Course Catalog 2022-2023

2022-08-01

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PREFACE

Non-Discrimination

Coe College does not discriminate on the basis of race, color, ethnicity, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. Veteran. All students have equal access to the facilities, financial aid, and programs of the College.

Higher Education Opportunity Act (HEOA)

The College complies with Readmission Requirements for Service Members as outlined in the Higher Education Opportunity Act section 487. This applies to active duty in the Armed Forces, whether voluntary or involuntary, including service as a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty.

The HEOA provides that a prompt readmission of a previously enrolled or admitted student may not be denied to a service member of the uniformed services for reasons relating to that service. In addition, a student who is readmitted under this section must be readmitted with the same academic status as the student had when they attended the college.

Equal Opportunity in Employment

Coe College is an equal opportunity employer in the recruitment and hiring of faculty and staff.

Family Educational Rights and Privacy Act (FERPA)

The provisions of the Family Educational Rights and Privacy Act (FERPA) prohibit the College from releasing grades or other information about academic standing to parents unless the student has released such information in writing. Further information concerning Coe College procedures in compliance with FERPA is available in the Office of the Registrar and included on p. 68 of this catalog.

Solomon Amendment of 1997

Pursuant to the regulations of the Solomon Amendment of 1997, Coe College is required to make student recruiting information available to military recruiters who request it.

Reservation of the Right to Modify

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the College. The College reserves the right to make changes that seem necessary or desirable, including course and program cancellations. Responsibility for understanding and meeting graduation requirements as stated in the Coe College Catalog rests entirely with the student. Faculty advisors and the Registrar will assist in every way possible.

1 MISSION STATEMENT OF THE COLLEGE

Coe College is a national, residential liberal arts college offering a broad array of programs in the arts, sciences and professions. Our mission is to prepare students for meaningful lives and fulfilling careers in a diverse, interconnected world. Coe's success will be judged by the success of our graduates.

Coe College admits students without regard to sex, race, creed, color, handicap, sexual orientation, national, or ethnic origin. All students have equal access to the facilities, financial aid, and programs of the College.

2 FAST FACTS

COE COLLEGE is a private, four-year co-educational liberal arts college that was founded in 1851 and is historically affiliated with the Presbyterian Church (U.S.A.), yet is ecumenical in practice and outlook.

2.0.1 LOCATION

Coe is located just 225 miles west of Chicago in Iowa's second largest city, Cedar Rapids (metropolitan population 175,000). The city is easily accessible by the interstate highway system, bus services and several airlines.

2.0.2 CAMPUS

Situated on 65 acres in the center of the metropolitan area, the campus is urban but enclosed, with 30 buildings occupying an attractive landscape.

2.0.3 ENROLLMENT

The student body of approximately 1,400 students represents most states and around 15 foreign countries. All students are required to live on campus unless they are residents of Cedar Rapids.

2.0.4 LIBRARY

Stewart Memorial Library is in the very center of the main campus. It contains over 500,000 volumes and 16,000 pieces of media, and subscribes to 3,500 print and online periodical subscriptions providing access to over 100 databases. Coe's library offers students a variety of research assistance, study areas, a small theater, preview room, a media editing room, and a 3D printer and laser cutter. The Library houses the Learning Commons and the College's permanent art collection.

2.0.5 ACCREDITATION

Coe College is accredited by the Higher Learning Commission (hlcomission.org), an institutional accreditation agency recognized by the U.S. Department of Education. Coe College's Bachelor of Music program is accredited by the National Association of Schools of Music; its education program is accredited by the Iowa Department of Education, and its Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (http://aacn.nche.edu/ccne-accreditation). Coe College's chemistry program is certified by the American Chemical Society. Copies of accrediting and approval statements are available online at https://www.coe.edu/why-coe/consumer-information.

2.0.6 MEMBERSHIPS

Coe is a charter member of the Associated Colleges of the Midwest, whose other members are: Beloit, Carleton, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Luther, Macalester, Monmouth, Ripon, and St. Olaf. Other memberships include: Phi Beta Kappa, Phi Kappa Phi, the National Association of Independent Colleges and Universities, the American Association of Colleges and Universities, Council on Undergraduate Research, the Association of Presbyterian Colleges and Universities, the American Rivers Conference, and the National Collegiate Athletic Association.

2.0.7 ACADEMIC PROGRAM

Academic areas of study are offered in managerial or public accounting, African American studies, art, art history, Asian studies, biology, business administration, chemistry, communication studies, computer science, creative writing, data science, economics, elementary education, English, film studies, French & francophone studies, interdisciplinary French & francophone studies, general science, history, international business, international economics, international studies, kinesiology, literature, mathematics, music (B.A. or B.M.), nursing (B.S.N.), philosophy, physics, political science, psychology, religion, social & criminal justice, sociology, Spanish, Spanish studies, theatre arts, and writing. Interdisciplinary and/or collateral majors are also available in biochemistry, environmental science, environmental studies, molecular biology, neuroscience, organizational science, and public relations. Coe also offers certificate programs in primary and secondary education.

2.0.8 EXTRA-CURRICULAR ACTIVITIES

Students can participate in 11 men's and 11 women's NCAA Division III varsity athletic teams, 5 coed varsity athletic teams, 8 club sports, 10 nationally affiliated men's and women's social fraternities, and 65 student organizations including but not limited to student government, newspaper, intramural sports, departmental clubs, and residence hall activities. Various vocal and instrumental ensembles are available for course credit.

2.0.9 FINANCIAL ASSISTANCE

Coe College is committed to assisting those families in need of financial assistance. The average aid package for incoming students enrolled during the 2021–2022 academic year totaled more than $48,000. The total cost of full-time tuition, room, board, and activity fee for the 2021–2022 academic year is $59,324.

2.0.10 HISTORY OF COE COLLEGE

Coe College claims the shortest name of any American institution of higher education, but the school has actually carried five titles through its history. When the Rev. Williston Jones founded the college in 1851, he called it The School for the Prophets. Cedar Rapids' first resident minister opened the parlor of his home to a group of young men with the goal of educating them for the ministry to serve churches in the Midwest. Two years later, while Jones was canvassing churches in the East for money to send three of his students to Eastern seminaries, a Catskills farmer named Daniel Coe stepped forward with a pledge of $1,500 and urged Jones to start his own college in the frontier town of Cedar Rapids. Legend has it that the $1,500 raised by Coe was brought west from New York, sewn into the petticoat of a lady visitor traveling by stagecoach to Iowa. Coe gave this generous gift with the stipulation that the proposed institute should be "made available for the education of females as well as males." Accordingly, Coe was coeducational from its founding.

With Jones' blessing, the Cedar Rapids Collegiate Institute was incorporated in 1853 by a group of Cedar Rapids leaders chaired by Judge George Greene. They used Daniel Coe's money to purchase two downtown lots for the school and 80 acres of farmland on what was then the edge of town. The farm evolved into today's campus. In 1868, in a failed attempt to secure the Lewis Parsons estate, the trustees renamed the school Parsons Seminary. After a period of severe financial difficulties, the institution was reestablished in honor of its original benefactor as the Coe Collegiate Institute in 1875.

T.M Sinclair, founder of the Sinclair Meat Packing Company, played the key financial role in the final step toward the firm establishment of Coe College. Sinclair liquidated all the debt from Parsons Seminary and the Cedar Rapids Collegiate Institute. The Sinclair gift made it practical for the property of the Coe Collegiate Institute—including the original land paid for by Daniel Coe—to be transferred to Coe College with the Iowa Presbyterian Synod to assume major responsibility for the institution. Coe College has operated continuously since its incorporation under that name on Feb. 2, 1881. From the first, the College was committed to intellectual excellence. It has continued in this tradition ever since.

The compact campus on the east edge of Cedar Rapids grew with many building projects in its early years, including Old Main (1868), Williston Hall (1881), Marshall Hall (1900), the first gymnasium (1904), and the first T.M. Sinclair Memorial Chapel (1911). In 1907, Coe earned accreditation from the North Central Association of Colleges and Universities. Over the decades, Coe's reputation as a superior liberal arts college has continued to grow. One recognition of this came in 1949, when Coe was granted a Phi Beta Kappa chapter, a distinction reserved for about 10% of American colleges and universities.

Central to the educational philosophy of Coe College is the belief that a liberal arts education is the best preparation for life. Students have the opportunity to experience a variety of subjects outside their respective programs of study. Coe offers more than 40 areas of study that cover a range of fields. The College awards the following undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Music (B.M.), and Bachelor of Science in Nursing (B.S.N.).

There are a number of factors that contribute to Coe College's strong academic quality. The key to Coe's tradition of excellence in academic quality relates directly to small class sizes and the interest shown by professors to make learning a personalized experience. At Coe, the average class size is 16, and the student-faculty ratio is 11:1. Classes are taught by our involved and committed faculty, 91% of whom hold the highest degree in their field. This means classes are taught by experienced professionals who have in-depth knowledge of their subjects. To provide students with a well-rounded experience and solid preparation for the future, Coe offers, along with quality instruction from superb faculty, an abundance of out-of-class opportunities which include student-faculty collaborative research, honors projects, service learning, and internships. Within one year of graduation, according to the annual survey results from the Center for Creativity and Careers, 98% of Coe graduates are engaged in post-graduate activity such as employment, graduate school, military, or travel/adventure.

With the addition of the east campus, Coe has nearly doubled in size since 1989. New facilities on the east side of College Drive include Athletic Recreation Center (2017), Clark Racquet Center and athletic fields (1989), Clark Alumni House (1993), Nassif House (1999), and four student apartment buildings (Morris House and Schlarbaum House in 2000, Brandt House and Spivey House in 2002). McCabe Hall (2005), named in honor of former Coe President Joseph E. McCabe, houses the offices of the president, provost, advancement and alumni relations, and The Center for Creativity, Careers and Community (C3) making way for the remodeling of Coe's oldest building, Stuart Hall, and the first significant addition of classroom space since Peterson Hall was built in the 1960s. In 2012 and 2013, Peterson Hall of Science was completely renovated to support Coe's science programs. To further enhance the campus environment, Coe completed the largest capital project in its history in 2017. Make Your Move – the Campaign for Eby and Hickok – included $24 million in essential enhancements, including an Athletic and Recreation Complex project as well as the renovation and expansion of Hickok Hall, one of the College's main academic buildings. The result is vastly improved academic, recreational, wellness and competition facilities to benefit future generations of students.

3 2022–2023 ACADEMIC CALENDAR

3.0.1 FALL TERM 2022

Tues, August 23	Open Registration
Wed, August 24	Classes Begin
Tues, August 30	Last Day to Add or Drop a Full-Term, or 1st Half-Term Course without a W
Fri, September 2	Census Date, Attendance Due on My.Coe
Mon, September 5	No Classes (Holiday) Labor Day
Fri, September 9	Date of Record
Thurs, September 22	Last Day to Withdraw &/ or Change Method of Grading for First-Half Courses
Mon–Tues, October 10–11	Fall Term Break
Thurs–Sat, October 13–15	Homecoming
Mon, October 17	Mid-Term Progress Report Due on My.Coe (11:59 PM)
Mon, October 17	Begin Second-Half Term Courses
Fri, October 21	May Term deposit and registration due
Fri, October 21	Last Day to Add or Drop a Second-Half Term Course without a W
Mon, October 24-Fri, November 11	Advising Season
Fri, October 28	Last Day to Withdraw &/or Change Method of Grading for Full-Term Courses
Mon–Fri, November 14–18	Registration for Spring Term 2023
Tues, November 15	Last Day to Withdraw &/or Change Method of Grading for Second-Half Courses
Mon–Fri, November 21–25	No Classes (Holiday) Thanksgiving Recess
Thurs, December 1	Open Online Registration until Last Day of Finals
Fri, December 2	Last Day of Fall Term Classes
Sat, December 3	Reading Day
Mon–Thurs, December 5–8	Final Exams
Wed, December 14	Final Grades and Attendance are Due from the Faculty on My.Coe (11:59 PM)

3.0.2 SPRING TERM 2023

Wed, January 11	Classes Begin
Mon, January 16	No Day Classes (Holiday) Martin Luther King Jr. Day
Wed, January 18	Last Day to Add or Drop a Full-Term or 1st Half-Term Course without a W
Fri, January 20	Census Date, Attendance Due on My.Coe

Thurs, January 26	Date of Record Mon, February 6
Mon, February 6	Last Day to Withdraw &/or Change Method of Grading for First-Half Courses
Mon, March 6	Begin Second-Half Term Courses
Tues, March 7	Mid-Term Progress Report Due Online (11:59 PM)
Fri, March 10	Last Day to Add or Drop a Second-Half Term Course without a W
Mon–Fri, March 13–17	Spring Term Recess (Starting after Class on Friday, March 10)
Mon–Fri, March 20–April 7	Advising Season Thurs, March 30
Thurs, March 30	Last Day to Withdraw &/or Change Method of Grading for Full-Term Courses
Mon–Fri, April 10–14	Registration for Fall Term 2023
Mon, April 10	Summer Registration Opens
Tues, April 11	Last Day to Withdraw &/or Change Method of Grading for Second-Half Courses
Wed, April 12	Student Research Symposium ** No Day Classes ** Evening Classes Will Meet
Fri, April 28	Last Day of Spring Term Classes
Sat, April 29	Reading Day
Mon–Thurs, May 1–4	Final Exams
Sat, May 6	Honors Convocation / Baccalaureate
Sun, May 7	Commencement
Tues, May 9	Final Grades and Attendance are Due for Non-Graduating Students on My.Coe (11:59 PM)

3.0.3 MAY TERM 2023

Wed, May 10	Classes Begin
Fri, May 12	Last Day to Add or Drop a Course Without a W
Mon, May 15	Attendance Due Online; Last Day to Change Method of Grading for May Term
Wed, May 17	Last Day to Withdraw from May Term Courses
Fri–Sat, May 19–20	Meeting of the Board of Trustees
Mon, May 29	No Classes (Holiday) Memorial Day
Fri, June 2	Last Day of May Term Classes
Sat, June 3	Residence Halls Close
Sun, June 4	Final Grades and Attendance for May Term Due on My.Coe (11:59 PM)

3.0.4 SUMMER TERM 2023*

Mon, June 5	Classes Begin
Fri, June 9	Last Day to Add or Drop a Full-Term Course Without a W
Mon, June 19	No Classes (Holiday) Juneteenth
Fri, June 23	Last Day to Change Method of Grading &/or Withdraw from Block A Courses

Tues, July 4	No Classes (Holiday) Independence Day
Fri, July 7	Last Day of Block A Courses
Mon, July 10	Classes Begin: Block B Courses
Tues, July 11	Mid-Term Progress Report Due Online (11:59 PM); Block A Final Grades Due
Fri, July 14	Last Day to Add or Drop a Course Without a W for Block B Courses
Mon, July 17	Last Day to Change Method of Grading &/or Withdraw from Full Term Courses
Tues, July 25	Last Day to Change Method of Grading &/or Withdraw from Block B Courses
Fri, August 11	Last Day of Term Classes: Block B and Full-Term Courses
Tues, August 15	Final Grades and Attendance Due (Block B and Full-Term) on My.Coe (11:59 PM)

*Courses taught at the Wilderness Field Station are subject to the broad dates of the summer, but will provide a specific add/drop and withdraw calendar to students at the time of application.

4 THE ACADEMIC CALENDAR

The academic year consists of three terms (see Academic Calendar, p. 15). Students normally take four course credits in the Fall Term and four course credits in the Spring Term. Thus, eight course credits are completed in an academic year. During optional May Term, students may enroll for up to one course credit in one of the limited selection of courses. Summer term is limited in scope and is not considered a regular term. (The maximum course load is described in Course Load, p. 53).

