*

## **2. Contextual Inter-disciplinary (24.5 - 29 credits)**

*Health, Sport, and the Body: CORE 130 (1.5 credits)*

*Three Activity Components from the following: (1-1.5 credits)*

Introduction to Lifetime Activities: CORE 135 (.5 credits per activity - may complete up to 3)

Participation in one season of intercollegiate athletics at Dordt College: HHP 011 (.5 credits)

Completion of one activity course: HHP 012-019 (.5 credits)

Participation in two seasons of JV or Varsity athletics in high school with documentation from the high school (0 credits)

*Introduction to the Arts: CORE 160 (3 credits)*

*Responding to Literature: CORE 180 (3 credits)*

*Introduction to Christian Philosophy: CORE 200 (3 credits)*

*Natural Science\*: One four-credit, lab based science course. CORE 211-229 recommended for non-science majors. (4 credits)*

*Quantitative Reasoning\*: Any mathematics course numbered 120 or higher (3-4 credits)*

(No single course can meet both the natural science and quantitative reasoning requirements.)

*Persons in Community\*: CORE 250-259 (3 credits)*

*Justice and Stewardship\*: CORE 260-269 (3 credits)*

*Cross-Cultural Studies\*: (0-3 credits)*

For students who have satisfied the foreign language entrance requirement, the cross-cultural requirement may be met in one of the following ways:

- A. One course from CORE 270-289
- B. One course from Dutch, French, or Spanish 201, 204, or 206
- C. Education 109 and Education 239 (with an approved placement)
- D. Completing an approved semester-long, cross-cultural program (e.g., see page 45, SPICE)
- E. Satisfactorily completing three or more years of high school foreign language study with grades no lower than C in the final year, plus one of the following:
  - Evidence of having had an appropriate pre-college, cross-cultural experience
  - Participating in an approved cross-cultural experience sometime during college
  - Education 109
- F. Participation in an extensive cross-cultural experience evaluated and approved by the Coordinator of Academic Services for Minority and International Students and the Coordinator of Experiential Learning prior to college such as:
  - International and ESL students required to take the entrance interview (see pages 16-17, Admission of International and ESL Students)
  - Minority Students: significant involvement and schooling in a North American subculture
  - Majority Students: significant involvement in a non-English speaking culture or a culture substantially different from a predominately white North American culture (e.g. Foreign Exchange Student Program). Those who have not met the foreign language entrance requirement must take the equivalent of a 102 level foreign language.

### 3. Post-Disciplinary Integrative (6 credits)

*Advanced Reformed Thought\*: CORE 310-329 (3 credits)*

*Calling, Task, and Culture: CORE 399 (3 credits)*

\* Denotes requirements that could be satisfied via courses in a student's major area of study.

**Majors** To earn a bachelor's degree from Dordt College, a graduate must complete one major, a sequence of at least 10 courses in a subject area. The following majors are available at Dordt College.

*Note:* (G) indicates majors available in the general B.A. degree or in the cases of the engineering, nursing, and the social work majors, the B.S.E., B.S.N., and B.S.W. degree; (S), in the B.A. degree in secondary education; and (E), in the B.A. degree in elementary education.

## Majors

Accounting (G)

Agriculture (G)

- Agri-Business Emphasis (G)
- Animal Science Emphasis (G)
- Biotechnology Emphasis (G)
- Missions Emphasis (G)
- Plant Science Emphasis (G)

Applied Science and Technology

- Computerized Manufacturing Emphasis (G)
- Electrical Technology Emphasis (G)
- Industrial Instrumentation, Control Emphasis (G)
- Manufacturing Engineering Emphasis (G)

Art

- Art (E) (S)
- Art History Emphasis (G)
- Fine Arts Studio Emphasis (G)
- Graphic Design Emphasis (G)
- Prearchitectural Design Emphasis (G)

Biology (G) (S)

- Biotechnology/Molecular Emphasis (G)

Business Administration (G)

- Biotechnology Emphasis (G)
- Construction Management Emphasis (G)
- Finance Emphasis (G)
- Human Resource Management Emphasis (G)
- Information Systems Emphasis (G)
- International Business Emphasis (G)
- Marketing Emphasis (G)
- Public Administration Emphasis (G)

Business Education (S)

Chemistry (G) (S)

Communication (G)

- Digital Media Production (G)
- Public Relations Emphasis (G)

Computer Science

- Biotechnology Emphasis (G)
- Hardware Systems Emphasis (G)
- Information Systems Emphasis (G)
- Systems Administration Emphasis (G)

Computer Science/Mathematics (G)

Criminal Justice (G)

Dutch (G)

Earth Science (S)

Education (E) (S)

Engineering

- Biomedical Emphasis (G)
- Civil and Environmental Emphasis (G)
- Computer Emphasis (G)
- Electrical Emphasis (G)
- Mechanical Emphasis (G)

Engineering Science (G)

- Agriculture Emphasis (G)
- Architecture Emphasis (G)
- Biology Emphasis (G)
- Business Emphasis (G)
- Chemistry Emphasis (G)
- Computer Emphasis (G)
- Physics Emphasis (G)

English

- Literature Emphasis (G)
- Writing Emphasis (G)
- English/Language Arts (S)
- English/Language Arts-All (S)

Environmental Studies

- Environmental Science Emphasis (G)
- Policy and Management Emphasis (G)

General Science (S)

Health and Human Performance (G)

