

COURSES

Courses numbered 500 and above and courses in the undergraduate catalog marked with an asterisk (*) may be applied to graduate programs. These courses are all listed in this bulletin. Complete descriptions for the undergraduate courses are found in the College Catalog. Many are offered during evenings and summers. All courses taken for the Master of Education degree must be approved by a graduate advisor and the Education Department office on a graduate Counseling Agreement. All graduate programs may be taken by part-time as well as full-time students. The symbols F (Fall), I (Interim), S (Spring), and SS (Summer School) designate when the courses will be offered. Summer courses are planned by individual departments, in some cases on a yearly basis.

Consult with your advisor and the academic department teaching the course regarding course prerequisites. Prerequisites may be waived with equivalent knowledge and experience developed elsewhere.

This schedule is subject to change should circumstances (e.g. below minimum enrollment) prevent a given course being offered at the designated time. Some additional courses may be offered upon receipt of a sufficient number of requests. See the Schedule of Classes available each semester from the Registrar's Office for offerings, times, and locations.

Interdisciplinary

301 **Bilingual/ESL Education for Elementary Teachers** (3). F.

302 **Bilingual/ESL Education for Secondary Teachers** (3). F.

590 **Independent Study**. Students normally register for this course in conjunction with a course in one of the disciplines.

Art

STUDIO COURSES

251 **Introduction to Painting** (3). F and S.

255 **Communication Design I** (3). F and S.

256 **Introduction to Photography** (3). S.

257 **Introduction to Sculpture** (3). F and S.

258 **Introduction to Ceramics** (3). F and S.

301 **Intermediate Painting** (3). S.

305 **Communication Design II** (3). F.

306 **Analogue Photography** (3). S.

307 **Intermediate Sculpture** (3). F and S.

308 **Intermediate Ceramics** (3). F and S.

316 **Digital Photography** (3). S.

350 **Advanced Drawing** (3). F and S.

351 **Advanced Painting** (3). S.

355 **Communication Design III** (3). S.

356 **Advanced Photography** (3). F.

357 **Advanced Sculpture** (3). F and S.

358 **Advanced Ceramics** (3). F and S.

385 **Internship in Visual Studies** (3). F and S, tutorial.

395 **Senior Seminar in Studio Art** (3). S.

ART HISTORY

- 232 **Early Christian and Byzantine Arts** (3). S, odd years.
- 233 **Medieval Art** (3). S, even years. Not offered 2004-2005.
- 234 **Northern Renaissance Art** (3). F, odd years. Not offered 2004-2005.
- 235 **Italian Renaissance Art** (3). F, even years.
- 237 **Baroque and Rococo Art** (3). S, odd years.
- 238 **Nineteenth-Century Art** (3). S, even years. Not offered 2004-2005.
- 239 **Modernism and the Arts** (3). F, odd years. Not offered 2004-2005.
- 240 **Contemporary Art** (3). F, even years.
- 241 **Asian Art** (3). F, odd years. Not offered 2004-2005.
- 243 **Art of the Americas** (3). F, even years.
- 245 **African and Oceanic Art** (3). S. Not offered 2004-2005.
- 393 **Museum Studies** (3). F and S, tutorial.
- 397 **Methods in Art Historiography** (3). S, even years. Not offered 2004-2005.

ARCHITECTURAL HISTORY AND CRITICISM

- 397 **Architectural Theory and Criticism**. S, odd years. Not offered 2004-2005.

GRADUATE-ONLY COURSES

- 590 **Independent Study**.

Astronomy

- 395 **Astronomy Research, Writing, and Presentation** (0-3). F, I, and S.
- 590 **Independent Study**.

Biology

ADVANCED COURSES

- 313 **Paleontology** (4). S.
- 321 **Genetics and Development** (4). F.
- 323 **Comparative Vertebrate Anatomy** (4). S.
- 324 **Molecular Biology** (4). S.
- 331 **Comparative Animal Physiology** (4). S.
- 332 **Plant Physiology** (4). S, alternate years.
- 333 **Immunology and Hematology** (4). S.
- 334 **Cell and Tissue Culture** (4). F.
- 335 **Cell Biology** (4). F.
- 336 **General Microbiology** (4). F, alternate years.
- 338 **Animal Behavior** (4). S, alternate years.
- 341 **Entomology** (4). F, alternate years.
- 344 **Vertebrate Biology** (4). S, alternate years.
- 345 **Ecosystem Ecology and Management** (4). F.

- 346 **Plant Taxonomy** (4). F, alternate years.
383 **Laboratory in Biochemistry** (1). F and S.

RESEARCH AND PRACTICUM COURSES

- 354 **Investigations in Biology: Special Topics.** (4) Not offered 2004-05.
357 **Investigations in Biology for Teachers** (4). F.

SEMINAR COURSES

- 396 **Perspectives in Medicine** (3). S.

GRADUATE-ONLY COURSES

- 590 **Independent Study.**

Chemistry

- 323 **Biochemistry I** (4). F.
324 **Biochemistry II** (4). S.
325 **Advanced Organic Chemistry** (4). S, alternate years.
329 **Instrumental Methods for Chemical and Biological Sciences** (4). S.
330 **Advanced Inorganic Chemistry** (4). F, alternate years. Not offered 2004-2005.
383 **Laboratory in Biochemistry** (1). F and S.
395 **Research Seminar.** F, I, and S.
396 **Perspectives in Chemistry** (1). F, alternate years. Not offered 2004-2005.

GRADUATE-ONLY COURSES

- 590 **Independent Study.**

Classical Languages

GREEK

- 303 **Advanced Greek Prose** (3). F.
304 **Advanced Greek Poetry** (3). S.