5 MAY TERM (OPTIONAL)

Students may enroll for up to one course credit during May Term in one of the limited selection of courses. All May Term courses require consent of instructor prior to registration. May Term courses are designed to meet at least two of the following shared learning outcomes:

- Evaluate and engage with complex interdependent systems and demonstrate understanding across diverse contexts.
- Critically describe and break apart issues or problems through systematic analysis and illustrate logic for conclusions.
- Engage with experiential learning practices such as learning by doing, while utilizing abilities to think critically, problem solve and make connections between knowledge gained in the classroom and experience beyond.

May Term courses are expected to have the same amount of contact time and academic rigor per course credit as courses which meet over a Fall or Spring Term. For every 1 course credit of May term students are expected to complete 140 hours of work. Such contact time includes class meetings, lectures by the instructor, supervised course related activities and independent out of class activities. Off-campus May Term courses at an off-campus location provide certain educational benefits through site visits, guest lectures, etc., that also contribute to the contact time for the course.

6 COE PLAN

Coe College's requirements for graduation, commonly known as the Coe Plan were developed with the following outcomes in mind:

- Creation of a bridge from high school to Coe College that helps students understand the importance of a liberal arts education, the ways to develop the skills needed by any learner, and the opportunities they will have by going to Coe College.
- Development of required curriculum that exposes the students to ways of learning in various contexts, big ideas in a myriad of disciplines, ways of being and understanding of cultures around the world, and processes to develop the skills needed by any learner.
- Creation of a bridge from Coe College to life after Coe.

These outcomes are met through the College's First-Year Experience, General Education program, Writing Emphasis courses, and the College's Practicum experiences and areas of study, described in this section of the Catalog.

7 GRADUATION REQUIREMENTS

All students who graduate from Coe College must complete at least one major and earn at least 32 course credits (cc) with grades leading to a cumulative grade point average (GPA) of 2.0 or higher. (The course is the unit of academic credit.) Courses are one credit unless otherwise indicated. Students are expected to complete 180 hours of work to earn one course credit, although class times vary from course to course. Other institutions may convert Coe credit to their system by considering one course credit to be 6 quarter hours, or 4 semester hours.) No more than a total of two course credits from courses which are less than 0.5 credit can be used to meet the 32-credit graduation requirement. No more than eight course credits earned of Advanced Placement or International Baccalaureate credit can be used to satisfy this requirement.

Students must meet one of the following requirements:

- Complete at least the final academic year of required courses registered through Coe.
- Earn a total of 16 course credits or the equivalent at Coe. The last eight course credits needed for graduation must include at least four earned at Coe. Approved off-campus study programs and internships can be used to fulfill this requirement.

A student may be simultaneously awarded two degrees (B.A., B.M., B.S.N.) after satisfactorily completing 40 course credits and the requirements for both degrees. However, a simultaneous Bachelor of Music plus a Bachelor of Arts with a music major is not permitted.

In addition, students must fulfill the requirements of the First-Year Experience, General Education, Writing Emphasis, and Practicum.

To participate in Commencement exercises, students must submit a completed Intent to Graduate form to the Office of the Registrar, preferably three terms prior to Commencement.

7.1 Second Baccalaureate Degree

A student who holds a baccalaureate degree from another institution may earn a second baccalaureate degree at Coe, if the following criteria are met:

- The first degree must be from a regionally accredited institution as recognized by the US Department of Education, or another appropriate accrediting body.
- The first degree must be completed (not in progress) before beginning the second degree at Coe.

Students accepted at Coe to pursue a second degree are granted a maximum of 24 course credits in transfer credit towards the 32 course credits required for graduation. To graduate, at least eight course credits must be earned at Coe College and all requirements for the major area of study must be met with at least 40% of the major course credits taken at Coe. Students must earn a cumulative GPA of at least 2.0 as well as meet any GPA or grade requirements in their area of study.

Second baccalaureate students are exempt from the following requirements: first-year experience, general education, writing emphasis, and practicum. They are not eligible to graduate with Latin Honors or for induction in Phi Beta Kappa or Phi Kappa Phi.

7.2 Transfer Student Information

To honor its mission and to preserve its academic integrity as a liberal arts institution, the College accepts a course in transfer if that course meets the spirit of the College's mission and is from a regionally accredited institution. This section includes information, in addition to that included in the section, Graduation Requirements (see p. 16), germane to students who are transferring to Coe College from another college or university.

Courses transferred to Coe can, as approved by the Registrar, fulfill some graduation requirements. From institutions on a semester hour system (at Coe, 1 course credit = 4 semester hours), only courses with three or more semester hours can be used to fulfill any major or general education requirements. From institutions on other than a semester hour system, only courses equivalent to at least 0.75 course credits can be used to fulfill any major or general education requirement. In some cases, in consultation with the Registrar, multiple courses within the same field may be used to fulfill one requirement.

Transfer credits earned after high-school graduation and before Coe matriculation count towards the eight term, full-time residence requirement (see p. 230). Full-time enrollment may include participation in Coe College exchange programs, ACM off-campus study programs, and other approved off-campus study programs.

All students must complete at Coe at least 40% of the total course credits required for each declared major or minor or three course credits, whichever is greater. In addition to completing at least one major area of study, transfer students must abide with the following to complete the requirements for graduation:

- First-Year Experience. Transfer students are not required to fulfill the requirements of the First-Year Experience, if they have completed at least one full-time college term since graduation from high school.
- Writing Emphasis. (See Writing Emphasis Courses, p. 21).
- General Education. Requirements include Liberal Arts selections in the four divisional areas (Natural and Mathematical Sciences, Social Sciences, Humanities, Fine Arts) and Diverse Cultural Perspectives courses. Any courses accepted in transfer for at least 0.75 course credit that fit the criteria of the Liberal Arts and/or Diverse Cultural Perspectives core groups can be applied towards the general education requirements as determined by the Registrar. Advanced Placement and International Baccalaureate courses may not be used to meet any part of the General Education requirements.
- Academic Practicum. Transfer students are required to fulfill this requirement.

8 AREAS OF STUDY

The three undergraduate degrees have areas of study associated with them. The Bachelor of Science in Nursing's area of study is nursing; the Bachelor of Music's areas of study are performance, composition, and education. The Bachelor of Arts' areas of study, commonly referred to as majors, are listed below.

Students should declare an area of study by the end of their sophomore year. All students must earn at least a 2.00 GPA in courses required to complete their areas of study, as well as meet specific requirements set forth for the areaof study.

- Accounting, Managerial
- Accounting, Public
- African American Studies
- Art
- Art History
- Asian Studies
- Biology
- Business Administration
- Chemistry
- Communication Studies
- Computer Science
- Creative Writing
- Data Science
- Economics
- Elementary Education
- English
- Film Studies
- French & Francophone Studies
- General Science
- History
- Interdisciplinary

- French & Francophone Studies
- Interdisciplinary Studies*
- International Business
- International Economics
- International Studies
- Kinesiology
- Literature
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology

- Religion
- Social & Criminal Justice
- Sociology
- Spanish
- Spanish Studies
- Theatre Arts
- Writing (Rhetoric)

* A coherent interdisciplinary sequence of courses devised by the student, in consultation with faculty, suited to the student's individual goals and approved by the Academic Policies Committee (see p. 131). In addition to the areas of study/majors listed above, the following **COLLATERAL MAJORS** are offered, which require a student to satisfy the requirements of a major from the list above in addition to the selected collateral major.

- Biochemistry
- Molecular Biology
- Public Relations
- Environmental Science
- Neuroscience
- Environmental Studies
- Organizational Science

8.0.1 AREAS OF STUDY (MINOR) FOR B.A.

- African American Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Chemistry
- Classical Studies
- Communication Studies
- Computer Science
- Creative Writing
- Data Science
- Economics
- English
- Film Studies
- French & Francophone Studies
- Gender and Sexuality Studies
- Health & Society Studies
- History
- Interdisciplinary French &
- Francophone Studies
- International Economics
- Mathematics

8.0.2 AREAS OF STUDY (MAJORS) FOR B.M.

- Keyboard or Instrumental Performance

- Vocal Performance
- Composition
- Instrumental Music Education
- Vocal Music Education

8.0.3 AREA OF STUDY (MAJOR) FOR B.S.N.

- Nursing

9 ACADEMIC ADVISING

The role of the academic advisor is to acquaint students with their academic options at Coe and assist them in selecting courses that reflect individual interests and abilities. Advisors also help students create a four-year education plan that allows students to make connections between disparate areas of study, and between academic, co-curricular, and non-academic areas. Students may change advisors at any time upon request to the Registrar.

First-Year Seminar instructors serve as the primary academic advisors for first-year students in their respective sections. Students thus see their advisors frequently during their first term at Coe and have the opportunity to work closely with them in developing overall programs of study and long-range goals. After the first term, students may decide to choose departmental faculty for academic advising or they may continue to be advised by their First-Year Seminar instructors. Students are free to speak at any time with professors in their major departments to answer specific questions regarding requirements and courses in those departments.

10 FIRST-YEAR EXPERIENCE

The student's First-Year Experience at Coe is a deliberate strategy to engage first-year students across multiple dimensions of college life in the first year. Components of the First-Year Experience include writing exercises, various campus events, and the First-Year Seminar (FYS).

The First-Year Seminar is required for all students who have not yet completed a full-time college term after high school graduation. During the Fall Term, a variety of First-Year Seminars—topics courses exploring issues from multiple perspectives—are offered. The seminars emphasize critical thinking, writing, speaking and research skills.

All First-Year Seminars carry the writing emphasis designation. First-Year Seminar courses cannot fulfill any distributional, cultural perspective, or major requirements. Students who drop or fail their First-Year Seminar are required to complete a replacement course designated by the Registrar the following term. The completion of this Spring Term course makes it possible for the student to fulfill the FYS graduation requirement. For students who fail the Fall Term First-Year Seminar, successful completion of the Spring Term course also allows the grade in the FYS to be changed from "F" to "NP" on the transcript.

Students who begin their college enrollment in the Spring Term must also complete a course designated as a replacement.

11 WRITING EMPHASIS COURSES

Writing Across the Curriculum: Statement of Guiding Principles

As stated in the Coe College Mission Statement, our reason to exist as an institution is to ready students intellectually, professionally, and socially to lead productive and satisfying lives in the global society of the 21st century. In accordance with this mission, our curriculum requires that students undertake "a series of intensive writing experiences, spread across four years of study." This requirement is known as Writing Across the Curriculum, the guiding principles of which are detailed below.

As a philosophy, Writing Across the Curriculum asserts that writing is most effectively learned in context: to varied audiences, with varied purposes. In adopting this philosophy, Coe College has committed to making writing-intensive experiences available to students in all disciplines. Known as "Writing Emphasis" credits, these courses are divergent in subject matter but aligned in their commitment to giving students content-rich and context-specific writing experiences that foster a critical flexibility in transferring knowledge about effective writing to multiple, even unknown, contexts.

Therefore, students who complete the requisite number of writing emphasis courses will graduate from Coe knowing that writing is both a means and an end: a method for exploring ideas and deepening one's knowledge as well as a tool for sharing that knowledge and expressing one's point of view. Similarly, graduating students will know that the practice of writing is a recursive process rooted in revision, which refers both to the reconsideration of one's ideas and to the refinement of prose, and this process unfolds over a lifetime. Understanding that students will encounter innumerable writing situations in their lives, many of which may be unfamiliar to them, they will graduate from Coe having developed the confidence and self-efficacy necessary to adapt or draw from their existing knowledge in order to navigate new contexts.

Although many courses at Coe may include writing activities, courses endorsed by Writing Across the Curriculum are those in which: - Students are given opportunities to practice revision, whether via multiple drafts of a single project or multiple iterations of the same type of assignment; - Students receive instructor feedback on written work to facilitate revision; and - Writing assignments are frequent enough that they are integral to the learning throughout the course, enabling students to develop in one or more of the following learning outcomes, as appropriate to discipline and course objectives: - How to write for specific purposes and audiences - Including attention to the ways purposes and audiences shape form, mode, voice, method, organization, engagement with and citation of research, and/or creativity and imagination - How to engage in critical thinking - Particularly how to conduct analysis, how to synthesize information, how to interpret and/or use evidence and data, and how to present one's ideas coherently and stylistically - How to practice, assess, and develop effective habits for writing - Specifically, how to read deeply, how to begin and later practice selection in research, how to be a skilled reader of one's own and others' in-process writing, how to accept and interpret feedback, and how to revise writing, all of which are parts of the process of learning how to have and develop ideas - How to engage in writing as a method for learning and discovery - For deepening knowledge, thinking through questions and problems, and reflecting on connections and growth - How to name and describe one's own knowledge for others - For example, in the form of personal statements for application to graduate study, cover letters and resumes for entering and advancing in the workforce, or other forms of self-summary that facilitate transition from the baccalaureate environment through the broader public.

Many writing emphasis sections are offered each year, and, in addition, the College's rhetoric department offers several interdisciplinary writing courses designed to guide students learning to write effectively at the college level.

(See course descriptions starting on p. 70). General Education or major courses that are also designated as writing emphasis courses may be used to satisfy both requirements.

In this catalog, writing emphasis courses are designated by a (WE) after the course title, e.g. "RHE-200 Rhetorical Theory & Practice (WE)." In other contexts, the course code may end with a "W" (e.g. RHE-200-W). All sections of such a course, regardless of instructor, will carry writing emphasis credit.

Fulfilling the Writing Emphasis Requirement:

Only designated WE courses in which a student earns a grade of "C" (2.0) or better count toward fulfillment of this requirement.

Only designated courses taken at Coe College count toward fulfillment of this requirement.

Undergraduate degree-seeking* students - who start at Coe College or who transfer fewer than 8 course credits earned after graduation from high school must complete at least 5 writing emphasis courses. Of these 5, one will usually be the FYS. Of the remaining 4, it is recommended (but not required) that at least 1 be taken outside the student's intended major(s). - who transfer at least 8 but fewer than 16 course credits to Coe, earned after graduation from high school, must complete at least 3 writing emphasis courses. - who transfer 16 or more course credits to Coe, earned after graduation from high school, must complete at least 2 writing emphasis credits. For all students, regardless of transfer credit, it is recommended (but not required) that at least one writing emphasis course be taken in the upper division within the student's intended major(s). "Upper division" courses are defined in this case as those numbered 300 and above; upper division writing emphasis courses could include both scheduled classroom courses and arranged writing-based capstone projects (such as a thesis). See Departmental Writing Plans for more information on writing in the major(s). *Students seeking a second undergraduate degree from Coe should see Second Baccalaureate Degree p. 16.

11.0.0.1 COURSE NUMBERING

- Courses numbered 100–199 are introductory to the subject.
- Courses numbered 200–299 assume a capacity for the independent acquisition of material and generally build on the methods and subject matter of 100-level courses.
- Courses numbered 300–399 are typically oriented toward a major or minor. They require a strong foundation of knowledge specific to the discipline.
- Courses numbered 400–499 are courses in the major or minor that are designed to challenge students to integrate discipline-specific knowledge in advanced ways. These courses typically contain advanced disciplinary coursework, capstone projects, and/or independent research.

12 GENERAL EDUCATION COURSES

Completion of the General Education Program, described here, is required for all students earning B.A. or B.S.N. degree at Coe College, but not required of students earning a B.M. degree. An appropriate transferred course, determined by the Office of the Registrar, with a grade of "C" (2.0) or better may be accepted to meet an individual requirement.
Advanced Placement and International Baccalaureate courses may not be used to meet any part of this requirement. No more than two courses with the same prefix may be used to fulfill the General Education Core Requirements.