- Exercise Science Emphasis (G)
- Physical Education (E) (S)
- Sports Management Emphasis (G)

History (G)

- Museum Studies Emphasis (G)
- United States & World (S)
- World (S)

Individual Studies (G)

Mathematics (G) (S)

Medical Technology (G)

Music (E) (G)

- Music Management Emphasis (G)
- Performance and Pedagogy Emphasis (G)
- Choral Music Education (S)
- Instrumental Music Education (S)
- Choral/Instrumental Music Education (S)

Nursing (G)

Philosophy (G)

Physical Science (S)

Physics (G) (S)

Political Studies (G)

Psychology (G)

- Clinical Emphasis (G)

Social Science (S)

Social Work (G)

Spanish (E) (G) (S)

Theatre Arts

- Acting/Directing Emphasis (G)
- Design and Scenic Art Emphasis (G)
- Drama Ministry Emphasis (G)
- Dramaturgy Emphasis (G)

Technical Theatre Emphasis (G)  
Theatre Management Emphasis (G)

Theology

Biblical Studies Emphasis (G)  
Historical/Systematic Emphasis (G)  
Missions and Evangelism Emphasis (G)  
Youth Ministry Emphasis (G)

**Major and Cognate Courses (10 - 30 courses)**

B.A. *General*.....10 - 30

Students pursuing the general B.A. degree can find the sequence of courses for the major of their choice at the beginning of each department-area section in Academic Offerings. (See pages 62-203.)

B.A. *Secondary Education*.....10 - 15

Requirements for teaching majors, minors, and endorsements may be found in the Teacher Education Program section. (See pages 111-134.)

B.A. *Elementary Education* .....15

Requirements for the elementary teaching major leading to certification and endorsement may be found in the Teacher Education Program section. (See pages 111-134.)

*Note:* Unless otherwise specified in the Academic Programs section, students pursuing multiple programs (majors, emphases, minors) will have them transcribed only if there are 12 unique credits among the programs.

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

Students earning a B.A. degree in elementary or secondary education should consult the Teacher Education Program section for information regarding elective and professional credits. (See pages 111-134.)

The following are minors available at Dordt College.

*Note:* (G) indicates minors available in the general B.A. degree; (S), minors in the B.A. degree in secondary education; and (E), minors in the B.A. degree in elementary education.

**Minors**

Agriculture (G)  
American Government (S)  
American Studies (G)  
Art (E) (S)  
Biology (G) (S)  
Business Administration (G)  
    Human Resource Management (G)  
Chemistry (G) (S)  
Communication (G)  
    Digital Media Production (G)  
    Journalism (G)

Speech (E) (S)

Computer Science (G)  
    Web Software Development (G)

Criminal Justice (G)

Dutch (G)

English (G)  
    Writing (G)

English/Language Arts (E) (S)

Environmental Studies (G)  
    Environmental Science (G)

French (G)

General Science (S)

Health and Human Performance (G)  
    Health (E) (S)  
    Physical Education (E) (S)

History (E)  
    World History (S)

Kuyper Scholars Program (G)

Linguistics (G)

Mathematics (E) (G) (S)

Music (E) (G)  
    Music Performance (G)

Philosophy (G)

Physical Science (S)

Physics (G) (S)

Political Studies (G)  
    International Politics (G)  
    Public Policy and Administration (G)

Psychology (G)

Reading (E)

Science - Basic (E)

Social Studies (E)

Sociology (G)

Spanish (E) (G) (S)

Special Education (E) (S)

Theatre Arts (G)

Theology  
    Bible (S)  
    Bible Education (G)  
    Biblical Studies (G)  
    Historical/Systematic (G)  
    Mission and Evangelism (G)

## Master's Degree

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Dordt College offers a graduate program in education with a concentration in curriculum and instruction that leads to a master of education degree. The program is a ten-course sequence that can be completed on a part-time

basis in as few as three summers. Additional information on the master's program is contained in the graduate academic bulletin that can be obtained from the graduate education office.

## Preprofessional Programs

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

### B.S. Degree in Medical Technology

**Dr. Tony Jelsma, Program Advisor**

Dordt College offers a major in medical technology that includes three years of work at Dordt College, followed by one year of clinical education in an approved school of medical technology. In addition to the core program courses required for the bachelor's degree, medical technology students will take a sequence of courses prescribed by the Committee on Medical Technology Education (COMTE). See page 169 for more information or contact the program advisor.

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

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

All of these programs lead to the B.A. degree and prepare the student for graduate-level studies. Students in preprofessional programs normally complete one major at Dordt. Preprofessional programs do not mandate any specific major. Students should work closely with the program advisor to plan a course of study and select a major that will adequately prepare them for the professional school(s) of their choice.

### Prearchitecture Program

**David Versluis, Program Advisor**

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

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

A variety of bachelor degrees can provide an adequate foundation for further architectur-

al studies. Dordt offers two preprofessional major options specifically designed for students intending to pursue a graduate program in architecture: a B.A. degree in art with an architectural design emphasis and a B.A. degree in engineering science with an architecture emphasis.

### **Prechiropractic Program**

**Dr. Tony Jelsma, Program Advisor**

Chiropractic care concerns the relationship between the nervous system and the rest of the body to maintain optimal health, and it focuses on allowing the body to heal itself without the use of drugs or surgery. Maintaining the proper structure of the spine will allow the nervous system to function as it should to regulate the rest of the body.