LATIN

- 300 **Latin Epic Poetry** (3). Not offered 2004-2005.
302 **Latin Philosophical Literature** (3). S.
304 **Latin Historical Literature** (3). S.
305 **Latin Lyric** (3). F.

GRADUATE-ONLY COURSES

- 590 **Independent Study.**

Communication Arts and Sciences

- 254 **Television Criticism** (3). F.
- 305 **Persuasion and Propaganda** (3). F and S.
- 320 **History of Theatre and Drama I** (3). F, alternate years.
- 321 **History of Theatre and Drama II** (3). F, alternate years.
- 330 **Global Media, Global Culture** (3). I.
- 352 **Communication Ethics** (3). F and S.

GRADUATE-ONLY COURSES

590 Independent Study.

Computer Science

- 312 **Logic, Computability and Complexity** (4). F, alternate years.
- 320 **Advanced Computer Architecture** (3), F, alternate years.
- 332 **Computer Networks** (3). S.
- 342 **Database Management Systems** (3). F.
- 344 **Artificial Intelligence** (3). I, alternate years.
- 352 **Computer Graphics** (3). S, alternate years. Not offered in 2004-2005.
- 372 **Numerical Analysis** (4). F.
- 374 **High Performance Computing** (3). I, alternate years.

GRADUATE-ONLY COURSES

590 Independent Study.

Economics and Business

BUSINESS

- 301 **Intermediate Accounting** (4). F.
- 302 **Intermediate Accounting II** (4). S.
- 305 **Cost Accounting** (4). F.
- 306 **Income Tax** (4). F.
- 307 **Advanced Taxation** (3). S.
- 310 **Advanced Accounting** (4). F.
- 311 **Auditing** (4). S.
- 315 **Accounting Systems** (4). S.
- 350 **Law in Business** (3). F and S.
- 361 **Health Care Administration and Economics** (3). Not offered 2004-2005.
- 363 **Production and Operations Management** (3). S.
- 365 **Human Resource Management** (3). F and S.
- 367 **Small Business Management** (3). F.
- 370 **Financial Principles** (3). F and S.
- 371 **Financial Instruments and Markets** (3). S.
- 380 **Marketing** (3). F and S.

- 381 **Advanced Topics In Marketing** (3). S.
382 **Consumer Behavior Theory and Practice** (3). Not offered 2004-2005.
396 **Strategic Management** (3). S.

GRADUATE-ONLY COURSES

- 590 **Independent Study**.

Economics

- 323 **Intermediate Microeconomics** (4). F.
324 **Intermediate Macroeconomics** (4). S.
325 **Managerial Economics** (4). S.
326 **Business Cycles and Forecasting** (4). F.
331 **Money and Banking** (3). F.
332 **Environmental Economics and Public Policy** (3). Not offered 2004-2005.
334 **Industrial Markets and Public Control** (3). S.
335 **Labor Economics** (3). S.
337 **World Poverty and Economic Development** (3). S.
338 **International Economics** (3). F.
339 **Public Finance** (3). F.
343 **Quantitative Economics and Econometrics** (3). F.
395 **Economics Seminar** (3). S.

GRADUATE-ONLY COURSES

- 590 **Independent Study**.

Education

236 **The Young Child in an Educational Setting** (3). F. A review and critique of the basic theories of child development. Observation and intensive analysis of the development of a particular child in a preschool setting as related to the major theories and to the appropriate facilitation of development. *Y. Van Ee*.

306 **Introduction to Cognitive Impairment** (3). F. A comprehensive study of the characteristics of persons who have an intellectual disability. Historical and contemporary perspectives on mental retardation will be explored, as will common causes, definitional issues, and interventions. While special attention is given to the needs of persons with retardation as learners, the course examines the entire lifespan and functioning in a variety of settings besides the school, such as the church, workplace, and neighborhood. A Christian view of persons, community, and discipleship, along with the concept of normalization/social role valorization, are integrating elements in the course. Prerequisite: Education 202 or permission of the instructor. *T. Hoeksema*.

307 **Reading in Content Areas: Secondary** (3). F and S. A study of the reading process as it relates to the secondary school curriculum; an analysis of the factors which enhance or impede comprehension of content area reading materials; a presentation of reading and study skills common to all content areas; an analysis of reading and study skills required in specific content areas; a review of formal and informal tests of pupil reading levels; and an introduction to interpretation of test scores for screening and determining pupil reading needs. A study of the types and functions of reading programs in secondary schools; a presentation of the responsibilities and qualifications of secondary teachers for applying principles of reading in daily assignments; and demonstration of techniques for meeting the wide range of reading levels found in the average secondary classroom. Prerequisites: Education 302/303 or permission of the instructor. *Staff*.

310 Assessment In Cognitive Impairment (3). S. A study of the foundational concepts and basic terminology needed to assess students with intellectual disability. Skill will be developed in selecting, administering, and interpreting both formal and in-formal, norm-referenced as well as criterion referenced and curriculum-based assessment instruments, for the purpose of developing individualized educational plans. Prerequisite: Concurrent enrollment in Education 347. *T. Hoeksema.*

311 Child Language Development (3). F. An examination of early language development research in phonology, morphology, syntax, semantics, and pragmatics. Theories of language acquisition and implications for practice are examined. Particular attention is given to the role of adults in language development and to the relationship between language development and cognitive development. Also listed as Communication Arts and Sciences 311. Prerequisites: An introductory course in Psychology, Education, or permission of the instructor.