A) Liberal Arts Core

1. A total of at least one course credit in the **Fine Arts Core** (courses with a prefix of ARH, ART, FLM, MU, MUA, THE)
2. A total of at least two course credits in the **Humanities Core** (courses with a prefix of AAM, AMS, CLA, COM, CRW, ENG, FRE, GER, GRK, HIS, HUM, LTN, JPN, PHL, REL, RHE, or SPA)
3. A total of at least two course credits in the **Natural Sciences and Mathematics Core** (courses with a prefix of BIO, CHM, CS, DS, MTH, PHY, STA, one of which must be a lab science with a prefix of BIO, CHM, or PHY)
4. A total of at least two course credits in the **Social Sciences Core** (courses with a prefix of ANT, ECO, POL, PSY, or SOC)

B) Diverse Cultural Perspectives (DCP) Core

A liberally educated person should have some knowledge of other cultures and some tools to aid in seeing one's own culture from other perspectives.

The Diverse Cultural Perspectives courses (Non-Western Perspectives (course number ends in 6), United States Pluralism (course number ends in 7), Diverse Western Perspectives (course number ends in 8) help students to understand their own cultural identities and to develop appreciation for the range of different cultures to be found in the world, in the nation, and on campus. These courses explore other cultures in their own terms and as they interact with American culture. As a group, they encourage reflection on different ways in which cultural identities are formed, expressed and contested. Students are encouraged to combine these courses with the study of a world language and with study abroad.

Completion of one of the following options (see p. 24–28 for descriptions and approved courses):

- Non-World Language Option (all of the following):
  - Any DCP course (course number that ends in 6, 7, 8)
  - Non-Western Perspectives (course number that ends in 6) (A semester-long study abroad experience can fulfill the Non-Western Perspective and DCP requirement.)
  - United States Pluralism (course number that ends in 7) (A semester-long U.S. off-campus study experience can fulfill the U.S. Pluralism and DCP requirement.)
- Elementary World Language Option (all of the following):
  - Any DCP course (course number that ends in 6, 7, 8)
  - Two elementary world language courses in the same language not previously studied (may also fulfill one of the Humanities Core courses)

- Intermediate World Language Option (all of the following):
  - Any DCP course (course number that ends in 6, 7, or 8)
  - One intermediate (-215) or above World Language course (*may also fulfill one of the Humanities Core course requirements*)

12.1 Diverse Cultural Perspectives: Non-Western Perspectives

The Non-Western Perspectives (NWP) group includes courses in which a preponderance of the content analyzes human experience from the perspectives of diverse peoples outside of Western culture. Such cultures often are characterized by values and beliefs different from those of the United States and Western Europe.

- ANT 116 Cultural Anthropology
- ANT 286 Topics in Anthropology:NWP
- ARH 106 World Art
- ARH 296 Topics in Art History:NWP
- ASC 106 May Term in Asia
- ASC 176 China and Japan
- ASC 186 Modern South Asia
- ASC 196 Modern South East Asia
- +++MISSING INFO: c.asc216.long +++
- BUS 446 International Business Management
- BUS 466 Adv Top Mrktg:non-west persp
- BUS 476 Ad Top Mgmt:non-west persp
- COM 236 Intercultural Communication
- ECO 336 Divergent Economic Growth
- ECO 436 Econ Development
- ECO 446 International Econ
- ENG 146 Intro Postcolonial Literature
- ENG 206 Gender and Literature: NWP
- FRE 146 French Literature Translation:NWP
- FRE 446 Colonial & Multicultural Narratives
- FSA 146 Turkey: History &Culture
- GS 136 Gender in Non-Western World
- HIS 136 East Asian Civilization
- HIS 216 History of Modern Korea (WE)
- HIS 246 History of Modern China
- HIS 256 History of Modern Japan

- HIS 276 The “Discovery” of America: Clash
- HIS 286 Modern Middle East
- HIS 306 Revolution, Social Struggle, Testim
- HIS 316 Topics in History:Non-Western Persp
- HIS 466 Seminar Modern East Asian History
- IS 116 Intro to International Studies
- IS 126 HumanRightsBurmeseMigrant
- IS 136 May Term in Mongolia
- JPN 106 Images Foreign Culture
- MU 166 Topics in Music:Non-Western Perspct
- PHL 206 Buddhist Thought
- POL 266 Latin American Politics
- POL 276 African Politics
- POL 286 Asian Politics
- POL 296 Topics Pol Sci: Non-West Persp
- POL 386 International Development
- REL 106 Eastern Religions
- REL 116 Buddhism
- REL 136 Religions of China
- REL 196 Hinduism
- REL 206 Buddhist Thought
- REL 226 Religions of China:Daoism
- REL 236 Zen Buddhism
- REL 296 Topics in Religion NWP
- REL 306 Comparative Religion
- REL 336 Tibetan Buddhist Cultrue
- +++MISSING INFO: c.rel386.long +++
- RHE 146 Creative Nonfiction:Global Perspect
- SOC 226 Gender and Globalizaton
- SOC 236 Topics in Sociology NWP
- SPA 336 Hispanic Life/Cult-Latin America
- SPA 446 Latin Am. & Spanish Short Stories
- SPA 486 Topics in Hispanic Lit:Latin Amer
- THE 486 Spc Top Theatre or Film: NWP

- WSH 286 Topics in Washington, D.C:NWP

12.2 Diverse Cultural Perspectives: United States Pluralism

The United States Pluralism (USP) group includes courses in which a preponderance of the content addresses one or more of the groups within the United States whose values, beliefs, and experiences differ from or oppose those of the majority culture. These courses increase students' knowledge of the history of such groups; of the ways members of these groups have experienced democracy and culture in America differently because of factors like social class, race, gender, and religion; and of reform movements like feminism and civil rights, through which such groups have attempted to achieve social and economic equality.

- AAM 107 Intro to African American Studies
- AAM 137 African American Literature

- AAM 217 Sport and Black Culture

- AAM 227 Blackness & Identity in America
- AAM 287 Topics in African American Studies
- AAM 367 Topics in AfricanAmericanLiterature
- AAM 387 Adv Topics in African American Stud
- AAM 447 Drtd Learn in African American Stds
- AAM 457 Drtd Learn in African American Stds
- AAM 467 Seminar in African American Lit
- ARH 107 Gender and Art

- ARH 297 Topics in Art History: US Pluralism

- ARH 307 Modern and Contemporary Art
- BUS 387 Adv Top:Human Res Mgt
- BUS 437 Strategic Compensation

- BUS 457 Employment and Discrimination Law
- BUS 467 Consumer Behavior
- COM 157 Introduction to Media Analysis
- COM 237 Interpersonal Communication
- COM 337 Persuasion

- COM 357 Sex, Race, & Gender in Media
- COM 437 Special Topic Applied Communication
- COM 447 Special Topics Production
- COM 457 Special Topics in Media Studies
- COM 467 Special Topics in Public Discourse
- ECO 237 Labor Economics

- ECO 247 Health Economics

- ECO 447 Urban Economics

- ECO 457 US Econ History

- EDU 117 Exceptional Learners
- EDU 187 Human Relations
- EDU 237 English Language Learners
- EDU 247 Foundations of Reading
- ENG 107 Exploring Literature:US Pluralism
- ENG 117 Asian American Literature
- ENG 127 Social Justice and Literature
- ENG 137 African American Literature
- ENG 157 Latinx/Chicanx Literature
- ENG 207 Gender & Lit:US Pluralism
- ENG 327 Literature of American Renaissance
- ENG 337 American Realism & Naturalism
- ENG 347 Study in Modern or Contemp Amer Lit
- ENG 357 Studies in Latinx/ChicanxLiterature
- ENG 367 Studies in African Am Literature
- ENG 467 Seminar inLit:USPluralism
- +++MISSING INFO: c.evs137.long +++
- GS 107 Intro Gender & Sexuality Studies
- GS 127 Dress, Gender, and Identity
- GS 247 Gender & Sexuality StudiesSymposium
- GS 327 Thry&Mthds/Gender &Sexuality Stdy
- GS 387 Topics: Gender & Sexuality Studies
- HIS 217 American War in Vietnam
- HIS 227 American Civil War
- HIS 257 Native American History
- HIS 297 Women in America
- HIS 317 Topics in History:US Pluralism
- HIS 347 African American History
- HIS 387 American Colonial History
- KIN 347 Adapted Physical Education
- MU 157 Introduction to Jazz History
- NUR 137 Human Sexuality
- NUR 297 Parent Child Relationships
- NUR 387 Alternative Therapies for Hlth/Heal
- PHL 277 Philosophy of Gender & Race
- POL 207 Religion & American Politics
- POL 277 Women & Poltics in US
- PSY 137 Human Sexuality
- REL 217 Religion in America
- RHE 137 Creative Nonfiction U.S.-Pluralism

- RHE 257 Environmental Rhetoric
- RHE 377 Cultural Studies
- SOC 107 Introductory Sociology
- SOC 207 Sociology of the Family
- SOC 217 Sociology of Religion
- SOC 237 Topics in Sociology:U S Pluralism
- SOC 247 Sociology of Race
- SOC 417 Sociology of Sex & Sexuality
- SPA 457 US LatinX Literature

12.3 Diverse Cultural Perspectives: Diverse Western Perspectives

The Diverse Western Perspectives (DWP) group includes courses in which a preponderance of the content addresses one or more subgroups of the Western world outside of the United States and the ways in which they experience Western culture. These courses increase students' knowledge of the history of particular groups and the ways they have interacted with Western values. They typically address issues of difference and conflict between and within Western cultures by examining the influence of factors such as class, race, gender, and religion.

- ANT 288 Topics Anthropology/Archaeology:DWP
- ANT 488 Adv Top Anthro/Archaeo:DWP
- ARH 128 Introduction to Art History
- ARH 218 The World of Renaissance Art
- ARH 248 Baroque, Rococo, and Neoclassicism
- ARH 268 History of Architecture
- ARH 298 Topics in Art History:Div West Pers
- CLA 108 Images of Foreign Culture
- ENG 108 Exp Lit:Diverse Western Perspective
- ENG 208 Gender & Lit:DWP
- ENG 378 Studies in Transatlantic Literature
- ENG 388 Romantic Literature
- FRE 148 French Literature Translation:DWP
- FRE 158 France & Francophone World
- HIS 208 The First World War (WE)
- HIS 218 The Second World War (WE)
- HIS 238 Modern France
- HIS 248 The French Revolution
- HIS 268 Latin America
- HIS 288 Renaissance & Reformation
- HIS 308 Legacies of the Cold War inLatin Am
- HIS 318 Topics in History :Div West Persp
- HIS 328 Modern France
- +++MISSING INFO: c.mu458 .long +++
- NUR 268 Cult Diver & Health
- PHL 128 Morality & Moral Controversies
- PHL 138 Freedom, State, and Society
- POL 108 Introduction to Politics

- POL 248 Political Violence and the Violent
- POL 258 World Politics
- POL 298 European Politics
- POL 398 Religion & World Politics
- PSY 208 Gender Psychology
- REL 108 Western Religions
- REL 128 Judaism
- REL 138 Modern Judaism
- REL 148 Islam
- REL 178 Christianity
- REL 278 Mysticism
- REL 338 Modern Religious Thought
- SOC 238 Topics in Soc Div West Perspectives
- SOC 328 Urban Sociology
- SOC 338 Political Sociology
- SPA 148 Spanish Literature in Translation
- SPA 258 Spanish Lang Learn in Spain
- SPA 338 Hispanic Life/Culture:Europe
- SPA 418 Gender & Sexuality in Hispanic Wrld
- SPA 428 Indigeneity, Blackness, & EthnicLit
- SPA 458 Travel Writing & Transatlantic Lit
- THE 118 Theatre & Arts in Serbia
- THE 228 History of Theatre and Drama I
- THE 238 History of Theatre and Drama II
- THE 288 History of Dress
- THE 488 Special Topics in THE/ FLM

12.4 Independent Studies

The one-credit independent study or directed readings students are expected to complete a minimum of 140 hours of academic work, including meeting with faculty members and independent work between meetings.

12.5 Internships

The internship is a work or volunteer experience in the context of an independent academic investigation of site-related issues and personal aptitudes, values, and goals. The one-credit internship includes a minimum of 140 hours of on-site or remote experience and the required documentation and/or academic journal or paper as determined by the faculty member. The details of the academic component are determined by prior arrangement with the faculty internship advisor.

Ordinarily internships are completed during the academic year as one of the 32 credits for graduation, or over the summer for a credit-bearing or non-credit bearing-practicum fulfillment activity. In unusual circumstances where an internship presents an opportunity to extend the educational component of the experience significantly, an internship may earn two credits. Application for non-departmental, two-credit internships requires consultation with the Internship Faculty Advisor and approval of the Committee on Petitions; departmental two-credit internships, when permitted, are overseen by the department.

A combined maximum of 2.0 course credits may be counted toward the 32 credits required for graduation through Internships or Community-Based Project (see p. 70). Many internships are completed in the Cedar Rapids area; however, it is permissible to complete an internship outside of the area during the summer, or done remotely if authorized by the Internship Faculty Advisor.

Students interested in internships should consult with their Career Specialist in C3: Creativity, Careers, Community, as well as with the appropriate academic department who will be overseeing the internship experience.

Each internship must include the consent of an Internship Faculty Advisor and completion of the internship request form housed on the College's online platform for internships.

Courses with an INT prefix and those on this list count as internship credit:

- AAM 494 Internship in African American Stds
- ANT 494 Internship in Anthropolgy
- ARH 494 Internship in Art History
- ARH 494 Internship in Art History
- ART 494 Internship in Art
- AT 494 Internship in Athletic Training
- BIO 494 Internship in Biology
- BUS 494 Internship in Business
- CHM 494 Internship in Chemistry
- COM 494 Internship in Journalism/Communicat
- CRW 494 Internship in Creative Writing
- CS 494 Internship in Computer Science
- DS 494 Internship in Data Science
- EDU 494 Internship in Education
- ENG 494 Internship in English
- FLM 494 Internship in Film
- FRE 494 Internship in French
- HIS 494 Internship in History
- HSS 494 Health Professions Externship
- INT 115 May Term: Topics 2
- INT 494 Internship
- INT 499 Summer Internship
- KIN 494 Internship in Kin, Health & Rec
- MTH 494 Internship in Mathematics
- NUR 494 Internship in Nursing
- NYT 394 Internship in New York City
- PHL 494 Internship in Philosophy
- PHY 494 Internship in Physics
- POL 494 Internship in Political Science
- PR 494 Internship in Public Relations
- PSY 494 Internship in Psychology
- REL 494 Internship in Religion
- RHE 494 Internship in Writing
- SOC 494 Internship in Sociology
- SMT 494 Internship in Sports Management
- SPA 494 Internship in Spanish
- THE 494 Internship in Theatre Arts
- WSH 494 Washington Experience

Students completing internships that are not department specific should register for one of the INT-494 or INT-499 courses on p. 70 (see the ***Coe Student Accounts Handbook*** for fee).

12.6 Practicum

A practicum experience is required of all students for all undergraduate degrees, except those earning second degrees.

Typically completed in the student's junior or senior year, all practica are experiences that integrate academic components with career or other life goals and are significant educational exercises outside the classroom. A practicum experience can consist of an internship, off-campus study, community-based project, honors project, or some other kind of independent activity.

Depending upon the type selected, some practica are graded A–F, while others are P/NP. Some practica are credit bearing, while others are not. In some instances, the practicum must be approved by the student's major department.

1. Full-Term (16-week) Off-Campus Study
2. Wilderness Field Station Summer Courses
3. Crimson Fellows Thesis or Crimson Fellows Project, etc. as stated
4. Independent Project (in list of courses that follows starred courses * require department approval for practicum credit):
5. †Internship (see a complete listing of internships on p. 29)
6. †Community-Based Project (see course description on p. 70)

†A maximum of two course credits earned through any combination of Internships and Community-Based Projects may be included in the 32 course credits required for graduation.