The prechiropractic program at Dordt College prepares students for admission to a school of chiropractic. At least three years of study at Dordt are required, which will provide the necessary background in the sciences, including biology, chemistry, and physics courses, as well as courses in the humanities and social sciences. Since required courses may vary between chiropractic graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Predentistry Program**

**Dr. Darren Stoub, Program Advisor**

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

Since required courses for admission may vary between dentistry graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Prelegal Program**

**Dr. Paul Fessler, Program Advisor**

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

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

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

### **Premedical Program**

**Dr. Carl Fictorie, Program Advisor**

A medical profession may be demanding but also very rewarding as it offers numerous opportunities to serve and care for people. The undergraduate Premedical Program provides the required background and skills in the basic sciences and communication to succeed in medical school. However, medical schools seek out students with broad interests and abilities. Excellent performance in Dordt College's core program curriculum is important.

Each medical school has a unique set of admission requirements, but most schools require courses in biology, chemistry, physics, advanced writing, calculus and/or statistics. Additional coursework in human anatomy and physiology, biochemistry, genetics, cell biology, and microbiology are strongly recommended. Medical schools seek a diverse cohort, so any academic major may be completed in conjunction with the above require-

ments. Students should have a cumulative GPA of 3.50 or higher, particularly in the required courses above.

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

In addition to academic excellence, students should demonstrate a commitment to and passion for helping people through volunteering, extracurricular activities, and employment. Good communication skills, leadership abilities, dedication, and self-motivation are all important qualities medical schools seek in applicants. The Future Physicians Club exists to provide a means by which pre-medical students can get to know each other and help each other with planning, MCAT preparation, medical school applications, volunteering activities, and extracurricular activities.

The premedical program, while designed specifically for students interested in medical school, also serves as a good background for entry into most postgraduate professional medical programs. Additional information about the premedical program is available at: [www.dordt.edu/academics/](http://www.dordt.edu/academics/) under Pre-Professional Programs.

### **Preoccupational Therapy Program**

**Dr. Mark Christians, Program Advisor**

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

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

Appropriate majors for students interested in a career in occupational therapy include psychology, biology, or health and human performance. A foundation in biology and psychology is required. Since required courses for admission may vary between occupational therapy graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Preoptometry Program**

**Dr. Darren Stoub, Program Advisor**

Doctors of optometry provide vision care. As independent primary health care providers, they examine, diagnose, treat, and manage diseases and disorders of not only the eyes but also the entire visual system. Optometrists work with other health professionals in co-managing a patient's care. Most optometry schools require four years of college before admission to the optometry school. Courses generally required for admission include general chemistry, organic chemistry, calculus, physics, biochemistry, anatomy, microbiology, statistics, and psychology. Since required courses for admission may vary between optometry graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Prepharmacy Program**

**Dr. Darren Stoub, Program Advisor**

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

Courses generally required for admission include general chemistry, organic chemistry, physics, general

biology, microbiology, anatomy, economics, calculus, communication, English composition. Some schools also require the Pharmacy College Admissions Test (PCAT) to be taken. Since required courses for admission may vary between pharmacy graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Prephysical Therapy Program**

**Dr. Craig Stiemsma, Program Advisor**

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

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

A student may select any major, but the following preprofessional courses must be completed: biology, chemistry, physics, psychology, abnormal psychology, and mathematics. Since required courses for admission may vary between physical therapy graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Preseminary Program**

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

Statistically, nearly half of seminarians complete their B.A. degree before making the decision to seek ordination into church ministry. College plays a critical role in this decision, either confirming a call to the Gospel ministry or encouraging a search in a different direction. Dordt College offers classes that are meant “to develop and implement an understanding of the entire creation in the liberating light of the Scripture.”

Although Dordt does not offer a professional degree or major in seminary, an excellent preprofessional program is available that prepares the student for subsequent professional education. Individually assigned personal advisors, the camaraderie with fellow preseminarians, as well as connecting with students with different life goals, all contribute to the breadth of the Dordt College preseminary program. Courses in history, English, philosophy, communication, psychology, the arts and science – all taught in the light of God’s Word – will help preseminary students see how they can bring glory to God in almost any topic of study. Also, courses in the language of the Bible, as well as modern foreign languages, equip the prospective minister to handle the biblical text and read current and classical theological works in their original form. Since required courses for admission may vary between seminary graduate schools, students are advised to check requirements of specific schools early in their college career.

### **Preveterinary Program**

**Dr. Duane Bajema, Program Advisor**

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

Although Dordt does not offer a professional degree or major in veterinary medicine, an excellent preprofessional program is available that prepares the student for subsequent professional education. Students can major in biology, animal science, chemistry, or agriculture. Dordt also works with many local veterinarians, pharmaceutical companies, and professionals involved with animal health to provide students with professional experience that is often required by schools of veterinary medicine. Since required courses for admission may vary between veterinary graduate schools, students are advised to check requirements of specific schools early in their college career.

# Off-Campus Study

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Students should contact the coordinator of off-campus programs for information and application forms. The coordinator will also help students identify courses in these programs that meet core program requirements.