326 Reading/Language Arts in the Elementary School (3). F and S. This course will present reading as a language art and demonstrate the relationship of language arts to the various subjects in the elementary school. Students will learn strategies and techniques for assessing and differentiating instruction to meet the wide range of reading and writing levels found in elementary classrooms. Prerequisite: Education 322 or permission of the instructor. *A. Post.*

330 Curriculum and Instruction: Cognitive Impairment (3). F. A study of the various curricula, instructional materials, and teaching methods appropriate for learners who have mental impairments. Research-based general principles of instruction are reviewed as well as specific methods for teaching domestic, vocational, community living, recreation/leisure, and functional academic skills. Strategies are learned for generating curriculum, evaluating published curricula, and for developing individualized education programs. Includes a practicum of two half-days per week in local school programs serving students with cognitive impairment. Prerequisites: Education 202, 302/303, and 306. *T. Hoeksema.*

337 Curriculum Theory and Development: Early Childhood Education (3). S. An evaluation of the major approaches to development of a curriculum for early childhood education (up to age eight), the underlying assumptions of each approach, and the appropriateness of each approach for children. Included is a model for curriculum development and opportunity to implement the model for early education. Prerequisite: Education 302/303. *Y. Van Ee.*

339 Current Issues in Early Childhood Education (3). S. An examination of support systems for the young child, including developing relationships; issues and trends in child advocacy public law and policy; administration and organization of early childhood programs; and assessment issues. *Y. Van Ee.*

344 Early Childhood Education: Field Experience (12). A field experience in two early childhood settings that meet state requirements for the endorsement. Provides for analysis of teaching methods, materials, and classroom organization as they relate to the early childhood setting. Prerequisites: Education 236, 337, 339, and Sociology 304. *Y. Van Ee.*

347 Directed Teaching: Cognitive Impairment (12). S. Full-time, supervised student teaching in a school program serving students with mild or moderate levels of cognitive impairment. A minimum of ten weeks, including at least 360 clock hours of observation and participation, is required. Includes a biweekly seminar, which engages students in critical reflection on their experience in applying theory to practice in the student teaching context. Prerequisites: Good standing in the teacher education program, passing scores on the Michigan Test for Teacher Certification-Basic Skills, completion of all required education courses, and appropriate recommendations. See the *Teacher Education Program Guidebook* for additional requirements. *T. Hoeksema.*

348 Directed Teaching: Elementary - English as a Second Language (12). Students must complete a semester-long, student-teaching experience in an ESL setting. During that semester they will meet once a week for a session of Interdisciplinary 301, which will serve as the seminar accompanying their student teaching. Ordinarily, they should do their student teaching in ESL and take Interdisciplinary 301 after they have completed their general elementary student teaching. *Staff.*

349 Directed Teaching: Secondary - English as a Second Language (12). Students must complete a semester-long, student-teaching experience. During that semester they will meet once a week for a session of Interdisciplinary 302, which will serve as the seminar accompanying their student teaching. Ordinarily, they should do their student teaching in ESL and take Interdisciplinary 302 after they have student taught in their major and taken an Education 359 course in the appropriate department. *Staff.*

GRADUATE-ONLY COURSES

501 Advanced Educational Psychology (3). F, S (on-line). An examination of psychoeducational theories

of development from the perspective of selected theorists. Consideration is given to the application of these theories to the educational environment and the implications of these theories with regard to intellectual development. Aspects of faith and moral development are considered. *R. Sjoerdsma*.

510 Advanced Foundations in Education (3). S and SS. This course will investigate various aspects of schooling taking into consideration the following: Historical, political, philosophical, social, cultural, religious, and economic contexts. Students will investigate the purposes of school, noticing trends as well as articulating future visions for schooling based on a Christian perspective. Within these contexts, the course will identify and examine school reform issues as they relate to a complex and rapidly changing local, national, and global society. *J. Gormas, D. Isom*.

511 Consultation And Collaboration: Professional Roles In Education (3). The course offers an advanced study of professional responsibilities necessary in advocating and planning instruction for learners identified with disabilities or diverse learning needs and gifts. Students will explore, practice, and critique models and methods of collaboration and consultation that involve teachers, learners, specialists, parents, paraprofessionals, and community agencies in interdependent relationships. *Debra Buursma*

512 Theories of Instruction (3). S and SS. This course examines the theoretical foundations of instruction as described by selected researchers. It focuses on the underlying assumptions of various theories and interpretation of these theories from a Reformed perspective. Relationships between development and instruction are considered. The implications of diversity in the classroom, the use of technology in contemporary education, and issues of reform in education are discussed. *J. Gormas*.

513 Cognition, Learning, and Literacy Development (3). F (odd years) and SS. This course examines underlying concepts associated with the acquisition of reading and writing. Social and cultural factors contributing to literacy development are considered from the perspectives of educational psychology, cognitive psychology, and language development. Current issues related to classroom instruction are addressed in lectures, discussions, and classroom applications. Prerequisites: At least one course in reading and one in psychology. *J. Rooks*.

534 Introduction to School Leadership (3). SS (odd years). A study of leadership theory and practice relating to building school communities that promote learning for all students. This introductory course in school leadership will focus on organizational and leadership theory; establishing a school mission; collaborative problem-solving and community building; decision-making skills and procedures; and personal leadership qualities. Special emphasis will be given to exploring Biblical principles which guide Christian leaders in school settings. A field experience involving observation of current school leaders is included as part of the course requirements. *B. Hekman*.

538 Professional Development and Supervision (3). SS (even years). A study of the theory and practice related to the professional development of teachers and administrators at both the elementary and secondary levels. This course focuses on ways in which school leaders can structure professional development opportunities that promote student learning and school improvement. The course includes a study of adult learning theory, collaborative learning models, action research, mentoring and coaching, formal and informal teacher assessment, and recruitment, induction, and retention of new teachers. Special emphasis will be given to Biblical principles which help shape professional communities in schools. *B. Hekman*.