- AAM 444 Ind Study-Afr-Am St
- ANT 205 Archaeological Field Schl
- ANT 444 Independent Study: Anthropology
- ANT 474 Research Participation:Anthropology
- ARH 444 Independent Study: Art History
- ARH 474 Senior Seminar II
- ART 394 Directed Learning in Art
- ART 444 Independent Study in Art
- ART 474 Senior Seminar II & Senior Exhibit
- +++MISSING INFO: c.at40.long +++ (*successful completion of sequence of AT-20/-30 and -40 required to receive full credit*)
- BIO 115 Marine Biology
- BIO 444 Independent Study
- BIO 454 Research Participation
- BIO 462 Advanced Research Lab I
- BUS 444 Ind Study-Bus Admin
- BUS 454 Research in Business
- CHM 444 Independent Study Chemistry
- CHM 454 Undergraduate Summer Research
- COM 394 Directed Studies in Communication
- COM 444 Independent Study in Comm Studies
- CRW 112 Advanced Literary Magazine Editing
- CRW 394 Directed Studies in Creative Writin
- CRW 492 Manuscript Workshop
- CS 444 Ind Study-Comp Sci
- CS 454 Research in Computer Science
- DS 444 Independent Study in Data Science

- DS 454 Research in Data Science
- ECO 444 Ind Study-Economics
- ECO 454 Research in Economics
- EDU 215 Practicum in Education
- EDU 481 Stu Tchg Sec: ART
- EDU 482 Stu Tchg Sec: Phys Education
- EDU 483 Std Teaching Elem: ART
- EDU 485 Std Teaching Elem: Phys Ed
- EDU 489 Student Teaching Sr HS
- EDU 490 Student Teaching Jr HS
- EDU 491 Student Teaching 4-6
- EDU 492 Student Teaching K-3
- EDU 444 Ind Study-Tchr Ed
- ENG 394 Directed Learning in English
- ENG 454 Honors Research
- FLM 442 Independent Study in Film
- FLM 464 Seminar in Film II: (0.5 cc) and FLM 474 Senior Seminar II in Film & Senior (0.5 cc)
- FRE 394 Directed Readings in French
- FRE 444 Ind Study-French
- HIS 444 Ind Study-History
- KIN 444 Ind Study-Phys Ed
- MTH 444 Ind Study-Math
- MTH 454 Research in Mathematics
- MU 421 Student Teaching Elementary Music
- MU 422 Student Teaching Secondary Music
- MU 444 Ind Study-Music
- MUA 490 Senior Recital
- NUR 444 Ind Study-Nursing
- NUR 455 Leadership & Cont Issues in Nursing
- PHL 394 Directed Readings in Philosophy
- PHL 444 Ind Study-Philos
- PHL 490 Philosophy Colloquium (0.0 cc)
- PHY 255 Advanced Laboratory I
- PHY 355 Advanced Laboratory II
- PHY 444 Ind Study-Physics
- POL 444 Ind Study-Pol Sci
- PSY 354 Research Participation
- PSY 444 Ind Study-Psychology
- PSY 455 Advanced Experimental Psychology
- REL 394 Directed Readings in Religion
- REL 444 Ind Study-Relig
- RHE 394 Drtd Readings in Writing & Rhetoric
- RHE 444 Independent Study in Writing (WE)
- RHE 490 Publications Practicum
- SCJ 444 Independent Study in Social and Cri
- SOC 365 Research Participation I
- SOC 444 Ind Study-Soc
- SPA 394 Directed Reading
- SPA 444 Ind Study-Spanish
- THE 442 Adv Proj-Design/Tech Production

- THE 444 Ind Study-Theatre
- THE 452 Advanced Projects in Acting
- THE 462 Advanced Projects in Directing

13 SPECIAL PROGRAMS AND OPPORTUNITIES

13.1 Clinical Laboratory Sciences/Medical Technology

In cooperation with the St. Luke's Methodist Medical Laboratories in Cedar Rapids, or upon arrangement with other accredited laboratories and the approval of the College, Coe offers a four-year course leading to a Bachelor of Arts degree and registration as a Clinical Laboratory Scientist/Medical Technologist.

The first three years are spent in residence at Coe, where candidates must complete all of the requirements for the B.A. degree, including general education requirements and an approved major. The minimum requirements of the Clinical Laboratory Sciences/Medical Technology program in biology and chemistry are five course credits in each field and at least one course in mathematics. The fourth year is a full calendar year spent at St. Luke's or another accredited medical laboratory approved by Coe.

The St. Luke's Hospital Medical Laboratory is approved as a school of clinical laboratory sciences/medical technology by the Committee on Allied Health Education and Accreditation of the American Medical Association. Candidates completing the course are eligible to take the certification examinations of the American Society of Clinical Pathologists and the National Certification Agency and, if approved, may practice anywhere in the United States.

13.2 Crimson Fellows Program

Steffens, Westberg (Program Directors).

To graduate as a Crimson Fellow, a student must earn at least a 3.3 cumulative grade point average for all courses taken at Coe College and complete all of the following:

1. CFP 104 Topics in Crimson Fellows Program (0.2 cc)
2. +++MISSING INFO: c.CFP205.long +++
3. +++MISSING INFO: c.CFP301.long +++ (0.5 cc)
4. +++MISSING INFO: c.CFP302.long +++ (0.5 cc)
5. +++MISSING INFO: c.CFP401.long +++ (0.5 cc)

Applications to the Crimson Fellows Program are accepted and reviewed on a rolling basis.

Completed applications are assessed on ACT/SAT score, the high school transcript, teacher recommendations, and the student essay. Although there are no minimum thresholds, the historical average ACT score has been over 27 with an average high school GPA above 3.70. Emphasis will be placed on the student essay.

- CFP 104 Topics in Crimson Fellows Program
  - Reading and discussion of one or more classic texts from across intellectual disciplines. Students are expected to demonstrate mastery of the material and actively engage in class discussions. S/U basis only. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: consent of instructor. (0.2 course credit)
- CFP 145 CFP: Culture and Revolution

  - Designed to examine cultures that subsequently undergo revolutionary change. The first part is devoted to giving a sense of the culture that is destroyed by the revolution, and the second part to the forces that lead to the revolution. This course focuses on masterworks in history, political science, philosophy, and literature.

- CFP 155 Style and Transformation in the Art
  - Focuses on periods during which the arts undergo a major transformation. The class studies both the artistic ideas that are being changed and the characteristic styles that result from these changes. The scope of this course may include literature, painting, music, and architecture.

- CFP 175 Continuity &Transition Non-West Soc
  - Focuses on the great traditions in non-western cultures. By selectively dealing with the major traditions present in such cultures, the class deals with the dynamics of continuity and transition, which are crucial to understanding non-western societies.

- CFP 184 Topics in Scientific Inquiry
  - Designed to lead students to an intimate understanding of how the scientific process works and how scientific thought develops. Historical readings and discussions develop students 2019 understanding of the course topic sufficiently for them to focus on particular scientific questions. Experimental approaches to these questions are discussed and developed into research projects. Results are shared and integrated, providing group members with greater knowledge of the course topic and an acute awareness of the process and limitations of science.

- CFP 205 Introduction to Engaged Scholarship
  - Establishes the foundation of the Fellows experience. Fellows write essays on a series of connected subjects designed to encourage critical thinking and reflection. The course includes discussions on education reform ideas, action research, student-driven education, the passion of life-long learning, global citizenship, community advocacy and civic engagement. Grounded in critical pedagogy, the course introduces students to the ideas of engaged scholarship. Students take command of their own education, developing their sense of agency, selfdiscipline, initiative, and self-direction. Prerequisite: admission to the Crimson Fellows Program or consent of instructor. (Offered Spring Term)

- CFP 301 Communicating Across Disciplines I
  - Focuses on developing competencies in communication across multiple audiences and perspectives. Students engage content/material related to their understanding and development of a year-long research project. The central objective of the course is to enhance student collaboration and communication skills. Prerequisite: Introduction to Engaged Scholarship (CFP-100) or consent of instructor. (0.5 course credit)

- CFP 302 Communicating Across Disciplines II
  - Students work in multi-disciplinary teams to address a topic of local and/or global social interest. Prerequisite: Communicating Across Disciplines I (CFP-301) or consent of instructor. (0.5 course credit)

- CFP 401 Action Research I
  - Students work in multi-disciplinary teams to conduct a year-long project that addresses a specific challenge/issue for a local/regional community partner (e.g. sustainability, water quality, soil degradation, health care, partner violence, refugees, immigration, civil rights, etc.). Faculty provide specific content related to working with community groups/agencies at the onset of the course. Prerequisite: Communicating Across Disciplines II (CFP-302) or consent of instructor. (0.5 course credit)

13.2.1 Crimson Fellows Projects & Graduating with Distinction

To graduate with Distinction, at the time of graduation a student must have: 1. earned at least a 3.2 cumulative grade point average for all courses taken at Coe College, 2. earned at least a 3.5 GPA (or higher if set higher in the program in which you are pursuing distinction) in the courses taken toward the major or minor in which distinction is sought, 3. earned at least 14 course credits of graded courses at Coe College, 4. satisfactorily completed a Crimson Fellows project in a major or minor, 5. completed the "Graduating with Distinction Form" found on My.Coe and submitted it to the Office of the Registrar no later than March 15 of the Spring Term before graduation, 6. submitted a thesis or project artifact, approved by the majority of the student's Crimson Fellows Program examining committee, to the Director of Library Services no later than Reading Day of Spring Term.

13.2.2 Latin Honors

Cum laude is awarded to all graduating seniors with a cumulative GPA of 3.60 or higher. Magna cum laude is awarded to graduating seniors with a cumulative GPA of 3.80 or higher who have completed an honors project. Summa cum laude is awarded to graduating seniors with a cumulative GPA of 3.98 or higher who have completed an honors project.

13.2.3 Dean's List

Special recognition is given to students who show exceptional academic performance during Fall and Spring Terms. The designation "Dean's List" is awarded a student if, at the end of a given grade reporting period, the student: 1) was enrolled as a full-time, degree-seeking student; 2) earned at least a 3.5 GPA for the grading period, having no incomplete marks, no repeat courses, and at least three letter graded courses; and 3) ranked in the top ten percent of the student body for that grading period.

13.3 Cross-Registration with Mount Mercy University

This agreement:

1. Covers only courses that are not offered at Coe College in the same term unless a time conflict exists that cannot be resolved.
2. Is permitted on a space-available basis two weeks after the regular registration at Mount Mercy.
3. Holds students subject to administrative rules of the host institution for the courses taken.
4. Requires the student to register at both institutions.
5. Requires that a student be full-time and degree seeking in the term of the request and for at least one previous term at Coe College.

Coe students wishing to enroll at Mount Mercy University may not be on academic probation (see p. 61) and may not have been dismissed from Coe College. Prior to registering, students must submit a cross-registration request form to the Registrar, who grants approval to students wishing to register at Mount Mercy University. If the course is to be counted toward a major or minor, the approval of the appropriate Coe department chair is also required. Declarations of Pass/Not Pass options are made at Coe according to Coe policies. Both course credit and the letter grade given at Mount Mercy are recorded in the student's permanent record, as well as the fact that the course was taught at Mount Mercy. Under the agreement no additional fees are charged for cross registration, although the sum of the credits registered at both institutions are used to determine full-time status and/or the need to petition to take 5.0 course credits or more.

A cross-registered student missing a class at a cooperating college because of calendar differences shall not be penalized for missing the class. The student, however, is responsible for making up any work missed in the

class. Before registering for a course at Mount Mercy under this agreement, a student must complete the Mount Mercy–Coe College Cross Registration Form to be processed to ensure that all stipulations of the agreement are met.

13.4 English As A Second Language Program

Drexler (Director), Welsh.

English as a Second Language (ESL) programs at Coe College are designed to help study abroad and undergraduate international students assimilate into the College and local community through English language instruction.

Coe College offers the following programs:

- Intensive English Language program (IELP). IELP accepts students whose TOEFL ITP score falls lower than 500. IELP students enroll in 18 hours of English language courses per week for one or two terms. Students who successfully complete IELP may matriculate to the College.
- English Academic Bridge (ELAB) program. ELAB accepts students whose TOEFL ITP score falls between 500 and 520, the Admission requirement. ELAB students are admitted as undergraduates with the following course requirements for their first term at the College: one ESL course, one Coe-credit course designed for English language learners, First-Year Seminar, and their choice of another Coe-credit course.
- Short Intensive English Language program (SIELP). SIELP accepts study abroad students for seven weeks during the Spring Term. SIELP students enroll in 18 hours of English language course per week and live on campus.
- Summer Academic Orientation program (SAOP). SAOP accepts students who intend to study abroad or become undergraduates in colleges and universities in the United States or Canada. SAOP students enroll in 20 hours of ESL courses per week for the first week of August.

In addition to these programs, Coe international students who are not enrolled in an ESL program may register for ESL courses and work with ESL faculty on a one-on-one basis to support their language needs.

- ESL 195 Reading Writing Workshop
  - Strengthens critical reading, academic writing, and reasoning skills by engaging with a variety of texts. Students identify, challenge, and write arguments by practicing summary, analysis, paraphrase, and response to published work as well as work of their peers. May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.
- ESL 180 Topics in Listening
  - Develops academic listening and note-taking skills with a focus on micro listening such as listening for numbers, word stress, thought groups, and accent differences as well as macro listening like listening for headings, transition words and phrases, and distinguishing main ideas from details. May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.
- ESL 185 Topics in Speaking
  - Develops speaking fluency through vocabulary building by using language in authentic contexts and practicing pronunciation by studying language prosody (intonation and rhythm) and morphemes (minimal parts of language). May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

- ESL 190 Topics in Structure
  - Develops grammar with the goal of using accurate grammar in presentations and written work. Students study various grammar points, practice grammar interactively, and integrate learned grammar into presentations and written work on a wide spectrum of topics. May be taken more than once with consent of the program director provided the topics are substantially different.
- ESL 210 Seminar in Culture
  - Develops language skills and explores American culture through texts, art, film, and community engagement. May be taken more than once with consent of the program director provided the topics are substantially different. Prerequisite: enrolled in ELAB or undergraduate program with appropriate TOEFL score or consent of instructor.

13.5 Pre-Professional Programs

13.5.1 Pre-Law

J. Christensen (Program Director).

The cooperative 3+3 program allows qualified undergraduates from Coe College to earn both a bachelor's degree and a law degree in six years through partnership with the University of Iowa College of Law.

If eligible, students admitted under the 3+3 program will receive three years of financial aid and pay Coe College tuition for the first three years. Qualified undergraduates from Coe must have satisfied all graduation requirements with the exception of the 32-course credit requirement by the conclusion of their junior year for admission into the College of Law. Students are not eligible for campus housing or extracurricular activities at Coe during their fourth year. During the fourth year of the program, which is the first year of law school, students will pay tuition only to Iowa Law and apply for financial aid through the University of Iowa. Credits earned during the first year of law school at Iowa, which would have been their senior year at Coe, will also apply to their undergraduate degree to complete the final credit requirements at Coe. At the end of their fourth year of study, students in the program will receive their bachelor's degree from Coe College, while also having a year of law school completed at the University of Iowa College of Law.

There is no prescribed curriculum for students intending to enter law school after graduation. Law schools report that their most successful students are those who have acquired a broad academic background in the liberal arts, developed a capacity for logical analysis, and mastered the ability to write clearly.

Study in one or several of a variety of disciplines will prepare students to undertake legal training. Students interested in law should consult their department advisor and the pre-law program director.

13.5.2 Health Professions

Storer (Program Director).

Coe's program for those interested in the health professions, such as medicine and dentistry, is a flexible one based on the requirements of the health professions' schools. Students interested in a health profession usually major in one of the sciences, but all majors offered by the College are acceptable.

13.5.3 Professional School Degree Completion Plan

Students who complete three years of course work at Coe (24 course credits), including general education and area of study requirements, and who enter a college of architecture, engineering, or a physical therapy program, can receive a baccalaureate degree from Coe. Required for satisfactory completion of this program are (1) approval of the program by the Provost and Dean of the Faculty before transferring to the professional institution and (2) one year of full-time acceptable study there.