## Off-Campus Policies

1. Students must be in good academic, financial, and behavioral standing to participate in off-campus programs and courses. (See *Student Handbook for Off-Campus Behavioral Expectations*.)
2. The pass-fail option is not available for off-campus programs and courses.
3. Cancellation Policy
  - Dordt College may cancel college-run off-campus programs, courses, or service projects when, prior to departure for the program, the U.S. State Department issues a travel warning for the location of the program, course, or project. In addition, the college may choose not to participate in or provide student financial assistance for off-campus programs offered by partner colleges or organizations for locations under the U.S. State Department travel warning.
  - If a U.S. State Department travel warning is issued once a program is in progress for a country in which Dordt is currently operating an off-campus program, course, or project, the coordinator for off-campus programs will notify the crisis management coordinator, who may implement the crisis management plan.
  - If a U.S. State Department travel warning is issued once a program is in progress for a country in which Dordt students are participating in an off-campus program offered by a partner college or organization, the coordinator for off-campus programs will consult with the partner organization's designated director and their on-site staff and may implement a crisis plan that carefully follows the State Department's advice.
4. Refund Policy
  - If Dordt College cancels the program prior to departure, students will receive a full refund of any tuition or program fees paid. Any portion of a non-refundable deposit not encumbered (e.g. travel arrangements, housing deposits) will also be returned.
  - If a student withdraws from a program prior to departure, he/she is responsible for any expenses incurred on his/her behalf by Dordt College (or the sponsoring organization) in preparation for the program.
  - If it becomes necessary to cancel a program in progress, Dordt's refund policies will be followed (see page 21). Additional expenses incurred for an early departure may need to be deducted from any refund provided.
  - If a student withdraws from a program after the program has begun, Dordt's refund policies or the policies of the sponsoring organization will be followed. Students are responsible for any other costs incurred by an early departure. (Early withdrawals for medical reasons are covered by a separate policy.)
  - Students dismissed from a program for behavioral reasons will be charged the full fee and are responsible for any other costs incurred by an early departure.

## Dordt College Semester Programs: SPICE, SPAN, and SPIN

*Minimum requirements: sophomore status and a 2.50 cumulative GPA.*

\* Denotes programs that satisfy the core program cross-cultural requirement.

**Studies Program In Contemporary Europe\*** (SPICE) Dordt College, in cooperation with the Gereformeerde

Hogeschool in Zwolle, offers students the opportunity to study in the Netherlands every spring semester. Students live with host families and choose to study in one of three tracks: Dutch Language Studies, International Business, and Dutch Area Studies (for students of any major). All tracks include a week-long trip to Rome, where students will gain insights into historical, religious, and cultural developments through presentations and excursions.

Students must choose 13-17 credits. SPCE 270 is required for all participants.

*Recommended courses for:*

**Dutch Area Studies:** SPCE 160, 270, 271; two electives from SPCE 148, 310, 392-3, CORE 200.

**Dutch Language Studies:** SPCE 100, 102, 201 or 341; SPCE 160, 270, 271; one or two electives from SPCE 148, 310, 392-3, CORE 200.

**International Business Studies:** SPCE 270, 271, 371; one or two electives from SPCE 100, 102, 148, 201, 310, 392-3.

### Studies Program In Contemporary Europe (SPICE) Academic Offerings

- 100 **Beginning Dutch (3)** .....Spring  
 A beginner's course on the language and culture of Dutch-speaking people, designed to develop listening and reading comprehension skills and speaking and writing skills in Dutch through exercises, listening, interviews of native Dutch speakers, and small group conversations.
- 102 **Elementary Dutch (3)**.....Spring  
 This course on the language and the culture of Dutch-speaking people is designed to develop listening and reading comprehension, spoken and written Dutch in a communicative context. The course includes interviews of native Dutch speakers, sessions with native students, and various other language activities. Prerequisite: Dutch 101 or its equivalent.
- 201 **Intermediate Dutch (3)**.....Spring  
 An intermediate course that continues the study of the language in a communicative context with emphasis on precision and expansion of linguistic skills. Emphasis is also put on the development of cultural understanding and sensitivity, studying people's values and beliefs as expressed in their economic, political, and religious systems. Prerequisite: Dutch 102 or its equivalent.
- 148 **History of the Low Countries (3)**.....Spring  
 This course will focus on the history of the Netherlands from 1815 until the present, with special attention on the history of religion and the church. The course will be in chronological order generally; some aspects of the Dutch society will be explored in themes.
- 160 **Dutch Art and Architecture (3)**.....Spring  
 An introduction to the history of Dutch art and architecture from the Middle Ages to the present day. There will be many excursions to view various artworks "live." Students will develop insight into how to understand art and how the Dutch identity is reflected in its art and architecture. They will also develop some understanding of the importance of the works in culture and history. This will be achieved by presentations of classmates, lectures, readings, and field trips.
- 270 **Cross-Cultural Explorations: Conversation, Reflection, and Travel (Portfolio) (2)**.....Spring  
 Living and studying in a different culture brings new information, experiences, and perceptions. This course helps students take the time to observe and reflect on the similarities and differences between this culture and the culture of one's home through structured and systematic observation and reflection. Students develop their own portfolio (a reflective journal) in preparation for a presentation at the end of the semester.
- 271 **Dutch Culture and Society (3)**.....Spring

This course focuses on contemporary issues in the Netherlands as an urbanized society. By studying the culture that gets lived out in the heart of the Netherlands, students become part of the “social experiment” that Dutch society is—a society that is in a constant process of evolving and adapting new forms as it enters a new era of economic and political affiliations within a larger European community.