540 Trends and Issues in Reading and Literacy Instruction (3). SS (even years). This course is designed to acquaint students with the major theoretical orientations to reading and literacy development from emergent and early reading and writing through conventional, accomplished reading and writing. Students will study the interrelated nature of reading and writing processes and the development of optimal conditions for reading and literacy instruction. Students will develop procedures for evaluating existing reading programs and materials. Classroom case studies will be used to provide experienced teachers with the basis for informed decision-making techniques in order that they will be able to help other classroom teachers become effective practitioners. Prerequisite: Education 307 or 322 or the permission of the instructor. *J. Rooks*.

542 Diagnosis and Remediation of Reading Disabilities (3). SS (odd years). An advanced course for the training of reading personnel or classroom teachers. A cognitive framework for diagnosing and planning instruction for a severely disabled reader is presented. After a review of reading theory, current approaches to teaching reading, and their relationship to reading disability, formal and informal assessment measures will be examined. Following extensive work with a disabled reader, an assessment portfolio, and a case report on the disabled reader will be developed. Prerequisite: Education 513, 540, or permission of the instructor. *A. Post*.

543 Teaching Literacy Through Literature (3). SS (even years). This course investigates literature-based reading as it is used in a variety of ways. It seeks to familiarize teachers, future teachers, administrators,

specialized reading personnel, and other interested persons in children's literature and its use in teaching reading. The course examines the relationship between literature-based reading and a language approach to teaching the language arts. Further topics include emergent literacy, word identification, vocabulary, and reading, and comprehension of narrative and expository text as they relate to literature-based reading. The course includes an emphasis on multicultural literature and its use in developing multicultural sensitivity and appreciation. Special needs students, portfolio assessment, and the parent-student-teacher partnerships conclude the course. *A. Post.*

548 Practicum: Learning Disabilities (5). S. Students complete a practicum experience at the elementary or secondary level. Knowledge of instructional approached in grades K-12 must be demonstrated by all students. Students who have not had prior, supervised teaching experience in special education are required to complete a ten-week, full-time supervised teaching experience. Students who are seeking a second endorsement in special education must complete a practicum, with a minimum of 180 hours, in an appropriate setting. A seminar integrating theory and practice is included in this course. Prerequisite: All other courses in the LD. endorsement program. *D. Buursma, Staff.*

550 Theories of Learning Disabilities (3). F and SS (even years). This course is designed to acquaint students with major theoretical models of learning disabilities through a series of lecture discussions. Research related to general characteristics, language acquisition, academic, social development, and problem solving performance of the learning disabled is examined. Approaches to the education of the students with learning disabilities based on the theoretical models are also studied. Current issues in the field are discussed. Federal and State special education legislation is examined. Prerequisite: Education 202. *Staff.*

551 Assessment and Diagnosis: Learning Disabilities (4). S and SS. The course is designed to teach the skills necessary to perform comprehensive educational evaluations of the atypical learner and to utilize the diagnostic data to construct appropriate instructional recommendations for students with learning disabilities. Supervised clinical experiences are required to demonstrate application of theoretical knowledge. Prerequisites: Education 550 and 582 or permission of the instructor. *Staff.*

562 School Business Management (3). F (on-line). In this course students will study principles and methods of planning and fiscal management that are based on a biblical model of stewardship. Topics include the process, funding (including fund raising, tuition and fees), budget (including risk management), and organization. Prerequisites: 534 Introduction to Educational Leadership or permission of instructor. *B. Hekman.*

563 American School Law, Ethics and Policy (3). S (on-line). A study of the legal foundations of education in the United States of America: law, ethics and policy. Students learn the basics of school law at the federal, state and local levels as it has been developed through each of the three branches of government. Consideration is given to the legal and ethical responsibilities of faith-based schools in relationship to the state as well as to just, Biblical relationships between religion and the state within public schools. Prerequisite: 534 or permission of the instructor. *B. Hekman.*

569 Educational Leadership Internship (2). This internship allows prospective school leaders to work closely with a mentor in a school setting for 80 hours over a period of 10 weeks during the school year. Participants will examine nine critical skills of leadership and undertake activities in fourteen investigative areas in two school settings. Prerequisites: EDUC 534, EDUC 538, EDUC 562, EDUC 563, permission of the Educational Leadership advisor. *B. Hekman*

571 Assessment and Diagnosis: Emotional Impairment (3). This course surveys the various perspectives of child and adolescent psychopathology as they relate to diagnostic approaches. The purpose of this course is to acquaint the teacher with a variety of assessment measures and to have the teacher use diagnostic findings for prescribing interventions appropriate for school-aged children and adolescents.

572 Curriculum, Management, and Instruction: Emotional Impairment (3). One focus of this course is the teaching, modeling, and promotion of appropriate behavior/mental health in the classroom. Affective, social-competency, and moral/religious curricula are reviewed. The second focus of this course is the analysis, management, and correction of problem behaviors in the classroom. Techniques reviewed include psychodynamic approaches as well as applied behavioral analysis approaches. The goal, throughout this course, is to present curriculum and instructional methods so that they are applied and evaluated from a Christian perspective. Prerequisite: Education 571 or permission of the instructor. *Staff.*

580 Curriculum Theory and Development (3). F (on-line). A study of curriculum development theories and models for pre-school through grade 12. This course includes a study of issues relating to organizing curriculum, selecting effective learning resources, implementing curricular change in a school setting, analyzing curriculum, and materials for scope and sequence, gender issues, multicultural considerations, and integrating faith and learning. Prerequisite: Teaching experience. *J. Gormas.*

582 Curriculum and Instruction: Learning Disabilities (3). F and SS. This course is designed to acquaint students with remedial methods appropriate for students in grades K-12 with learning disabilities. Attention is given to the role of the teacher/clinician, adapting the learning environment, and selecting appropriate instructional methods for students with learning disabilities. Curriculum and instructional methods related to oral language, reading, writing, mathematics, problem solving, and uses of computer technology are examined. Meeting IEPC goals in classroom instruction is considered. Emphasis is placed on the development of interpersonal skills required in co-teaching structures and in working with professionals in other disciplines, agencies, colleagues, and parents in the school and community. Prerequisite: Education 550. *D. Buursma*.