13.5.4 Cooperative Degree Program With The University Of Iowa's College Of Public Health

This combined undergraduate and graduate 5-year program allows students to earn a Bachelor of Arts degree from Coe College and a Master of Public Health (MPH) degree from the University of Iowa. This program is available to students electing any undergraduate major offered by Coe. The first four years in the program are spent in residence at Coe College. Interested students take one University of Iowa undergraduate course in the spring of their second year (*Fundamentals of Public Health*). In their third year, students take the GRE and apply to the Master's program in Public Health. If accepted, the student completes up to four graduate-level MPH courses during the fourth year at Coe College (*Introduction to Biostatistics, Introduction to Health Promotion and Disease Prevention, Global Environmental Health, and/or Epidemiology*). UI Public Health courses are accepted in transfer to Coe College as elective credit.

14 OFF-CAMPUS STUDY

The College endorses a wide variety of off-campus experiences for students. Coe strongly believes that students can benefit from study in Washington, New York, and the Wilderness Field Station, as well as in programs around the world.

Numerous domestic and international study programs are available to Coe students. The four programs sponsored by Coe College are Asia Term, New York Term, Washington Term and Wilderness Field Station courses. In addition, programs are offered by the Associated Colleges of the Midwest (ACM) and others, including several exchange programs, by colleges, universities, and educational agencies in America and abroad. Students who wish to study off-campus on Coe's sponsored programs must apply to the individual program's director. Student proposals to study on exchange programs must be submitted to the Director of Off-Campus Studies at least six weeks before the end of the term just prior to the off-campus experience. Student proposals to study on all other off-campus programs must be submitted to the Director of Off-Campus Studies by the last day of classes of Fall Term of the academic year prior to the program.

Credits earned on off-campus programs are applied toward graduation on the same basis as credits earned on campus. Any academic credit earned from programs not sponsored by Coe may be transferred back to the College in accordance with the College's general policy on transfer credit. Application is open to sophomores, juniors, and seniors who have a minimum 2.25 GPA at both the time of application and of enrollment for the off-campus study.

NOTE: *International students may not receive Coe College financial aid for off-campus study outside the U.S.*

14.1 Domestic Programs

14.1.1 New York Term

Carson (Program Director)

The New York Term is open to all students who meet the basic requirements for off-campus study. Offered in odd-numbered years in the Spring Term, this program provides abundant opportunity for experiences in the performing and visual arts, as well as internship opportunities for students from any major.

The central course, Fine Arts in New York City (NYT-250), which includes attendance at concerts, theatre, and dance productions as well as tours to art exhibits and film screenings, consists of five 0.4 credit courses: art, music, theatre, dance, and film. A faculty member for each area grades the respective course. An internship (or other project approved in advance by the College) completes the program.

There is an extra fee for New York Term. All Coe financial aid applies, and students are eligible to apply for additional financial aid based on the additional costs of the term. (See p. 72 for descriptions and course offerings.)

14.1.2 Washington Term

B. Nesmith (Program Director).

The Washington Term is open to all students who meet the basic requirements for off-campus study. Students accepted for Washington Term spend Fall or Spring Term in the nation's capital. Washington provides an unusual opportunity to study national politics and government and to enjoy a variety of cultural activities in the fine arts. (See p. 75 for descriptions and course offerings.)

14.1.3 Wilderness Field Station

Ellis (Program Director).

The Coe College Wilderness Field Station, located on remote Low Lake in Minnesota's Superior National Forest, offers students a unique and unparalleled opportunity for off-campus study. Courses take advantage of the serene surroundings for field observation, wilderness study, and outdoor learning. Biology courses are at the heart of the field station and often include aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates. Students use the base camp's laboratories, herbarium, and library to supplement their field work. Non-science electives, such as nature writing and wilderness and the law, are also offered. There is an independent study option as well. Participants take one course during a four-week session.

The program runs from mid-June to mid-July, mid-July to mid-August, or both. Each course is limited to eight students. Each course offered at the field station is one course credit. Particular courses satisfy lab science and other general education requirements and can be used as major elective credits. Any course taken at the field station satisfies the College's practicum requirement. The regular application deadline is March 1; the final deadline is April 15, with rolling applications after that date. For more information and application materials, visit The Field Station Webpage: www.coe.edu/academics/coe-difference-centers-and-programs/off-campus-study/wilderness-field-station.

14.2 ACM & International Programs

Coe offers opportunities to study in locations around the world. Some programs are for students wishing to broaden their liberal arts perspectives, while others allow intensive research and study in a specific academic area. Although some programs provide grades in the courses, all grades transfer back to Coe as P/NP. For detailed information and applications, students should contact directors for each program or visit http://www.acm.edu/off_campus_study/index.html.

14.2.1 OCC-350 — Japan Study

Nordmann (Program Director).

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although students usually cannot receive Coe gift aid for more than one term. The full-year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Learn more at http://www.acm.edu/programs/8/japan/index.html.

14.2.2 OCC-360 — Newberry Seminar: Research in the Humanities

Swenson Arnold (Program Director).

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The Fall Seminar runs for a full term; the Spring Seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry Seminar is for students looking for an academic challenge, a chance to do independent work, and possibly planning to attend graduate school. Administered by ACM, the Newberry Seminar is also recognized by GLCA. Learn more at http://www.acm.edu/programs/14/newberry/index.html.

14.2.3 OCC-325 — Field Museum Semester: Research in Natural History

Hughes (Program Director).

An intensive research-and class-based experience for upper-level students interested in natural history research with a background in evolutionary biology, anthropology, or related discipline. The program provides the opportunity for students to explore scientific research and the Field Museum collections through a substantive internship, a course taught by the visiting Faculty Director, and a seminar led by Field Museum professional staff. See ACM website for more information.

14.2.4 OCC-365 — Oak Ridge Science Semester

St. Clair (Program Director).

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, Oak Ridge Science Semester is recognized by both ACM and GLCA. Learn more at http://www.acm.edu/programs/15/oakridge/index.html.

14.3 Asia Term

Nordmann (Program Director).

The Asia Term is open to all students who meet the basic requirements for off-campus study. Usually offered in the Spring Term, this program provides students an opportunity to experience a variety of Asian cultures in such countries as Thailand, Vietnam, and Cambodia. At each site, students study language, read works in English about the culture, engage in service learning, and work with students at the host universities to gain a functional understanding of how each culture works. Students are accompanied to Asia by Coe faculty members.

Students take four credits of course work, typically one credit of Asian Tonal Languages, one credit of Asian studies, and two credits of independent study. In some iterations of the program, students take an elective course

in art, English, history, sociology, education, or another discipline, depending on the field of the instructor leading the program, and one credit of independent study. (See p. 70 for descriptions and course offerings.)

14.4 Exchange programs

Coe College sponsors a number of programs with cooperating foreign universities, offering Coe sophomores, juniors and seniors each year the opportunity to study in a foreign setting. Coe College accepts in return junior-level students from the foreign institution. Applications of the recommended students are sent to the host institution, with the host reserving the right to admit or reject each student nominated.

Any student who applies for one of these programs must have completed at least one year of continuous study at their home institution. Students may apply to any appropriate academic program offered at the host institution as full-time, non-degree seeking, or unclassified students. Any academic credit earned at the host institution is transferred back to the home institution in accordance with the rules of that institution. The length of stay may not exceed one academic year. Upon completion of the time period specified at the host institution, the participating students must return to their home institution. Any extension of stay must be approved by both cooperating institutions. The exchange student must abide by all rules and regulations of the host institution.

An exchange student must register and pay tuition and required fees at his or her home institution. In return, the student receives a tuition waiver at the host institution. The host institution helps arrange the necessary visa documents and also provides appropriate advising and other assistance to the incoming students from Coe College. Please see individual program descriptions for information regarding housing costs. The host institution assists in finding housing on the foreign university campus; Coe College assists in finding residence housing for students from the foreign university. At the end of the school year, the host institution submits to the home institution and official transcripts of grades and credits earned. Grades from exchange programs transfer to Coe as P/NP.

Beyond tuition and fees, the participating student is responsible for the following expenses: meal expenses; transportation to and from the host institution; medical insurance and/or medical expenses; textbooks, clothing, and personal expenses; passport and visa costs; and all other debts incurred during the course of the year.

14.4.1 OCC-205 — Coe/Kongju National University (South Korea)

Nordmann (Program Director).

Course offerings in Business, Economics, and Asian studies. Students pay the cost of living at the destination. Credits earned from the Kongju exchange program are evaluated on a P/NP basis.

14.4.2 OCC-210 — Coe/Chiang Mai University (Thailand)

Chaimov (Program Director).

Coe students usually pursue an independent research project based on prior study in Thailand, as CMU offers no courses in English. Students pay cost of living at destination.

Credits earned from the Chiang Mai exchange program are evaluated on a P/NP basis.

14.4.3 OCC-213 — Coe/Rangsit University (Thailand)

Chaimov (Program Director).

Rangsit University. Coe students are responsible for securing their own accommodations. Rangsit University offers English language bachelor's degree programs in communications, international business, and international political economy. Students pay cost of living at destination.

Credits earned from the Rangsit University exchange program are evaluated on a P/NP basis.

14.4.4 OCC-215 — Coe/Mid Sweden University (Sweden)

Carstens (Program Director).

Courses in English are available in such areas as business, social sciences, and environmental studies. Students pay cost of living at the destination. Credits earned from the Mid Sweden exchange program are evaluated on a P/NP basis.

14.4.5 OCC-220 — Coe/Nagoya-Gakuin University (Japan)

Nordmann (Program Director).

One year of Japanese language study is recommended for students applying for this program. Exchange students from Coe pay room expenses at Coe College. In return, students receive a room expense waiver. Other costs of living are paid at Nagoya-Gakuin University. Credits earned from the Nagoya-Gakuin exchange program are evaluated on a P/NP basis.

14.4.6 OCC-225 — Coe/Northern Ireland Scholars Program (Northern Ireland, UK)

Farrell (Program Director).

Students with a high GPA may be selected to study at one of several universities in Northern Ireland, including Queens University Belfast and the University of Ulster. Applications for this consortial exchange are due in December of the year before study. Students pay cost of living at destination.

Credits earned from the Northern Ireland exchange program are evaluated on a P/NP basis.

14.4.7 OCC-230 — Coe/University of Jaume I (Castello, Spain)

Rodríguez Moreno (Program Director).

Courses in Spanish in a wide range of topics. Students pay cost of living at destination. UJI requires Coe students to have completed two Spanish courses at Coe. Spanish language courses are available for an extra cost.

Credits earned from the Jaume I exchange program are evaluated on a P/NP basis.

14.4.8 OCC-235 — Coe/Sookmyung University (South Korea)

Nordmann (Program Director).

Courses offered in English on areas including the arts, linguistics, international studies, business, biology, and political science. Students pay cost of living at destination. Credits earned from the Sookmyung exchange program are evaluated on a P/NP basis.

14.4.9 OCC-240 — Coe/University of Landau (Germany)

Chaimov (Program Director).

Courses in English are available in, art, English literature, linguistics, other topics. Also, a wide range of subject areas taught in German. Students pay cost of living at the destination.

Credits earned from the Landau exchange program are evaluated on a P/NP basis.

14.4.10 OCC-245 — Coe/University of Quebec (Saguenay, Canada)

Janca-Aji (Program Director).

Courses in French are offered in a wide range of topics for students who pass a proficiency test in French. Students pay cost of living at destination. Credits earned from the Quebec exchange program are evaluated on a P/NP basis.

14.4.11 OCC-250 — Coe/Izmir Institute of Technology (Turkey)

Akgun (Program Director).

Coe may send a student of Chemistry and a student of Physics to study those subjects in an English-language setting at a science university in Turkey. Students are responsible for housing, food, and all other costs of living.

Credits earned on the Izmir exchange program are evaluated on a P/NP basis.

14.4.12 OCC-255 — Coe/Polytechnic University of Upper France (France)

Janca-Aji (Program Director).

Students choose from courses in English on business, communications, and marketing or a wide range of courses in French. Students pay costs of living at the destination. Credits earned from the France exchange program are evaluated on a P/NP basis.

14.4.13 OCC-260 — Coe/National University of Villa Maria (Argentina)

Students with a good command of Spanish can take courses in Spanish in a wide range of areas, including literature, rural development, social sciences, environmental studies, communication, and computer science. Students pay costs of living to Coe before departure and must transfer at the same time as an incoming student from UNVM.

Credits earned on the Argentina exchange program are evaluated on a P/NP basis.

14.4.14 OCC-265 — Coe/Istanbul Altinbas University (Turkey)

Duru (Program Advisor)

Teaches entire majors in English in psychology, sociology, international relations, political science, economics, business. Students pay cost of living at the destination. Credits earned from the Altinbas exchange program are evaluated on a P/NP basis.

14.4.15 OCC-270 — Coe/Ashesi University (Ghana)

Eichhorn (Program Director).

Courses in African studies (sociology, anthropology, political science, history, arts), computer science, business. Coe students pay room and board expenses at Coe College and receive a waiver of these expenses in Ghana. They must exchange at the same time as an Ashesi student.

Credits earned on the Ashesi exchange program are evaluated on a P/NP basis.

14.4.16 OCC-275 — Coe/University of Salford (England)

Kuennen (Program Director).

The University of Salford offers courses in business, contemporary European history, psychology, and many other areas. Students pay cost of living at the destination and must arrange their own housing.

Credits earned from the Salford exchange program are evaluated on a P/NP basis.

14.4.17 OCC-285 — Coe/University of Neuchatel (Switzerland)

Janca-Aji (Program Director).

Coe students take courses at the Institute of French Language and Civilization. Students pay costs of living at the destination. Credits earned from the Neuchatel exchange program are evaluated on a P/NP basis.

14.4.18 OCC-290 — Coe/Jinan University (China)

Nordmann (Program Director).

Located in southern China, this international university offers courses in English in international economics and business, journalism, computer science, and Chinese studies as well as the study of Chinese language. Students pay costs of living at the destination.

Credits earned from the Jinan exchange program are evaluated on a P/NP basis.

14.4.19 OCC-291 — Coe/Istanbul Kultur University (Turkey)

Duru (Program Advisor).

Offers English curriculum in psychology, business, economics, international relations, and other areas. Students pay costs of living at the destination. Credits earned from the Istanbul Kultur University exchange program are evaluated on a P/NP basis.

15 CAMPUS RESOURCES

15.0.1 Libraries

The College libraries—Stewart Memorial Library, located at the center of the campus and Fisher Music Library in Marquis Hall—contain over 500,000 volumes and 16,000 pieces of media. Current subscriptions to some 3,500 periodicals and serials are maintained in print or electronic format, and over 200,000 electronic resources with books and journal volumes added annually.

The collections ably support undergraduate education and are especially strong in the areas of literature, history, and music. The Fisher Music Library contains over 5,000 compact discs and records, 5,300 scores and books, and is equipped with listening facilities. Media services to the campus are provided through the Media Technologies Department in the library. These services include a circulating collection of over 8,000 DVDs, two media-equipped auditorium styled classrooms, editing stations, an innovation studio that houses a 3D printer and laser cutter, and a variety of cameras, recording equipment available for use.

The main library houses the Learning Commons (see description below) and the college archives. The library provides an outstanding research collection consisting of both print and electronic books, journals, and reference resources. The Reference Department assists students with their research needs through one on one research assistance, evaluating resources and websites, citation assistance and multimedia evaluation. In addition to library orientations, research classes are offered on specific course related topics. The library offers computer stations, iPad and laptop checkouts, study areas for individual and group study, including technology enhanced study rooms. These resources are greatly augmented by providing access to over 100 scholarly databases and an extensive webpage: coe.edu/library.