- 310 **Contemporary Theology (3)**.....Spring  
 This course will survey several important theologians and theological trends from the 20th century, including liberation theology and other significant schools of thought, and will compare them with Reformed theology.
- 341 **Special Topics in Dutch Literature or Composition (3)** .....Spring  
 Offered on the basis of student interest and instructor availability.
- 371 **Cross-Cultural Exploration and Practicum in Dutch Businesses (5)**.....Spring  
 This course is organized as a cross-cultural exploration and practicum in business that helps students to understand the Dutch business context and culture from different perspectives. Special attention will be given to different production concepts and Christian ethics in business. During the course, students will carry out real-time assignments and deal with real-life consultancy cases for Dutch businesses.
- 392- **Individual Studies (2-3)** .....Spring  
 393 Open to qualified juniors and seniors on a limited basis with permission from the coordinator of off-campus programs and the registrar. (See page 57 for procedures and policies.) *Note:* SPCE 392–3 proposals must be submitted before November 1.

**Studies Program At Northrise\* (SPAN)** SPAN offers a unique opportunity for students to experience life as a student in Africa. Students will study at Northrise University, a Christian institution in Ndola, Zambia. Choose from coursework in business, information technology, theology, or agriculture while building relationships with students in sub-Saharan Africa. This program, open to sophomores, juniors, and seniors, gives a firsthand view into the struggles and joys of life in Zambia.

**Studies Program In Nicaragua\* (SPIN)** This fall semester program is offered in cooperation with The Nehemiah Center in Managua, Nicaragua. The goal of SPIN is to immerse students in Nicaraguan life and culture, with an eye to better understanding cultural diversity and the shaping power of differing worldviews. Students will live with host families in Leon. All participants will study Spanish at their level and will take a course on Nicaraguan History and Culture.

### Studies Program In Nicaragua (SPIN) Academic Offerings

- 1/300 **Spanish Language (at least 3 credits)**..... Fall  
 Tutored development of communicative skills in Spanish at the student’s own level of expertise - from beginner to advanced.
- 270 **Cross-Cultural Explorations: Conversation, Reflection, and Travel (2)**..... Fall  
 Living and studying each day in Nicaragua will likely bring new information, experiences, values, traditions, and ideas. This course offers the means to take time to observe and reflect on cultural differences and one’s reactions and responses to new situations. Visits to significant historical, political, ecclesiastical, and cultural sites in Nicaragua provide important perspectives to the course.
- 271 **Nicaraguan History and Culture (3)**..... Fall  
 This course addresses the social, religious, political, and economic factors that continually shape Nicaragua, by focusing on pivotal historical events and the principal worldview perspectives that are at the root of current Nicaraguan culture and society. The course also examines some of the contemporary challenges facing Nicaraguan society: youth gangs, immigration, and economic globalization.

- 282 **Service Learning (2)** ..... Fall  
 This course is designed to provide students with hands-on experiences serving in the Nicaraguan context that relate to their academic and/or professional goals. Students choose from a number of site options, where they will apply their academic knowledge and skills while learning about the needs associated with a specific area of Nicaraguan society.
- 289 **Agriculture in the Developing World (3)** ..... Fall  
 This course addresses the complexities of the global food system from a Nicaraguan perspective, focusing on justice issues of land ownership and the impact of large- and small-scale farming on the land, economy, and society.
- 310 **Worldview and Societal Transformation (3)** ..... Fall  
 Latin American community development and culture are analyzed with a biblical worldview, given the context of the country itself. This course examines a variety of strategies employed by government and non-governmental organizations, including the local church, to eradicate extreme poverty in Nicaragua.

**SPIN Track Options (3 credits each)**

- **Spanish Language Track:** Options for specialized courses such as Nicaragua: The Land of Poets or Ruben Dario: Father of Modernism.
- **Nicaraguan Area Studies Track:** Options for specialized study in such areas as history, political studies, communication, or theology/missions.
- **Agriculture Practicum Track:** Options for specialized practicum experiences for agriculture students.

## Shared Sponsorship Program

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

Students spend four days a week in an internship related to their academic major and career interest. They also participate in seminars one day per week. To achieve fifteen hours of academic credit, students must take the internship course plus two of the three seminars offered. The Metropolitan Seminar on Ethnic and Racial Diversity can be used to meet the cross-cultural requirement. Minimum requirements are junior status and a 2.50 cumulative GPA.

## Calvin College Programs

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

**Study in China\* (STCH)** Study traditional and modern China while experiencing life in its capital, Beijing, and exploring other areas of this fascinating country. Living and studying at the Capital Normal University allows for interaction with Chinese and foreign students and gives access to the National Library, sports facilities, and parks. Visit important cultural and historical sites such as the Great Wall and China’s most holy mountain Taishan. Tackle the Chinese language and be immersed in Chinese history and contemporary issues. (Fall semester)

**Study in Britain\* (STBR)** Narrow, winding streets, ancient timbered houses, and no cars – this is the center of York, the host city for Calvin’s semester in Britain. The city’s layers of history will be a constant source of intrigue as students study at York St. John University, located right in the heart of it all. Students live and study together as a Christian community in the midst of one of the world’s busiest and most multicultural cities, York, England, with its rich history and a society markedly more “post-Christian” than North America. Students take two courses taught by the Calvin professor in residence and other courses at York St. John University. (Spring semester)