590 Independent Study (3).

594 Educational Research and the Classroom (3). F and SS. The purposes of this course are (1) to explore a variety of types and methods of educational research and inquiry from a Christian perspective and (2) to design a master's degree project or action research. Emphasis is placed on identifying and designing research that is practically feasible and provides useful information for the classroom teacher. Students engage in educational inquiry and design educational research in an area appropriate to their subject matter area or grade level interest. Prerequisite: At least two graduate-level courses. *J. Gormas*.

597 Graduate Seminar: Curriculum and Instruction (3). S. This seminar is designed to integrate the program components in the M.Ed. Program in Curriculum and Instruction. Developments in the theory and practices in the area of curriculum and instruction as related to the context of education, curriculum theory, instructional theory, and disciplinary concentration are reviewed. By means of broad unifying themes, students will be expected to integrate into a coherent unity what they have learned in the program. The broad range of knowledge in the field of Curriculum and Instruction will be integrated with an authentic Christian perspective. In the process, students will reflect on how their education and professional experiences can be used for personal growth and to influence society. The seminar will include a final research project. Prerequisites: All other courses in the M.Ed. Program. *J. Gormas*.

598 Graduate Seminar: Learning Disabilities (3). S. This seminar is designed to integrate program components in the M.Ed. Program in Learning Disabilities. Developments in theory, research, and practice in learning disabilities as related to psychology, education, language, and social practice are reviewed. Students submit integrative papers to demonstrate an understanding of principles and current issues in the field of learning disabilities. Emphasis is placed on developing leadership roles in the field of learning disabilities. Guided supervision of individual assessment and educational programming is required. The seminar will include a final research project. Prerequisites: All other courses in the M.Ed. Program. *D. Buursma*.

6XX Workshop in Education

English

295 Studies in Literature: Asian American Literature(3). F.

301 Creative Non-fiction (3). F.

302 British Literature of the Middle Ages (3). F.

304 British Literature of the Sixteenth Century (3). Not offered 2004-2005.

305 British Literature of the Seventeenth Century (3). Not offered 2004-2005.

307 British Literature of the Eighteenth Century (3). S.

308 British Literature of the Early Nineteenth Century (3). F.

309 British Literature of the Middle and Later Nineteenth Century (3). S.

310 Literature of the United States I: Settlement to Civil War (3). F.

311 Literature of the United States II: Civil War to the Great Depression (3). F and S.

312 Literature of the United States III: World War II to Present (3). S.

314 The British Novel (3). Not offered 2004-2005.

315 The American Novel (3). Not offered 2004-2005.

320 Modern British and American Poetry (3). F.

321 British and Commonwealth Literature of the Twentieth Century (3). Not offered 2004-2005.

- 322 **Modern Drama** (3). F.
- 325 **Children's Literature** (3). F and S.
- 326 **Adolescent Literature** (3). F.
- 328 **Recent Literature for Children** (3). S.
- 334 **Linguistics** (3). F and S.
- 335 **Sociolinguistics and Issues in Language Education** (3). F.
- 337 **History of the English Language** (3). S.
- 338 **Grammar for Teachers of ESL** (3). S.
- 339 **English Grammar** (3). I.
- 345 **Chaucer** (3). Not offered 2004-2005.
- 346 **Shakespeare** (3). F and S.
- 347 **Milton** (3). S.
- 350 **Major Authors** (3). S. Not offered 2004-2005.
- 355 **Creative Writing** (3). S. Offered as poetry writing spring, 2005.
- 356 **Language, Grammar, and Writing for the Elementary** (3). F.
- 357 **Teaching of Writing** (3). F.
- 370 **Literary Theory and Criticism** (3). F.

GRADUATE-ONLY COURSES

- 510 **Literature for the Adolescent** (3). A survey and evaluation of adolescent literature, an examination of reference tools and approaches to the teaching of adolescent literature, a consideration of criteria for selection, and a critical study of several representative works.
- 511 **Studies in Analytical Approaches to the Teaching of Literature** (3). An examination of the theoretical considerations underlying various approaches to teaching literature at the secondary level and application of critical approaches to selected literary works. The specific subject matter will be defined each time the course is offered.
- 531 **Language and the Elementary Classroom** (3). A study of some aspects of traditional grammar and an introduction to the history of the English language, and an examination of current linguistic theory and concerns. Special emphasis is placed on the implications of this knowledge for classroom teaching.
- 537 **Teaching of Writing in Elementary and Middle Schools** (3). A course in the principles and practice of writing, including the study of techniques appropriate for teaching elementary and middle school students to write well.
- 580 **Principles, Practices, and Programs in Secondary English Education** (3). An advanced methods course for those teachers working at the middle school or high school level, involving general principles, materials, and pedagogical practices with emphasis on current trends. Each student will make a special study of a given area of language, composition, or literature.
- 581 **Methods and Materials in the Language Arts** (3). A study of programs and techniques of effective teaching of language arts in the elementary school and a review of current materials in relationship to improvement of instruction.
- 590 Independent Study.**

French

LITERATURE AND CIVILIZATION

- 311 **French Drama** (3). Not offered 2004-2005.
- 312 **French Prose I** (3). Not offered 2004-2005.
- 313 **French Poetry** (3). F.

314 **French Prose II** (3). Not offered 2004-2005.

371 **Literary Doctrines and Problems** (3). Not offered 2004-2005.