The George T. Henry College Archives includes a research room and a climate-controlled vault located on the lower level of the Stewart Memorial Library. It houses and preserves the institutional records of Coe College and the papers of staff, students, and alumni of the college. Archive staff is available to aid students, faculty, and scholars in navigation and use of more than 900 linear feet of primary source documents. The Archives maintains the papers of journalist, author, and World War II broadcaster William L. Shirer, Coe class of 1925 author of The Rise and Fall of the Third Reich; the literary works and selected private papers of Iowa poet Paul Engle, Coe class of 1931; and the photographs of longtime Coe College photographer George T. Henry.

15.0.2 Learning Commons

The Coe Learning Commons in the Stewart Memorial Library integrates all of the College's academic support resources in a single location at the heart of campus delivered through peer education and by professional staff. Services and resources include academic coaching, supplemental advising, Writing Center, AAP-TRIO program, tutoring, accessibility support and accommodations, academic technology, Office of Off-Campus Study, and fellowship and graduate school advising.

15.0.3 Art Collections

Selections from the College's Permanent Collection of Art totaling over 800 works by 200 artists are displayed in and near many of the campus buildings. Most visible are the large outdoor sculptures on the campus, yet almost every building features selections from the Permanent Collection. For example, the Ella Poe Burling collection of nineteenth-century American and French art and antiques is exhibited in the upper lobby of Voorhees Hall.

A large portion of the Permanent Collection can be found in Stewart Memorial Library. Four special galleries contain works by renowned American painters Grant Wood, Marvin Cone (Coe class of 1914), and Conger Metcalf (Coe class of 1936). Six large farm murals by Grant Wood constitute the heart of the Permanent Collection's Regionalist works. These murals are supplemented by nine smaller yet significant works by Wood, including Daughters of Revolution, a charcoal, pastel, and pencil on paper drawing of Wood's painting of the same name.

Another signature feature of the Regionalist collection is the work of Marvin Cone. A 1914 Coe graduate, Cone later became a faculty member who founded the College's Art Department. Cone personally selected many of the paintings and drawings in the collection as representative of his own artistic development, underscoring the historic role of art as a core element in Coe's teaching mission.

In addition to the works by native Iowans Cone and Wood, Coe College has acquired a distinguished collection of 70 works by Conger Metcalf, an American modernist painter, as well as paintings, drawings, and prints by notable artists such as Milton Avery, Mauricio Lasansky, Henri Matisse, Pablo Picasso, and Andy Warhol.

More information about the Permanent Collection can be found on either the Permanent Collection's website, http://picovado.com/jrogers/#-h2-introduction-h2-, or the library's webpage, www.coe.edu/academics/stewart-memorial-library.

15.0.4 Information Technology

The Information Technology Office provides a wide range of technology support to students, faculty and staff. This includes management of computer labs, classroom technology, college-wide software licensing, wi-fi/internet, printers, cable TV, sound equipment, My Coe (my.coe.edu) and more. Coe's technology facilities include over 3,000 ethernet ports, full ethernet and wi-fi internet services within all campus buildings, 250 public/lab computers available for student use and full access to G-Suite services. The Office of Information Technology is located in Voorhees Hall. Assistance from the IT staff can be requested through a Help Desk/Spiceworks ticket (link found on my.coe.edu).

15.0.5 Public Events and Artists-in-Residence

Guest lecturers and artists provide an essential dynamism to the educational climate at Coe. Programs are free to Coe students. In addition to hearing speakers of national and international note, students may have the opportunity to talk with them during a carry tray lunch, to attend special issues dinners with the speakers, or to have them as guests in a class. Performing groups appearing as artists-in-residence often stay two or three days on campus to work with students.

15.0.5.1 Marquis Lecture & Performance Series

The Marquis Lecture & Performance Series hosts performances and presentations throughout the academic year. The Marquis Series is endowed by a gift from Sarah Marquis, Coe class of 1918, in honor of her father, John A. Marquis, who was president of Coe from 1909 to 1919.

15.0.5.2 Coe College Contemporary Issues Forum

The Coe College Contemporary Issues Forum brings to audiences of the College community the presence and views of distinguished professionals whose work has received national recognition. The forum is normally presented during the month of February.

15.0.5.3 Phi Beta Kappa Visiting Scholar

The Coe chapter of Phi Beta Kappa sponsors a Phi Beta Kappa Visiting Scholar who, in addition to presenting a public lecture, meets with individual classes as appropriate to the scholar's area of expertise.

16 STUDENT LIFE

Student Life provides personalized support to students, enabling each to gain the best possible undergraduate education adding substantially to the educational program. Residence accommodations, along with living and learning values, an attractive campus social life, a sound health program, good recreational facilities, and a program of co-curricular activities are among the opportunities offered Student Life.

16.0.1 Campus Civility Statement

This statement was written by students in order to address standards of civility and respect within the Coe College community. This statement is a living document and is intended to evolve over time.

- We, the members of the Coe College community, expect our campus climate to be safe, mutually supportive, academically encouraging, egalitarian, and tolerant of all its members:
- we expect the academic experience to extend beyond the classroom into our living environment.
- we expect a campus free of incidents that create a hostile living environment.
- we expect a healthy and responsible attitude to accompany all social gatherings.
- we expect that intoxication will not be an excuse for incidents that occur while under the influence.
- we expect that diversity of opinion should be cultivated and encouraged as well as respected within our community.
- we expect that everyone will have the right to be respected for his or her individuality.
- we expect all campus community members to respect the rights of other persons regardless of their actual or perceived age, color, creed, disability, gender identity, national origin, race, religion, sex, or sexual orientation.

A community is made up of individuals who model these standards and hold each other accountable. In order for the community to encompass the goals outlined above, each individual must be responsible and accountable for her or his own actions and words.

16.0.2 Student Contribution to College Policy

Coe is proud of its traditions and its ability to change. While cognizant of the past, the College is also sensitive to the changing nature and needs of students. Coe students play an integral part in the initiation of change by utilizing available channels and by the creative development and use of new ones. The Student Senate is a frequent forum for the resolution of student concerns.

16.0.3 Student Senate

Student Senate is the representative government of Coe students and coordinates many co-curricular activities. Through the student activity fee, the Senate funds the weekly newspaper, the Cosmos, and other student publications. The Student Activities Committee (SAC) of the Student Senate sponsors bands, comedians, multicultural programming, and other kinds of entertainment and activities.

16.0.4 Student Handbook

The College Policies and Student Handbook outlines the College's expectations for responsible behavior reflecting maturity, mutual respect, and cooperation among all members of the Coe community. Student Life develops policies for conduct procedures, residence hall living, student organizations, and other areas of student affairs for approval by the Board of Trustees. The College Policies and Student Handbook is available online at https://www.coe.edu/student-life/student-development/college-policies-student-handbook.

16.0.5 Committee Participation

Students serve on various committees, which aid in making educational policy at the college. Most committees (Academic Policies, Assessment, Athletics, Campus Technology, Diversity, Enrollment, Financial Aid and Academic Progress, Executive, Finance and Facilities, First-Year Program, Internationalization, Marquis Series, Petitions, Sustainability Council, Wellness, and Writing) include students appointed by the Student Senate as voting members.

16.1 Student Services

16.1.1 Residence Life

Coe is a residential college, in that the residence experience is an integral part of the educational process. Students are expected to live on campus for four years and take meals in the College hall (see On-Campus and Off-Campus Resident Students, p. 263). The residence halls and apartments vary in style, size, and personality. All of the residential facilities have generous visitation policies, and campus life functions around the concept of the living units.

Residence hall and apartment regulations are published in the Student Reference Book. As room charges do not include Winter Break or Spring Break, when residential facilities and the dining hall are closed, an additional fee is assessed to students staying on campus during those times. Information regarding housing is sent to students who have accepted admission to the College.

16.1.2 Student Health Service

Coe's Student Health Service offers students medical care provided by a part-time Advanced Registered Nurse Practitioner (ARNP) and a full-time nurse. The Health Services staff can diagnose, manage, and treat certain medical diagnoses, free to full-time Coe students. Referrals are available to a family physician or specialist in the Cedar Rapids community as needed. In the event that a student needs hospitalization, St. Luke's Hospital or Mercy Medical Center is utilized. The student is responsible for all health costs beyond those provided by Health Services. These include hospitalizations, emergency room visits, physician visits, and prescription medications. Therefore, all students are expected to carry medical insurance. Provisions for special diets or other arrangements which deviate from Coe's policies require a recommendation from the student's healthcare provider and are available through SODEXO food services. All students are required to have a current immunization record on file prior to registration for classes at Coe. Students without immunizations on file will have their registration held. Students who wish to utilize the Student Health Service should have a physical on file, which is required of all students in order to play collegiate sports.

16.1.3 Personal Counseling

Realizing that students have concerns in areas other than academic matters and career options, Coe provides appropriate individual and group counseling. St. Luke's Family Counseling Center, located next to the Coe campus, and the College work together to provide for students' counseling needs. St. Luke's Family Counseling Center provides assessment, short-term counseling, and, when appropriate, referral to community resources. Individual counseling is available from a number of counselors on an appointment basis for students with personal, social, and family concerns. In addition, students may seek counseling from a pastoral and spiritual perspective from the College Chaplain. If long-term counseling is needed, Coe's counselor and Chaplain work with students to identify cost-effective solutions on and off campus.

16.1.4 Religious Life

Coe College believes that it is important to foster an environment that accepts and respects the religious faith and beliefs of all its students, staff, and faculty. The Coe community is diverse in its religious makeup, and all members of the community are encouraged to express and practice their particular religious traditions. To this end, the College Chaplain seeks to provide and create an atmosphere that is consistent with the religious heritage of the College and conducive to the development of spiritual and moral values.

Opportunities for worship, interfaith dialogue, Bible study, retreat, small groups, theological study, outreach, mission, meditation, and fellowship are abundant. There are also several active religious student organizations on campus and a specialized leadership program for students considering vocational ministry. The Chaplain is available for pastoral care, guided prayer, theological dialogue, pre-marital counseling, and other spiritual needs.

16.1.5 Diversity, Equity & Inclusion

The Office of Diversity, Equity & Inclusion is comprised of the Dean of Students, Coordinator of Multicultural Affairs, Director of International Affairs, and the College Chaplain. This team works closely with LBGTQAI+ students, multicultural students, international students, and student allies, with the goal of fostering an environment where all Kohawks will thrive in an inclusive learning environment. Students interested in getting involved with Coe's diversity and inclusion efforts are encouraged to stop by the Student Life Office in Upper Gage and speak with a team member.

16.1.6 Campus Activities

There is much to do on the Coe campus and in the Cedar Rapids community. Programming of campus activities is designed to meet the educational and recreational needs of the Coe community in a creative way. The diversity of the student body is considered in the scheduling of recitals, plays, exhibits, lectures, films, and concerts, as well as all school events and relaxing evenings in Charlie's. The Director of Campus Life coordinates the events organized by the Student Activities Committee (SAC).

16.1.7 Student Activity Groups

Students earn credit for their participation in Coe's music ensembles (the Jazz and Concert Bands, the Symphony Orchestra, the Concert Choir, Chorale, and the Choral Chamber Ensemble), several of which have completed study/concert tours of Europe, Great Britain, and Asia in the past. Coe drama and forensics activities have received local and national recognition for their presentations. Special interest organizations are also represented

on campus, as are national social fraternities and sororities and honor societies (Phi Beta Kappa, Phi Kappa Phi, Mortar Board, Alpha Lambda Delta, and Alpha Sigma Lambda).

16.1.8 Athletics

Coe College sponsors 11 men's and 11 women's athletic teams that compete in the American Rivers Conference of NCAA Division III. Our goal is to provide our student athletes with positive educational and athletic experiences.

Through hard work, intense training, and positive interactions with coaches, student athletes are provided opportunities to succeed. The College recognizes that many of its students enjoy participating in organized athletics or watching athletic contests as forms of recreational campus life. Basketball, volleyball, softball, table tennis, flag football, and wrestling are representative events in a year-round intramural program for both men and women. All students are eligible to participate.

16.1.9 Recreational Facilities

Gage Memorial Union is the center of student interest and activity. Offices of the Student Activities Committee and other student organizations are there, plus the College dining hall, and mailroom. Informal programs and lectures are given there, and it serves as the College's "open house" for students, faculty, and visitors. "Charlie's," located in the adjacent P.U.B., is home to a coffee shop (serving Starbucks coffee), a convenience store, and grill. Charlie's is a relaxing place to meet friends or take in one of the many performances.

The brand-new Coe College Athletics and Recreation Center includes two pristine courts for basketball and volleyball, a wrestling room that boasts three oversized mats, strength and conditioning room with brand-new equipment, and a fitness center that overlooks the campus. This is where Coe's basketball, volleyball, and wrestling teams host their home events.

Moray Eby Fieldhouse includes three recently-renovated courts for basketball and volleyball. Eby also has a natatorium, athletic training rooms, indoor baseball/softball batting cages, and a rock-climbing wall. All outside playing fields and tennis courts are also available to Coe students.

The Clark Racquet Center offers a state-of-the-art facility for runners, racquet enthusiasts, and everyone wanting to stay in shape. An aerobic room, dance studio, and classrooms complement the indoor track, tennis courts, and racquetball and squash courts. Professional staff manage the center and offer instruction to students.

17 EFFECTIVE CATALOG

Students ordinarily are graduated under the provisions of the catalog of their matriculation date. A student's matriculation date is the day of first enrollment following admission. If the student is readmitted, the matriculation date becomes the day of first enrollment following readmission. However, students will be expected to satisfy, to the extent practical, the graduation requirements of the catalog in effect at the anticipated date of graduation. Any necessary modification of general degree requirements will be worked out by the Provost and Dean of the Faculty, the Registrar, the appropriate department chair, and the Academic Policies Committee. Modification of major or minor requirements will be worked out by the department chair involved, the Registrar, and the student's advisor. A student has the right of petition to the Committee on Petitions.

17.0.1 Grading

GRADES | | | | |—-|————————————|————————————————| | A | Excellent | 4.0 grade points per course credit | | A- | | 3.7 grade points per course credit | | B+ | | 3.3 grade points per course credit | | B | Above average | 3.0 grade points per course credit | | B- | | 2.7 grade points per course credit | | C+ | | 2.3 grade points per course credit | | C | Satisfactory, minimum expectation | 2.0 grade points per course credit | | | credit | | | C- | | 1.7 grade points per course credit | | D+ | | 1.3 grade points per course credit | | D | Passing, below expectation | 1.0 grade points per course credit | | D- | | 0.7 grade points per course credit |

17.0.2 Status Marks

- **W** Approved withdrawal from a course.
- **X** Course extends beyond term. An "X" status grade is given in courses designated in the Catalog as having course work that extends beyond the end of the term. Under no circumstances can an "X" grade remain unresolved for more than one calendar year.
- **O** No mark had been reported by the instructor by the time academic reports were processed.
- **I** Incomplete. An "I" status grade is reported only for students who are unable to complete the work in the course due to extenuating circumstances. The normal length of time for resolution of an incomplete is within four weeks of the next Fall or Spring term in which the student enrolls. If the instructor believes the resolution of the incomplete will take longer, the instructor will note the later deadline when reporting the incomplete status grade. An unresolved incomplete will automatically become a failing grade after the deadline, unless the instructor notes otherwise when reporting the incomplete. Under no circumstances can an "I" grade remain unresolved for more than one calendar year.
- **R** The prefix "R" to a grade (i.e., RA, RB, RC, RD, RF) indicates a grade of repeated course. A student may repeat a course previously taken, and registration must indicate this repeat. Failure to register for a repeat course properly results in no recognition of the second attempt. Only the grade earned when the course is retaken is used in computing the GPA. Credit may be earned only once for a given course. Courses may be repeated only once, although, students may petition for a second repeat if extenuating circumstances exist.
- **EQ** Equivalent credit recognized; no credit given. Does not increase courses attempted. For a student who has completed four course credits of student teaching and who has high school or life experience equivalent to a regular catalog course, the said course, upon recommendation of the Education chair and the chair of

the department in which equivalent credit is being recognized, may be listed on the student's transcript with the appropriate credit and a status mark of "EQ."