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

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

**Development Study in Honduras\* (STHO)** Study development theory and Honduran history. Live with a Honduran third-world family. Improve Spanish language skills, and visit urban squatters' camps, remote rural villages, and tropical rain forests. For added experience, excursions include trips to banana plantations, shrimp farms, and development organizations involved in health and literacy projects. At these different locations, students can talk with national leaders about Honduras' problems and future. The director leads discussions to encourage thinking and living as Christians in God's world. Wrap up the whole experience by evaluating a specific development program. (Spring semester)

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

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

**Study in New Mexico\* (STNM)** Native American society in the Southwest provides an exceptional opportunity to encounter the most culturally diverse area of the United States. Through interaction with Native Americans and their rich history, art forms, life styles, culture, and stark landscape, achieve a degree of liberation from the insularity of familiar culture and forcefully challenge stereotypical patterns of thinking. Arrive at a deeper self-understanding and a greater respect for other cultures while studying at Rehoboth Christian School. (Fall semester)

**Study in Spain at Universidad Nacional de Educación a Distancia in Denia, Spain\* (STSP)** Includes both a foundation program and an advanced program. If accepted, preparatory courses in Spanish language, grammar, and culture at Calvin during the Interim term are required. In the foundation program, earn 16 hours of credit in Spanish language. Live in Spain during the spring semester, and take four classes per day, four days per week, for

fourteen weeks. The classes are in Spanish grammar, conversation, reading, writing, culture, and civilization. In the advanced program, take 12 to 14 semester hours of coursework beyond Spanish 204. (Spring semester)

## **Council for Christian Colleges and Universities Programs**

*CCCU programs are offered in the fall and spring semesters for junior and senior students with a minimum GPA of 2.75, unless otherwise noted. Participating students earn 16 credits.*

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

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

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

**Contemporary Music Center (CMC)** The Contemporary Music Center provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for business, arts, management, marketing, communications, and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience, and a uniquely Christian perspec-

tive on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study, and a practicum. Students earn 16 credits.

**India Studies Program\* (ISP)** Since the fall of 2011, the CCCU has partnered with the Bishop Appasamy College of Arts and Sciences in southern India to offer the India Studies Program. The ISP is structured to provide students with immersion in a local community and broad exposure to a variety of peoples, places, and customs in India, including an extensive two-week travel portion of the program to provide students a close-up look at India's diversity. Students will participate in courses designed to provide a broad overview of the historical, religious, geographical, and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues like poverty, social justice, rapid social change, and religious pluralism through the eyes and experience of Indian Christians. Students will also be able to choose elective courses in literature, cuisine, art, or business. Ninety-hour practicum experiences may also be available in education, social work, business, or communication. Students earn 16 credits.

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

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

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

**Oxford Summer Programme (OSP)** This program of the CCCU and Wycliffe Hall, Oxford, is designed for students wishing to gain a comprehensive understanding of the relationship between Christianity and the development of the West and those who wish to do specialized work under expert Oxford academics in the areas of history, religious studies, political theory, philosophy, english, and history of science. The program is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. Minimum GPA of 2.90 required.

**The Scholars' Semester in Oxford\* (SSO)** This program, based in Oxford, England, is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. The SSO is designed for students interested in the fields of theology, biblical studies, education, science, pre-med, psychology, business, and the humanities. Applicants are generally honors and other very high-achieving students; minimum GPA of 3.50 required. Students earn 17 credits.

**Uganda Studies Program\* (USP)** Uganda has become an economic and public health model in its region. The USP offers students the opportunity to get a personal look at the country's function and influence. Uganda Christian University (UCU) serves as the base of study for students in the USP. Set on the outskirts of the capital city, Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. A variety of courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education and present many insights into African life. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. Students choose either the Uganda Studies Emphasis or the Intercultural Ministry and Missions Emphasis. In addition to the foundation experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 credits.

**Washington Journalism Center (WJC)** This semester-long study program in Washington, D.C., is created for students interested in the field of journalism. While in Washington, students take classes focusing on the history and future of media and on their personal writing skills. Courses taken (Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse), combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as part of the WJC experience.

## Other Approved Programs

**Au Sable Institute of Environmental Studies** The Au Sable Institute offers field-based courses at two primary campuses, one in the Great Lakes Forest near the middle of the North American Continent; the other on the Puget Sound on the edge of the Pacific ocean north of Seattle, Washington. The Institute also has a program at ECHO in North Fort Myers, Florida. There are three-week and five-week summer sessions. Courses can be applied toward meeting Dordt College graduation requirements in several majors. Au Sable courses and Dordt courses can also be used to meet requirements for certificates issued by Au Sable Institute in the following areas: naturalist, land resources analyst, water resources analyst, and environmental analyst. Au Sable fellowships and grant-in-aid are available to Dordt students. (Summer)

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

**Jerusalem University College\* (JUC)** Study for a semester at Jerusalem University College, an independent Christian institution of higher education formerly known as the Institute of Holy Land Studies. Courses in the

history, geography, cultures, religions, and languages of ancient biblical times and the modern Middle East provide rich insights into the past and a meaningful cross-cultural experience. The university is located on Mount Zion, overlooking the Hinnom Valley, and serves as an extension campus for more than 100 universities, colleges, and seminaries around the world. (Fall and spring semesters)