GRADUATE-ONLY COURSES

590 Independent Study.

Geology, Geography, and Environmental Studies

ENVIRONMENTAL STUDIES

302 **Environment and Society: Issues and Policies** (3). S.

385 **Internship in Environmental Studies** (3). F or S.

395 **History and Philosophy of Environmental Thought** (3). S.

GEOGRAPHY

230 **The Geography of the Global Economy** (3). F, alternate years. Not offered 2004-2005.

240 **The Geography of Latin America** (3). S, alternate years. Not offered 2004-2005.

241 **The Geography of the United States and Canada** (3). F.

251 **Oceanography** (4). F, alternate years. Not offered 2004-2005.

310 **Urban Geography** (4). S, alternate years. Not offered 2004-2005.

311 **Geomorphology** (4). F.

320 **Introduction to Cultural Geography** (3). F, alternate years.

322 **Coastal Geomorphology** (4) S, alternate years. Not offered 2004-2005.

351 **Introduction to Urban and Regional Planning** (3). F, alternate years.

GEOLOGY

212 **Structural Geology** (4). S, alternate years. Not offered 2004-2005.

251 **Oceanography** (4). F, alternate years.

304 **Geochemistry** (3). S, alternate years. Not offered 2004-2005.

305 **Mineralogy and Petrology I** (4). F, alternate years.

311 **Geomorphology** (4). F.

312 **Environmental Geology** (4). S, alternate years.

313 **Paleontology** (4). S, alternate years. Not offered 2004-2005.

314 **Stratigraphy** (4). F, alternate years.

322 **Coastal Gemorphology** (4) S, alternate years. Not offered 2004-2005.

395-396 **Research in Geology** (2-4). F, I, and S.

GRADUATE-ONLY COURSES

520 **Advanced Earth Science.** This course includes consideration of the main ideas which serve as unifying principles in Earth science. Recent discoveries and current research projects are reviewed. The course highlights ideas resulting from studies in Earth sciences which have increased our understanding of the relationship between Earth and its human inhabitants. Topics include applications of geology to environmental problems, contribution of space research to understanding Earth, and the relationship between the results of geological study and teachings of the Bible. Special attention is given to topics and

concepts, which can be incorporated into elementary, middle, and secondary school materials and activities.
Prerequisite: Geology 120 or permission of the department.

590 Independent Study.

German

LITERATURE

301 **Classicism** (3). Not offered 2004-2005.

303 **Romanticism** (3). S, odd years.

304 **Nineteenth Century Literature** (3). S, even years.

307 **Twentieth-Century German Literature I** (3). F, odd years.

308 **Twentieth-Century German Literature II** (3). S, odd years.

356 **Foreign Language Education in the Elementary School** (3). I.

GRADUATE-ONLY COURSES

590 Independent Study.

Health, Physical Education, Recreation, Dance, and Sport

220 **Motor Learning and Skill Performance** (3). F.

221 **Elementary School Activities and Programs** (2). F and S.

222 **Elementary School Health Education Program and Activities** (2). F and S.

325 **Physiology of Physical Activity** (3). S.

332 **Philosophy of Physical Education and Sport** (3). F.

RECREATION

201 **Historical and Sociological Foundations of Recreation and Sport** (3). F and S.

GRADUATE-ONLY COURSES

590 Independent Study.

History

WORLD REGIONS

331 **Studies in Middle Eastern History** (3). S.

338 **Mexico and the Americas** (3). Not offered 2004-2005.

346 **Modern China** (3). F.

NORTH AMERICA

354 **American Religious History** (3). Not offered 2004-2005.

355 **American Intellectual History** (3). S.

356 **American Social and Cultural History** (3). F.

357 **American Economic History** (4). S.

358 **Studies in the North American West** (3). F.

EUROPE

362 **Studies in Medieval Europe** (3). Not offered 2004-2005.

363 **Studies in Early Modern Europe** (3). F.

364 **Studies in Modern Europe** (3). S.

GLOBAL HISTORIES

371 **Asia and the Pacific since 1850** (3). Not offered 2004-2005.

372 **Europe's Global Empires** (3). Not offered 2004-2005.

THEORY AND PRACTICE OF HISTORY

390H **Honors Tutorial In History** (3). F.

391H **Honors Senior Thesis** (3). S.

393 **Museum Studies** (3). F and S.

394 **Research Seminar** (2). F and S.

395 **Historiographical Perspectives** (3). F and S.

GRADUATE-ONLY COURSES

590 **Independent Study**.

Music

BASIC COURSES

308 **Order, Meaning, and Function** (3). S.

ADVANCED COURSES

311 **Vocal Polyphony of the Renaissance** (3). Not offered 2004-2005.

312 **Tonal Counterpoint** (3). S.

315 **Instrumentation** (3). F. Offered Spring 2005.

316 **Orchestration** (3). S. Not offered 2004-2005.

317 **Composition: Beginning** (3). F and S.

318 **Composition: Intermediate** (3). F and S.

319 **Composition: Advanced** (3). F and S.

337 **Instrumental Conducting** (2). F, even years.

338 **Choral Conducting** (2). F, even years.

341 **Vocal-Choral Pedagogy** (3). F, even years.

351 **Choral Literature and Materials** (3). F, odd years.

352 **Instrumental Literature and Materials** (3). S, odd years.

MUSIC EDUCATION

238 **Music and Community** (3). F and S.

339 **School Music** (3). F, odd years.

GRADUATE-ONLY COURSES

590 Independent Study.

Philosophy

INTERMEDIATE SYSTEMATIC COURSES

201 **Philosophy of Social Science** (3). F. Not offered 2004-2005.

203 **Understanding Natural Science: Its Nature, Status, and Limits** (3). S. Not offered 2004-2005.