17.0.3 Audited Courses

Students may audit courses with the consent of the instructor. In doing so, they attend class but are not required to take tests or submit papers. Audited courses receive no credit and do not appear on transcripts. Auditors pay a reduced tuition charge.

17.0.4 First Course Grading For Non-Traditional Students

Individuals who have been away from the collegiate routine for several years may register on an audit basis in their first course, participate fully in the class (including tests, papers, etc.), and decide at the conclusion of the course if they wish to pay the other half of the tuition and receive credit for the course. This policy applies only to the first course—not to succeeding courses.

17.0.5 Pass / Not-Pass Graded Courses

Courses are graded A–F unless otherwise indicated in the course description that only P/NP is an option (e.g., student teaching, internships). Courses graded P/NP count as credits towards graduation but do not affect the student's GPA. In addition, students may opt to take up to four A–F graded courses on a P/NP basis. When students opt for P/NP grading, the Office of the Registrar converts any grade a faculty member provides of D- or better to a P, and any grade of F to an NP. In order to count for Writing Emphasis credit, a submitted grade of C or higher must be earned.

The following regulations apply:

1. Students are permitted to change the method of grading for a course from a letter grade to P/NP. This change is allowed from the start of the term of enrollment through the last day to withdraw from courses during that term. See Academic Calendar p. 12 for official dates.
2. Students may elect to take up to four graded courses during their undergraduate career on a P/NP basis. However:
    a. Students cannot use a course for which they elected P/NP grading to satisfy the requirements for a major or minor.
    b. Students cannot elect P/NP grading while on academic probation, though provisionally-admitted First Year students are allowed the option of P/NP grading.
3. The Registrar will not inform the instructor of the student's request for P/NP grading and the instructor must provide the Registrar with an appropriate letter grade.
4. A student's request for P/NP grading may be nullified at any time before the end of the third business day after grades are due in the student's final term. A written notice must be sent to the Office of the Registrar to communicate the student's intent to replace the P or NP grade with the instructor's letter grade.
5. A student's request to change their method of grading to P/NP in lieu of a letter grade counts as one of the four P/NP elected courses during the student's undergraduate career, regardless of whether it is later nullified.
6. Ordinarily a student is limited to one course credit per term on an elected P/NP basis. A student wishing to exceed this limitation must present a convincing rationale or significant mitigating circumstances to the Committee on Petitions.

17.0.6 Midterm Grades

Midterm grades are not official evaluations and are not part of the official transcript. The goal of midterm grades is to help students take responsibility for their academic progress. Faculty submit midterm grades of A-F for students in all full-term courses. Midterm grades are not intended to be a guarantee, promise, or contract regarding the final grade a student will earn in the class. Instead they provide information for students about their academic performance.

18 CLASS DESIGNATION

Class Designation is determined by the number of course credits earned following the Fall and Spring Terms.

- First-year student: Fewer than 8.0 course credits earned

- Sophomore: 8.0–15.9 course credits earned
- Junior: 16.0–23.9 course credits earned
- Senior: 24.0 or more course credits earned

19 REGISTRATION

Before being allowed to register, students must have been admitted for study by the Office of Admission, must have settled their account with the Business Office, and must meet with their Academic Advisor. Registrations are canceled for failure to pay fees on time.

Students are encouraged to develop a four-year comprehensive educational plan with the help of their advisor or with other members of the faculty.

Students who will not graduate during the current academic year register online during the Spring Term for the Fall Term of the following academic year during times specified by the Office of the Registrar. Registration for the Spring and May Terms takes place during the preceding Fall Term. Once the online registration period is over, all changes to registration must take place in the Office of the Registrar using accurate, legible, and completed registration forms. Entering first-year students and transfer students receive instructions with their orientation materials, and readmitted students receive instructions from the Office of the Registrar concerning their registrations. Registrations are not accepted for a term without successful petition after the end of the first week of classes of that term.

19.0.1 Changes in Registration

1. Unless a course is registered by a student online during the registration period, they must intentionally file a registration form with the Office of the Registrar in order to be registered for a course. Registration forms for course additions must be approved by the student's advisor and instructor of the course.
2. Courses may be added or dropped during the first five weeks of the Fall, Spring, or Summer Term, including 7-week courses. Students may add a May Term course during the first three days of the term. If a student needs to add a course after these deadlines due to extenuating circumstances, the student must petition the Committee on Petitions by completing the appropriate forms.

For courses spanning a fraction of a Term, the last date to add or drop without a "W" will be calculated as a proportionate time frame comparatively as full-term courses. See Academic Calendar (see p. 12) for official dates for full-term and half-term courses. 3. A student may withdraw from one or more courses with the following results: - If a student withdraws from a course when 2/3 or less of the Term is completed, a "W" (withdrawal) grade will be entered on the student's permanent record. This grade will not affect the student's GPA. This is the date listed in the academic calendar as the Last Day to Withdraw from a course.
- For courses spanning a fraction of a Term, the last date to withdraw with a "W" will be calculated using the 2/3 fraction. See Academic Calendar (p. 15) for official dates for full-term and half-term courses. - If a student officially withdraws from a course after 2/3 of the Term is completed, a "WF" will be entered on the student's permanent record. This will affect the student's GPA (see p. 53). - A withdrawn course, regardless of the date withdrawn, counts as attempted credits on the transcript. Therefore, it also counts when calculating academic standing (see p. 61), and satisfactory academic progress (see p. 275) for financial aid.

19.0.2 Course Load

A student is full-time for the Fall or Spring Term when enrolled for three or more course credits. A student enrolled for less than this course load is a part-time student. For financial aid purposes, half-time is defined as enrollment in no fewer than two course credits in each of the Fall and Spring Terms; three-fourths is defined as enrollment in no fewer than 2.5 course credits in each of the Fall and Spring Terms. Students who have earned a cumulative GPA of 3.4 or above, or have earned both 23 credits and a cumulative GPA of 2.5 or above, may take above 4.99 credits without the need for a petition, but approval must be secured from the Office of the Registrar. Other students must submit a petition to the Committee on Petitions and obtain approval in order to register for five or more course credits. No student shall be permitted to register for over 5.99 credits in each of the Fall and Spring Terms. Only petitions from those students who have completed at least one term as a full-time student will be considered by the Committee on Petitions. Students may not register for more than one course credit during May Term.

20 ACADEMIC INTEGRITY POLICY

At Coe College, we expect academic integrity of all members of our community. Academic integrity assumes honesty about the nature of one's work in all situations. Such honesty is at the heart of the educational enterprise and is a precondition for intellectual growth. Academic dishonesty is the willful attempt to misrepresent one's work, cheat, plagiarize, or impede other students' academic progress. Academic dishonesty interferes with the mission of the College and will be treated with the utmost seriousness as a violation of community standards.

20.0.1 Forms of Academic Dishonesty

Cheating is the attempt to deceive an evaluator by claiming credit for work one has not done or by knowingly assisting such an attempt. It includes (but is not limited to) the use of unauthorized sources of information on in-class or take-home exams, or other assignments; copying from other students on exams, assignments, or lab reports; fabrication of data, research, quotations, or other information; and taking credit for collaborations to which one has not contributed.

Plagiarism is the use of someone else's words or ideas without acknowledgement and, when intentional, is a form of academic dishonesty. The unacknowledged use of words or ideas from any published or unpublished sources, including Internet resources or other student papers, constitutes plagiarism. Plagiarism may occur intentionally or unintentionally through the omission of appropriate citations. Any ideas or information the student adopts from a source, whether or not directly quoted, must be acknowledged by specific reference in notes or the text.

Any words or phrases that are taken from a source must be quoted and cited. Any paraphrase—the restatement of an idea in your own words—must be cited.

The methods of citation and documentation vary from discipline to discipline. Students are responsible for determining the appropriate method for any given assignment or, in the absence of a clearly stated protocol, using any accepted academic method. Guidelines can be found on the library website and in the Writing Center.

Other forms of academic dishonesty include (but are not limited to) deliberately impeding other students' work and misuse of common academic property, in the libraries, labs, and elsewhere.

20.0.2 Sanctions

Instructors have responsibility for determining whether academic dishonesty has occurred. Instructors shall proceed with sanctions accordingly. Any act of academic dishonesty that results in one of the sanctions below shall be detailed in a formal report filed with the Provost and Dean of the Faculty.

Cases of unintentional plagiarism may be dealt with through educational procedures such as further assignments requiring the student to practice documentation and citation methods, or other means determined by the instructor.

Acts of academic dishonesty will be subject to one or more of the following sanctions:

1. failure of the assignment, i.e. exam, paper, lab report, etc.
2. failure of the class

3. suspension or expulsion

An instructor may impose the first two of these penalties. Suspension or expulsion may only be carried out by the Provost and Dean of the Faculty.

Repeated acts of academic dishonesty will result in suspension or expulsion. When academic dishonesty has been determined to have occurred a second time, the Provost and Dean of the Faculty shall decide on the student's status at the College.

20.0.3 Procedure

When an instance of academic dishonesty is suspected, the instructor will meet with the student to discuss the incident and will decide which, if any, of the above sanctions is appropriate.

If warranted, the instructor will send a report to the Provost, with a copy given to the student, which details the nature of the violation and the steps taken to address it. The Provost will send a letter to the student within ten business days of receipt of the faculty member's report. The letter will reiterate the incident, describe the sanctions, and inform the student of their right to appeal. The report and letter from the Provost will remain on file in the Academic Affairs Office until five years after the student's graduation or severance from Coe. The Vice President for Student Life will be notified that a report has been filed. Information in the file will be confidential, to be shared only at the discretion of the Provost and Dean of the Faculty for a legitimate educational or legal purpose.

20.0.4 Appeals Process

The student may appeal the charge and/or the sanction within ten business days of receiving the Provost's letter of notice by emailing the Provost and Dean of the Faculty requesting an appeals hearing. Students wishing to appeal are strongly encouraged to consult with the Director of Academic Achievement, who has been designated by the College to provide information and advocacy in these matters.

The Provost's Office will convene an Academic Integrity Appeals Board within ten business days of receipt of the request for appeal to hear the appeal. The Academic Integrity Appeals Board will be chaired by either the chair or co-chair of the Academic Policies Committee. Additional members of the board will include: one additional faculty member on the Academic Policies Committee, the senior Student Life officer, one faculty member from the Committee on Admission, Retention, and Enrollment, and the Associate Dean for Student Academics. In any hearing the Provost may replace the Associate Dean for Student Success, or other member of the board to avoid conflicts of interest. The student may choose to have a faculty or staff member present as an observer. The student and the instructor will each appear as witnesses and each may request that other pertinent witnesses appear.

A majority vote of the Appeals Board is necessary to uphold or overturn a sanction. If a sanction is overturned, the Appeals Board may impose a lesser sanction. The Appeals Board will submit a written finding which will be sent to the student and the faculty member(s) involved in the case and which will become part of the student's file. If the appeal's outcome is to overturn the dishonesty charge, the report in the Academic Affairs Integrity file will be removed.

21 ACADEMIC STANDING

All students are expected to meet the College's standards for academic performance (see chart below). These are in place to keep students on track towards meeting the graduation requirements of the college (32 credits with a cumulative GPA of 2.0). Students who do not meet Coe's academic standards may be put on probation or suspended from the College.

To make sure that students are aware when their academic standing is in jeopardy, a series of communications are issued throughout an academic term including D/F notices, academic warnings, and notices of academic probation. Unless otherwise stated, these communications will be sent to the student by email and by a letter to the student's Coe mailbox. Additionally, an email will be sent to the student's advisor.

21.0.1 D/F Notices

Academic notices are issued at midterm to students who earn a D, F, or NP in one or more courses. Students receiving these notices are expected to meet with their academic advisor to identify appropriate support.

21.0.2 Academic Warnings

Academic warnings will be issued to students who earn a term grade point average below 2.00. Students receiving academic warnings are strongly encouraged to re-evaluate their current approach to their studies and/or their academic plans. They are expected to meet with their academic advisor and/or a Learning Commons staff member.

21.1 Academic Probation

The Academic Standing Committee reviews academic records of all students at the conclusion of both the Fall and Spring Terms. A student is placed on academic probation if the cumulative GPA falls below the minimum GPA levels listed below:

Total Course Credits Attempted	Minimum GPA Levels
0.0 – 4.99	l.50
5.0 – 7.9	l.75
8.0 – 11.9	1.80
12.0 – 15.9	1.90
16.0+	2.00

To return to good standing and be removed from academic probation, a student shall earn a cumulative GPA greater than the threshold for academic probation as specified above. If the student's cumulative GPA decreases at the end of any term on probation, the student is subject to academic suspension. Students who are placed on academic probation have a maximum of two (2) consecutive terms, excluding May and Summer, to return to good standing before they are subject to academic suspension.

Students who are on academic probation: - Are expected to comply with any requirements outlined by the Academic Standing Committee. - May not elect P/NP grading in lieu of a letter grade. - May not be excused from attending class to participate in extra-curricular activities.

The status of academic probation is noted on a student's transcript.

Students on probation who are not meeting the conditions of their probation and not performing at a passing level in their courses may be withdrawn from the College during the term on the recommendation of the Academic Standing Committee. If the student had previously appealed a suspension, the suspension is reinstated. Otherwise, the student will exit the College with a leave of absence and is eligible to return on probation the following term. Students may appeal this decision to the Provost.

21.2 Academic Suspension

Students who do not meet the conditions of their academic probation or who fall below retention thresholds (see below) will be considered for academic suspension by the Academic Standing Committee, and, if suspended, will be unable to take courses at Coe College for a period of at least one academic year. (One academic year is defined as a Fall and Spring Term, and does not count May or Summer Terms.) A registration hold preventing registration will be placed on the student's account. A student already registered for the following term will be dropped from those courses.

Total Course Credits Attempted	**Minimum GPA Levels**
0.0 – 4.99	0.50
5.0 – 7.9	l.00
8.0 – 11.9	1.50
12.0 – 15.9	1.70
16.0 – 19.9	1.80
20.0 – 23.9	1.90
24 +	2.00

Students who are placed on suspension for academic reasons will receive a letter notifying them of their suspension at their home residence, by registered mail, as well as a letter in their Coe mailbox and an email to their Coe email. Suspended students have the right to appeal for immediate readmission if they can provide evidence of circumstances that would warrant reconsideration by the deadline indicated in their suspension letter.

To appeal for immediate readmission:

- A suspended student appealing for readmission must submit an appeals letter by mail, email, or delivery in person to the Office of the Provost. The letter must include an explanation of any circumstances that affected the student's academic performance. The letter should provide a detailed plan with specific actions that the student will take to improve their academic standing, and explain how the student will overcome the obstacles that affected their academic performance. Student appeals will not be considered if a written statement is not received by the deadline.
- Although not mandatory, the suspended student appealing for readmission is urged to schedule to meet with the Academic Standing Committee on the date designated in the suspension letter. At this meeting the student will have the opportunity to respond to questions the Committee may have on the circumstances outlined in the student's letter requesting readmission.
- A suspended student appealing for readmission is encouraged to request a letter of support for immediate readmission from a faculty advisor or other faculty or staff member at Coe, if the letter can shed light on the student's ability and motivation to do well in future academic endeavors. Similarly, the student is encouraged to consult with one or more faculty or staff members to prepare a strong case for readmission.

Students who have been suspended for academic reasons from the College once, can return to the College either through a successful appeal for immediate readmission or through readmission after leaving for at least one academic year. A student who is suspended for academic reasons more than once cannot appeal for immediate readmission and must leave the College for at least one academic year.

21.3 Interim Suspension

Interim Suspension is a situation where it is determined that a student's continued presence at the college constitutes an immediate threat of harm to the student, other individuals, or to the stability and continuance of normal College functions. The Provost and Dean of Students or their designee may suspend a student pending disciplinary proceedings. Such suspension may become effective immediately and without prior notice.