**Trinity's Semester in Spain\* (TSIS)** A semester study program, located in Seville, Spain, offers beginning, intermediate, and advanced courses in Spanish studies. Students live with a Spanish family for the entire semester and may choose to engage in optional service-learning experiences. Two summer terms are also offered. (Fall, spring, summer)

**Trinity Western University's Laurentian Leadership Center (TLLC)** This program located in Ottawa, Canada, is geared toward third- and fourth-year students who plan to pursue a career in business, communications, history, international or political studies. The fully accredited program includes nine hours of interdisciplinary courses and a six-hour internship in Canada's capital city. (Fall and spring semesters)

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

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

## Academic Policies

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

	<u>ACADEMIC ALERT</u>	<u>ACADEMIC PROBATION</u>	<u>ACADEMIC SUSPENSION</u>
<u>Total Credits Earned</u>	<u>Cumulative GPA is below</u>	<u>Cumulative GPA is below</u>	<u>Cumulative GPA is below</u>
0 to 24	2.00	1.60	1.00
24 to 54	2.00	1.80	1.40
54 to 84	-	2.00	1.60
84 or more	-	2.00	1.80

**Academic Alert** Students who finish a semester with a cumulative GPA below the graduation requirement will be alerted to their academic status at the beginning of the following semester. Students will be informed of

the support services available and encouraged to make use of them. Academic alerts may also be issued during a semester when an instructor reports that a student is in danger of failing his or her course. Academic alerts do not result in any additional restrictions of activity or loss of financial aid but are intended to inform students of their current situation so they can take action to correct it.

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

**Academic Suspension** Students who finish a semester with a cumulative GPA below the specified standard are subject to academic suspension from the college for a period of one semester. Students suspended from the college will be notified of their suspension immediately in writing and may be given an opportunity to file a letter of appeal prior to the start of the next semester. Students filing an appeal must do so in writing to the registrar by the time indicated in the notification of suspension. The letter of appeal should explain the situation leading up to the suspension, including extraordinary circumstances such as serious illness, injury, or family crisis, and include a specific plan for correcting the problems. Students allowed to return on the basis of an appeal will be placed on academic probation as described above. Students allowed to return on appeal will be subject to suspension without appeal or dismissal if they ever fail to meet the terms established by the academic standing committee. Students who do not file a letter of appeal or whose appeal is not granted may apply for readmission after a lapse of one semester. Readmission is not automatic but is based on evidence that the circumstances leading up to the suspension have been resolved. Any student, regardless of prior academic standing, who receives less than a 1.00 GPA in any given semester is subject to academic suspension at the end of the semester.

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

**Audit and Institutional Visitor Policies** Full-time students may audit a course at no additional charge provided they do not go into an overload. Part-time students and students who will go into an overload may audit courses at the overload tuition rate. Students auditing a class are expected to attend lectures, do the readings, and participate in all in-class activities, and *may* participate in other activities. No credit will be given for audits, but an official record with grade of AU will be recorded for audited courses.

On a space-available basis, members of the community are welcome to visit classes at the visitor rate. Registration is subject to approval by the course instructor and registrar, and no official academic record will be kept. A maximum of one course per semester may be visited; applied courses (such as music lessons and ensembles or labs) may not be visited.

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

**Credits** All credit at Dordt College is given in semester hours and, unless noted differently in the course description, will count toward graduation. Each semester hour requires one period per week of class work and approximately two hours per week of preparation.

**Dropping Courses** Changes in registration must be completed during the drop/add period (within one week after the opening date of each semester). Courses dropped during the add/drop period do not appear on the student's transcript. After the drop/add period, a student may withdraw from a course with permission of the instructor and registrar. Withdrawn courses appear on a transcript with a grade of W. All courses dropped after the tenth week of the semester will be recorded as F.

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

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

**Grade Point Average** Students must have a minimum cumulative GPA of 2.00 in courses taken at Dordt College to meet graduation requirements. The GPA is determined by dividing the total number of grade points by the total number of hours attempted.

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

**Grade Reports** First semester mid-term grades are reported to new students. These are not part of the permanent record but serve as an indicator of student progress. Mid-term grades are obtained from the student's advisor. Final grades are released by the registrar's office as soon as possible after the close of each semester.

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

<u>Grade</u>	<u>Points Per Hour</u>	<u>Description</u>
A	4.00	Exceptional
A-	3.67	
B+	3.33	
B	3.00	Good
B-	2.67	
C+	2.33	
C	2.00	Graduation level
C-	1.67	
D+	1.33	
D	1.00	Unsatisfactory
D-	0.67	
F	0	Failure
P	0	Pass
W	0	Withdrawn
WM	0	Withdrawn - Medical Withdrawal
AU	0	Audit

**Graduation** Students must make application for graduation the semester prior to their graduation. Commencement exercises are held only at the end of the spring semester. In order to participate in the commencement ex-

ercises, the student must have completed all coursework for the degree. Requests for exceptions must be brought to the curriculum and academic policies committee via the registrar prior to February 1. There are no exceptions for the A.A. degree.

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

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

If a proposed individual studies project is interdepartmental or falls within a department that does not have an individual studies option, the student may consult the registrar for permission to register for Individual Studies 391, 392, or 393. (See pages 59-60 for individual studies policies.)