207 **Justice and the Common Good: Studies in Political Philosophy** (3). F.

208 **Philosophy of the Arts and Culture** (3). S.

211 **Philosophy of Gender** (3). F and S.

INTERMEDIATE HISTORICAL COURSES

251 **History of Western Philosophy I** (3). F and S.

252 **History of Western Philosophy II** (3). F and S.

ADVANCED HISTORICAL COURSES

312 **Plato and Aristotle** (3). F.

322 **St. Thomas Aquinas** (3). S.

331 **Kant** (3). Not Offered 2004-2005.

333 **Kierkegaard** (3). S.

334 **Marx and Marxism** (3). F.

335 **Nineteenth Century Philosophy** (3). Not offered 2004-2005.

340 **Contemporary Continental Philosophy** (3). S.

341 **Contemporary Anglo-American Philosophy** (3). F.

ADVANCED SYSTEMATIC COURSES

365 **Ethical Theory** (3). S.

371 **Epistemology** (3). F.

375 **Philosophical Anthropology** (3). S.

378 **Philosophy of Language and Interpretation** (3). F. Not offered 2004-2005.

381 **Advanced Logic** (4). F.

383 **Metaphysics** (3). S. Not offered 2004-2005.

395 **Philosophy Seminar** (4). F.

GRADUATE COURSES

501 **The Educational Enterprise: A Philosophical Perspective** (3). S and SS. An examination of factors presently operative in the educational enterprise from the perspective of the history of Western philosophy. Not offered 2004-2005.

590 Independent Study.

Physics

INTRODUCTORY COURSES

112 **Physical and Earth Science for Elementary School Teachers** (4). F and S.

212 **Inquiry-Based Physics** (4). F.

ADVANCED THEORY COURSES

335 **Classical Mechanics** (3). F, odd years. Not offered 2004-2005.

336 **Classical Mechanics II** (3). S, alternate years. Not offered 2004-2005.

345 **Electromagnetism** (4). F, even years.

346 **Advanced Optics** (3). S, alternate years.

347 **Relativistic Electrodynamics** (1). S, alternate years.

365 **Thermodynamics and Statistical Mechanics** (4). F, alternate years.

375 **Quantum Mechanics** (3). F, alternate years. Not offered 2004-2005.

376 **Quantum Mechanics** (3). S, alternate years. Not offered 2004-2005.

LABORATORY COURSES

380 **Great Experiments in Physics** (2). F, alternate years. Not offered 2004-2005.

384 **Laboratory Investigations in Physics** (2). S, alternate years. Not offered 2004-2005.

386 **Advanced Optics Laboratory** (2). S, alternate years.

395 **Physics Research, Writing, and Presentation** (0-3). F, I, and S.

GRADUATE-ONLY COURSES

590 **Independent Study**.

Political Science

209 **Public Administration** (3). Not offered 2004-2005.

278 **Russia and Central Europe** (3). Not offered 2004-2005.

279 **African and Indian Politics** (3). F.

306 **History of Modern Political Thought** (3). S.

308 **Principles of American Foreign Policy** (3). S.

309 **International Organizations and Law** (3). F.

310 **Constitutional Law and Judicial Process** (3). S.

314 **The President and Congress** (3). Not offered 2004-2005.

317 **Parties and Elections** (3). F.

318 **American Politics and Mass Media** (3). Not offered 2004-2005.

320 **Twentieth Century Political Thought** (3). F.

Graduate-only Courses

590 **Independent Study**.

Psychology

- 201 **Developmental Psychology: Lifespan** (3). F and S.
- 204 **Developmental Psychology: Child** (3). Not offered 2004-2005.
- 204-CCE **Developmental Psychology** (3). S.
- 207 **Developmental Psychology: Adolescent** (3). Not offered 2004-2005.
- 211 **Personality and Adjustment** (3). Not offered 2004-2005.
- 212 **Psychopathology** (3). F and S.
- 213 **Mental Health and the Classroom** (3). S.
- 216 **Psychology of the Exceptional Child** (3). Not offered 2004-2005.
- 220 **Psychological Perspectives on Marriage and the Family** (3). S.
- 222 **Human Sexuality and Gender** (3). F.
- 255 **Statistics and Research Design**. (4) F and S.
- 256 **Fundamentals of Research and Practice** (3). F and S.
- 280 **The Interview: Theory and Practice in Clinical and Organizational Settings** (2). S.
- 301 **Organizational Psychology** (3). S.
- 310 **Social Psychology** (3). F and S.
- 311 **Theories of Personality** (3). F and S.
- 312 **Principles of Psychological Measurement** (3). Not offered 2004-2005.
- 314 **Theories of Counseling and Psychotherapy** (3). F.
- 322 **Perspectives of Psychology: Youth Faith Development and Spiritual Formation** (3). S.
- 330 **Psychology of Motivation** (4). Not offered 2004-2005.
- 331 **Psychology of Sensation and Perception** (4). Not offered 2004-2005.
- 332 **Psychology of Learning Processes** (4). S.
- 333 **Brain and Behavior** (4). F and S.
- 334 **Cognitive Psychology** (4). F.
- 356 **Experimental Psychology** (4). S.
- 380 **Internship in Psychology** (4). F and S.
- 399 **Psychology and Religion** (3). F.

GRADUATE-ONLY COURSES

510 **Educational Measurement** (3). This course provides a theoretical and practical background, which will enable classroom teachers to construct or select tests for specific purposes. It is designed to enable teachers to use test scores wisely and effectively in the learning process. A major paper requires knowledge and application of the concepts of reliability and validity, as well as practical considerations in the evaluation of a standardized test of the student's choice.