**Official Transcripts** Requests for transcripts should be submitted well in advance of the time they are required by the student. Transcripts will not be made during the week of registration or at the time semester grades and reports are being processed. A transcript will be released only if all accounts have been settled with the college. Transcripts are released only with the written permission of the student. Transcripts will not be sent to employers or other agencies without the permission of the student. Dordt College recognizes and desires to protect student rights of privacy, rights of access to educational data, and the right of challenging the contents of records for inaccurate or misleading information. Most records pertaining to the education of an enrolled student are open to the student upon request. Records may be released to specified persons by written consent of the student. College policies for the privacy rights of students and parents are in compliance with the Family Educational Rights and Privacy Act of 1974. Inquiries concerning compliance should be directed to the provost.

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

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

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

1. A maximum of 15 credits of P/F work will apply to the 124 credits required for a bachelor's degree; a

- maximum of 8 credits of P/F work will apply to the 60 credits required for an associate's degree.
2. Students successfully completing a P/F course will have a grade of P recorded on their transcript. They will receive credit for the course, but no grade points. Thus, a grade of P will have no effect on the student's GPA.
  3. Students failing a P/F course will have a grade of F recorded on their transcript. This F will be calculated the same way as an F under the normal grading system. Thus, a failing grade in a P/F course will affect the student's GPA.
  4. Students taking a course P/F are expected to fully participate in the course. Instructors are not explicitly notified of the students taking the course pass/fail, but that information is available to them upon request.
  5. Students who receive a P in a P/F course may not repeat the course on a graded basis.
  6. Only elective courses may be taken P/F. Courses required for a student's core program, major, or minor may not be taken P/F.
  7. Departments have the prerogative to identify courses that should not be P/F.
  8. Changes from A-F to P/F grading and from P/F to A-F grading may be made on forms supplied by the registrar's office as follows:
    - P/F to A-F grading – any time prior to the last full week of classes
    - A-F to P/F grading – any time during the first two weeks of the semester
  9. Students must petition the registrar's office to have a course revert to the original grade earned when, due to a change in major, a course previously taken P/F becomes part of the student's major.

**Repeating Courses** Any course with a grade of B- or lower may be repeated. The original grade remains on the transcript with a reference to the repeated course. Only the last instance of the course on the transcript is factored into the cumulative GPA.

**Residence Requirement** A minimum of eight semesters of full-time college study is required for the bachelor's degree and four semesters for the associate's degree. A maximum of eight credits (half of a typical full-time semester) of overload work will be applied toward the residence requirement (see page 60, Student Load). Requests for an accelerated program are based upon equivalent residency for approved transfer or summer study and must be submitted to the registrar at least one year prior to graduation.

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

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

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

greater flexibility of program as well as greater responsibility for the student in the learning process.

Service-Learning is an educational method and experience:

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

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

If a proposed service-learning is interdepartmental or falls within a department without an individual studies option, the student may consult the registrar for permission to register for individual studies.

Individual studies courses and service-learning courses are governed by the following policies:

1. They may have 1-3 credits as follows: 281 and 391, one credit; 282 and 392, two credits; and 283 and 393, three credits.
2. Individual Studies: Second semester freshmen and sophomores may take 391 courses; juniors and seniors 391, 392, and 393 courses. The registrar may grant exceptions.  
Service-Learning: First semester freshmen may take 281 courses; second semester freshmen, sophomores, juniors and seniors may take 281, 282, and 283 courses (the registrar may grant exceptions).
3. A student must have a minimum 2.00 cumulative GPA to enroll in 281 and 391; and 2.25 for 282, 283, 392, and 393.
4. A maximum of nine individual studies/service-learning credits may be applied to the B.A. degree; a maximum of four credits to the A.A. degree.
5. Students may enroll in a course more than once. For example, a student may enroll in Business Administration 391 or 392 or 393 more than once. Not more than four individual studies/service-learning credits may be taken in a semester.
6. Normally, an individual studies/service-learning course should be completed in the semester of enrollment, but with advance notice, the course may be spread over the first and second semesters of the year. Register for the course only in the semester that the course will be completed.
7. Individual studies courses 392 and 393 and service-learning courses 282 and 283 are open to students who have had extensive previous course-work in the department.

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

Sophomore .....24 credits  
Junior .....54 credits  
Senior.....84 credits

**Student Load** Since 124 credits are required for bachelor's degrees and 60 credits are required for associate's degrees, students who plan to complete these degrees in the standard amount of time must average 15 to 16 credits per semester. Students must be enrolled in a minimum of 12 credits per semester to be considered full-time. Students registering for more than 15 credits should consult their academic advisor.

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

1. The normal maximum student load for all students is 18.5 credits.
2. First semester freshmen admitted with a high school GPA below 2.25 or a composite ACT score below 19 (SAT I score below 920) are limited to 14 credits.
3. Second semester freshmen, sophomores, juniors, and seniors with a college GPA of 3.00 or better may register for an overload with the permission of their academic advisor and the registrar. Only under rare circumstances will a student be allowed to register for 22 or more credits.
4. No more than a total of eight credits earned in excess of 16 credits per semester will be applied to the residence requirement.

**Withdrawal From School** A full-time student who wishes to withdraw from school must obtain the necessary withdrawal form and receive permission to leave school from the student services office. The form must be signed by representatives from the student services, financial aid, registrar, and business offices. Refunds are based upon the date of approval. Students who withdraw before the end of the semester will receive a grade of W in each course. Students who withdraw without obtaining signatures on the withdrawal form and turning it in to the business office will receive a letter grade of F for all courses. (Part-time students must notify the registrar of their withdrawal.)