511 **Introduction to Guidance and Counseling** (3). This course provides a survey of principles, major theories, and resources that shape guidance and counseling efforts in the schools and other settings. The course provides an introduction to the field for those wishing to become more knowledgeable and for those teachers wishing to contribute to and benefit from guidance and counseling efforts. As such, this course provides a focus on emotional disturbance (behavior disorders) and learning disabilities among school-aged children and adolescents, including specific examination of psychodynamic, biophysical, systemic, cognitive, and behavioral models of etiology and treatment. Particular emphasis will be given to identifying methods of treatment in elementary and secondary schools and the community. These methods will be further examined as cooperating with and complementing the efforts of teachers, parents, and other community professionals.

590 **Independent Study**.

Religion

ADVANCED BIBLICAL STUDIES

- 307 **Interpreting the Bible** (3). S.
- 309 **Biblical Theology** (3). Not offered 2004-2005.
- 311 **History and Archaeology of Ancient Israel** (3). F.
- 313 **When Women Read the Old Testament** (3). Not offered 2004-2005.
- 321 **Intertestamental Judaism** (3). Not offered 2004-2005.
- 323 **Lost Christianities and Their Scriptures** (3). F.

ADVANCED THEOLOGICAL STUDIES

- 332 **Theological Ethics** (3). Not offered 2004-2005.
- 333 **Studies in Roman Catholic Theology: Contemporary Catholic Theology** (3). Not offered 2004-2005.
- 341 **Studies in Early and Medieval Theology: Augustine and the Augustinian Tradition** (3). F.
- 343 **Studies in Reformation Theology** (3). S.
- 345 **Studies in Contemporary Theology** (3). Not offered 2004-2005.

RELIGIOUS STUDIES

- 255 **World Religions** (3). F and S.
- 352 **Judaism** (3). F.
- 353 **Islam** (3). . Not offered 2004-2005.
- 354 **Hinduism** (3). Not offered 2004-2005.
- 355 **Buddhism** (3). S.

GRADUATE-ONLY COURSES

510 **Theological and Philosophical Hermeneutics** (3). This course is an intensive study of the theory and methods of biblical interpretation developed in the context of modern theology and philosophy. Questions about language and events, experience and significance, and authority and community comprise the core of this course.

580 **Perspectives, Programs, and Practices in Bible and Religion Curriculum** (3). A study of various approaches in the schools to curriculum and teaching in biblical studies, church history, Reformed thought, and world religions. Consideration is given to the way fundamental differences of perspective on biblical Christianity influence the selection and use of curriculum designs, materials, and teaching techniques. Course content is adapted to the various grade levels of particular interest to enrollees.

590 **Independent Study**.

Sociology

- 302 **Urban Sociology** (3). S.
- 303 **Anthropology of Religion** (3). Not offered 2004-2005.
- 311 **Religion and Society** (3). F.
- 315 **Sociology of Sport** (3). S.
- 317 **Death, Dying, and Bereavement** (3). Not offered 2004-2005.

GRADUATE-ONLY COURSES

590 **Independent Study.**

Spanish

LANGUAGE COURSES

340 **Spanish-English Linguistics** (3). F and S.

LITERATURE COURSES

361 **Latin American Literature from the Colonial Period through Romanticism** (3). F. Projected offering, fall 2006.

362 **Latin American Literature from Pre-Modernism to 1945** (3). F.

363 **Contemporary Latin American Literature** (3). F. Projected offering, fall 2005.

366 **Spanish Literature from the Middle Ages to the Renaissance** (3). S.

367 **Spanish Literature of the Golden Age** (3). S. Projected offering, spring 2006.

368 **Spanish Literature from the Eighteenth Century to the Present** (3). S. Projected offering, spring 2007.

CULTURE COURSES

310 **Hispanic Culture in the United States** (3). F and S.

320 **Business Spanish** (3). I, alternate years. Projected offering, Interim 2006.

EDUCATION COURSES

356 **Foreign Language Education in the Elementary School** (3). I.

IDIS 301 **Bilingual and ESL Education for Elementary Teachers** (3). F

IDIS 302 **Bilingual/ESL Education for Secondary Teachers** (3). F.

GRADUATE-ONLY COURSES

590 **Independent Study.**

INDEX

Accreditation
Admission
Advising
Alumni Association
Application deadlines
Art courses
Astronomy courses
Audio-visual services
Auditors
Automobiles, regulations

Biology courses
Broene Counseling Center
Business courses

Calendar of the college
Calvin Information Technology
Chemistry courses
Classics courses
Classification
Communication Arts
and Science courses
Compliance
Computer Science courses
Continuing teacher certification
Costs
Counseling agreements
Counseling Center
Courses
Credit transfer
Curriculum and Instruction/
M.Ed. concentration

Deadlines for application
Degree, application for
Degree, M.Ed.
Dismissal
Dropping of courses

Economics courses
Education courses
Educational Leadership/
M.Ed. Concentration
Endorsements
English courses
Environmental Studies courses

Fees
Financial aid
French courses

Geography courses
Geology courses
German courses
Government of the college
Grading systems
Graduate programs

Health insurance
Health services
History courses
Housing

Incompletes
Instructional Resources Center
Interdisciplinary courses
International students

Learning Disabilities/M.Ed. concentration
Library
Loans

Map of the campus
Master of Education (M.Ed.)
M.Ed.—general requirements
Motor vehicles
Music courses

Parking
Philosophy courses
Physical Education courses
Physics courses
Political Science courses
Probation, academic
Psychology courses
Purposes of the graduate programs

Reading/M.Ed. concentration
Registration
Religion and Theology courses

Scholarships
Sociology courses
Spanish courses
Student rights and records
Summer school, calendar

Teacher Education Committee
Time limits on graduate study
Transfer of credit
Tuition and related fees

Withdrawal