Interim suspension shall be considered an excused absence until the conclusion of formal hearings. The student will be offered the opportunity to make up any academic work missed during the time in which the interim suspension was imposed. It is the student's responsibility to make specific arrangements with faculty members to complete academic work. The Dean of Students will initiate communication with the appropriate faculty.

21.4 Readmission Following Suspension

Coe College's academic suspension policy allows students, who are not readmitted immediately through appeal, to apply for readmission after at least one academic year has passed.

To be considered for readmission, the student must submit a letter of appeal to the Office of the Provost. In the appeals letter, the student must present evidence that demonstrates how the circumstances that led to the student's academic suspension have been addressed, and how the student plans to be successful in his or her academic future. Readmission is determined by the Academic Standing Committee. The Academic Standing Committee reserves the right to conduct its own investigation, review the case, and make a final decision concerning the student's reinstatement to the College. When appropriate, certain academic stipulations may be applied. If a suspended student provides evidence of successful course completion elsewhere and/or written evidence of motivation and maturity necessary to be academically successful at Coe, the student may be readmitted on probation at Coe.

21.5 Exiting the College

The exit process at Coe College, whether through withdrawing or taking a leave of absence, is initiated by the student. The exit procedure is initiated in the Learning Commons (Stewart Memorial Library) and begins with an interview with the Associate Dean of Student Academics or the Director of the TRIO-Academic Achievement Program. At the interview, the student is given an official exit form on which to secure signatures from the following: the Student Financial Services Office, to verify a balance due or a credit to be refunded, as well as Student Loan information, to be aware of financial aid adjustments; the Library, to ascertain that all materials have been returned; and the Resident Director of the student's residence hall, to arrange for room checkout. The completed exit form is returned to the Learning Commons which will then notify other pertinent areas of the student's withdrawal.

If a student is unable to complete the official withdrawal process, the intent to withdraw or take a leave of absence can be communicated to one of the following offices: Registrar, Student Financial Services, Student Life.

If a student withdraws from all courses during a period of enrollment for which he or she received financial aid, the Student Financial Services Office will determine how much, if any, of the student's financial aid proceeds must be returned to the College, based on a federally mandated refund formula (see Return of Title IV Funds/Institutional Refund Policy, p. 268).

Special consideration is given to students who withdrew due to a call to active duty. Coe's "Military Call Up/Refund" and "Readmission of Service Member" policies are published on the Admission/Financial Aid webpage. Copies of these policies can be requested from the Student Financial Services Office.

21.6 Leave of Absence

A student may find it necessary to interrupt a program of study at the College. Under this condition, the student may apply for a leave of absence. A leave of absence may be granted for a period not to exceed 12 months. Students may extend a leave of absence for up to a total of 36 months by contacting the Office of the Registrar via email at o-registrar@coe.edu. Students that do not renew their Leave of Absence, or return to Coe, will be officially withdrawn from the College. Course work completed while on leave from the College is subject to the same conditions as work in transfer.

21.7 Requesting a leave of Absence

Students planning to leave of absence from the College should consult their academic advisor and then they must declare their intent to one of the following designated offices: Student Financial Services, Registrar, Residence Life, or the Learning Commons. Please refer to the previous section on exiting the College for the steps that follow.

21.8 On Leave of Absence

The Coe community is committed to supporting students while they are away from the College. Thus, the Associate Dean of Student Academics may assign a designee who will be the point of contact to each student on a Leave of Absence. This designee will stay in contact with the student during their time away from the College, as appropriate, and will assist with the return process once the student is ready to resume coursework.

21.9 Returning to Coe after a Leave of Absence

Students planning on returning to the College do not need to apply for readmission, but must submit a statement of intent to re-enroll to the Office of the Registrar and the Associate Dean of Student Academics, or designee, who will assist with the return process. Students are strongly encouraged to schedule a consultation with the Associate Dean of Student Academics, or designee, by December 1 for returning the Spring Term, or August 1 to return the Fall Term. If a student wants to register during the regular registration time (November for Spring Term or late March / early April for Fall Term), they will need to submit their statement of intent and contact the Associate Dean of Student Academics, or designee, at least two weeks before Registration. The exact date of Registration can be found on the Academic Calendar on the Coe website under the Academics tab.

21.10 Withdrawal from the College and Readmission

Admission for work toward a degree terminates and the student is considered withdrawn from the College if:

1. A full-time student does not enroll at Coe for the next term (excluding May Term) and has not completed a Leave of Absence form. This does not apply to students in College-approved off-campus study programs.
2. A part-time student does not enroll for a course at Coe in a 12-month period and has not completed a Leave of Absence form.

Students wishing to resume work toward a degree, once admission status has terminated, must apply for readmission.

Students previously enrolled at Coe and readmitted after an absence of two years or more may request that all previous work at Coe be re-evaluated by the Registrar on the same basis as credits offered in transfer. Re-evaluation means that only courses with grades of C or better will be counted for credit toward graduation. All courses affected by the re-evaluation and the grade earned for each course will remain on the student's permanent record but will not factor into the cumulative GPA or be counted toward graduation.

22 TRANSCRIPT EVALUATION POLICIES

Official transcripts for courses taken at Coe College can only be issued by the Office of the Registrar and only after the office has received a written request and payment from the student.

22.1 General Policy On Transfer Credit

To honor its mission and to preserve its academic integrity as a liberal arts institution, the College accepts a course in transfer for the equivalent earned credit (4 semester hours = 1 course credit), if that course meets the spirit of the College's mission and is from a regionally accredited institution. In cases where it is unclear whether the course would be acceptable for transfer credit, the Registrar and the appropriate department chair will consult. Other exceptions are referred to the Committee on Petitions.

22.2 Evaluation Of Credits In Transfer

The Office of the Registrar is responsible for the evaluation of transfer credit. Credits accepted in transfer do not affect the cumulative GPA. Grades for the credits accepted are not recorded on Coe's transcript. Thus, transfer credits increase only the total courses attempted and the total course credits earned. Credit is not accepted for course work earning a grade below "C" (2.0 on a 4.0 scale).

22.3 Junior or Community College Credit

No more than 50% of the course credits required for a degree at Coe will be accepted in transfer from 2-year colleges. A maximum of 16 credits will be accepted as transfer credit from 2-year regionally accredited institutions. Transfer students who complete a regionally accredited A.A. degree program or a regionally accredited college-parallel A.S. degree program will be accorded junior status (16 course credits) at Coe. Transfer students who complete an A.A., A.S., or A.A.S. degree from a regionally accredited institution with which Coe has a specific articulation agreement will be awarded credit consistent with that agreement.

22.4 European Credit Transfer System (ECTS)

ECTS credits are a relative rather than an absolute measure of student workload. They specify how much of a year's workload a course unit represents at the institution or department allocating the credits. ECTS is thus based on a full student workload and not limited to contact hours only. In ECTS, 60 credits represent the workload of a normal undergraduate academic year of study and normally 30 credits for a semester and 20 credits for a term. Thus, ECTS credits will normally be transferred to Coe College at a rate of 7.5 ECTS credits: 1 Coe credit.

22.5 Occasional Transfer Credit For Degree-Seeking Students

Degree-seeking students sometimes wish to transfer credit from another institution toward their degree at Coe. Such credit must be approved in advance of completion of the course by the Registrar. Departments must approve in advance any courses counting toward a major, a minor, or teacher certification requirements. Credit from junior or community colleges is not accepted for students who have junior or higher status at Coe.

22.6 Evaluation of Credits For Graduation

The Office of the Registrar certifies the completion of general degree (see p. 16) and general education requirements (see p. 23). Credits toward a major, minor, endorsement, license, authorization, etc. are approved by the appropriate department chair, administrative coordinator, or by Academic Policies Committee for interdisciplinary majors.

22.7 Credit By Examination

A maximum of eight course credits in satisfaction of degree requirements may be applied from credit earned through the Advanced Placement Program and International Baccalaureate.

22.8 Updating Course Work

In the natural course of reviewing academic records, a student may be required to repeat certain courses (or appropriate substitutes) taken more than four years prior to the review to bring studies in those areas up to date. Review cases may be brought to the Academic Policies Committee by any member of the faculty, and this committee makes the final decision.

22.9 Advanced Placement (AP)

Coe College's Advanced Placement code is 6101.

Coe College grants college credit for approved Advanced Placement examination scores of 4 or 5. AP credit cannot be used to fulfill any general education requirement, including First-Year Seminar, Liberal Arts Core, Diverse Cultural Perspectives, the writing emphasis requirement, credit in transfer to reduce the number writing emphasis courses required, or academic practicum. Each AP exam may earn 1.0 course credit up to a maximum of eight course credits towards graduation. Credit is granted upon receipt of the results of the examination, which must be received directly from the Educational Testing Service. Further information regarding Advanced Placement examination reporting to the College may be obtained in the Office of the Registrar and on Coe's website. If an equivalent course is taken at Coe College, the AP credit is removed from the transcript.

22.10 International Baccalaureate (IB)

Coe College credit may be awarded for International Baccalaureate work. Students may earn 1.0 course credit for each higher-level examination score of 5, 6, or 7 to a maximum of eight course credits. No credit is granted for standard level examinations. Students may not receive college credit for both AP and IB in areas of similar content. IB credit cannot be used to fulfill any general education requirement, including First-Year Seminar, Liberal Arts Core, Diverse Cultural Perspectives, the writing emphasis requirement, credit in transfer to reduce the number of writing emphasis courses required, or academic practicum. Credit is granted upon receipt of the results of the examination, which must be received directly from IB. Further information regarding International Baccalaureate examination reporting to the College may be obtained in the Office of the Registrar and on Coe's website. If an equivalent course is taken at Coe College, the IB credit is removed from the transcript.

22.11 Class Attendance

Regular class attendance is expected, although the instructor of each course sets the standard expected to be met by the students. The College expects attendance on all scheduled days, including the first and last day of a term, as well as the class days immediately preceding and following College holidays. Students officially representing the College are excused as necessary prior to the absence. Students on academic probation are not excused from attending class to participate in extra-curricular activities.

22.12 Final Exams

The final exam schedule is published by the Registrar. It is expected that final exams will be given during the time scheduled for each course. There may be extraordinary cases when an individual student has a compelling reason for taking an exam at a time other than that scheduled. In such cases the instructor may properly decide to let that individual take the exam at another time. Having more than two exams scheduled on one day would justify allowing a student to take a third exam on another day. The instructor of the course with the highest course number will move the exam, for that student only, to a mutually convenient time.

22.13 Participation In Commencement

Students can participate in Commencement when they have met all the requirements for graduation for one of Coe's degrees, their financial obligations to Coe College are met, and they have completed their Intent to Graduate form and it has been approved. In addition, all students, unless excused in writing by the Provost, must complete a survey assessing their educational experience at Coe. All pending graduates must participate in Commencement exercises unless excused in writing by the Registrar..

22.14 Pending Graduates

Students who need to earn no more than 2.0 course credits to complete all graduation requirements may be permitted to participate in Commencement exercises as long as the remaining course credits are scheduled to be completed by August 15 of that year. Pending graduates will be listed in the Commencement booklet, but since Latin honors (see p. 36) are bestowed only after all graduation requirements are met, they cannot be listed in the Commencement booklet for Latin honors, although any earned honors will be listed on their diploma and transcript.

23 STUDENT NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- the right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the Office of the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.
- the right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend records that they believe are inaccurate or misleading. They should write the College official responsible for the records, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. FERPA was not intended to provide a process to be used to question substantive judgments which are correctly recorded. The rights of challenge are not intended to allow students to contest, for example, a grade in a course because they felt a higher grade should have been assigned. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent, or official of the National Student Clearinghouse); or a student serving on an official committee, such as an admission, petitions, retention, honors recognition, disciplinary, or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

A student is a person who attends or has attended Coe College, as determined by matriculation and enrollment by the first date of an academic term. Coe College obtains written permission from the student before releasing any information from a student's educational record in most cases. However, as the law allows, on a case-by-case basis, appropriate parts of a student record may be disclosed, without consent of the student, to the following parties:

- college employees who have a legitimate need to know.
- persons who need to know in cases of health and safety emergencies.
- accrediting organizations to carry out accrediting functions.

- appropriate parties in connection with financial aid to a student.
- federal, state, and local governmental officials for purposes authorized by law.
- individuals who have lawfully obtained court orders or subpoenas.
- organizations conducting educational studies for the College.
- courts during litigation between the College and the student or parent.
- victim of crime of violence after final results of a disciplinary hearing.
- public after disciplinary proceedings determine student committed crime of violence.

In many situations, complaints relative to FERPA can be resolved with the College on an informal basis by contacting the Registrar, in the lower level of Voorhees Hall.

To file a FERPA complaint with the U.S. Department of Education, contact the office that administers FERPA at: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

24 ACADEMIC PROGRAMS

24.0.1 Asia Term

ASC-195 Asian Tonal Languages An introduction to Thai, Vietnamese, and other tonal Asian languages. Emphasis is on basic communication as well as the distinguishing features of languages that use tones as part of their linguistic system. ASC-196 Modern South East Asia An introduction to several Asian cultures such as Thai, Cambodian, and Vietnamese. This course varies depending on the field of the supervising Coe faculty member. ASC-444 Independent Study A student-designed study of some feature of Asian culture, arranged in consultation with the supervising Coe faculty member. May be taken more than once for a maximum of 2.0 credits. Prerequisite: consent of instructor.

24.0.2 Community-Based Project

CBP-325 Community-Based Project Supervised work on service projects proposed by external constituencies such as non-profit institutions, community agencies, and government organizations. Students learn about the issues, problems, and techniques associated with developing, organizing, and participating in projects that address and solve real-world problems, as well as provide services and benefits to community and project sponsors. Authorization for the community-based project is determined by the supervising faculty member. May be taken more than once. A minimum of 140 hours of work is required. P/NP basis only.

24.0.3 First-Year Seminar

FS-110 First-Year Seminar Required of all first-year students. The First-Year Seminar introduces students to college-level study with emphasis on critical thinking, writing, speaking, and research skills. Faculty offer first-year-only topics courses exploring issues from multiple perspectives within or across disciplines. Students in all sections prepare portfolios of their written work and attend a variety of cultural events on and off campus. Seminar instructors also serve as the primary academic advisors for first-year students in their respective sections. First-Year Seminars are writing emphasis and cannot fulfill any distributional, cultural perspective, or major requirements.

24.0.4 World Language

FSA-100 Foreign Study Abroad Study abroad during May Term supervised by a Coe College faculty member, with site visits to places of historical and cultural interest. When appropriate, may count as a course in the major. May be taken more than once if offered in different locations. Prerequisite: consent of instructor. (Offered May Term only) FSA-146 Turkey: History and Culture Study abroad course on the history and culture of Turkey. An exploration of a unique secular-Muslim society. Particular historical focus is on Istanbul and ancient cities on Aegean coast. Prerequisite: consent of instructor. (Offered May Term only)

24.0.5 Internships

INT-494 Interdisciplinary Internship Supervised work or volunteer experience related to a student's career interests. A minimum of 140 hours on-site or remote work experience is required. Authorization and evaluation of the course credit for the internship is determined by the department through which the student is completing the internship. P/NP basis only. With departmental approval, credit may be applied to a major only with consent of department chair. Prerequisites: consent of the Internship Faculty Advisor. INT-499 Summer Internship – Non-Credit Bearing Is a supervised summer work or volunteer experience related to a student's career interests. The internship is not credit-bearing; however, it can meet the practicum requirement. A minimum of 140 hours on-site experience is required. The internship must be approved by the Faculty Internship Advisor prior to registration. Students are required to abide by the same guidelines as students completing credit-bearing internships. Satisfactory completion determined by the supervising faculty member. P/NP basis only. May be taken more than once. Prerequisites: consent of the department in which the student is completing the internship and completion of the Internship request form housed on the College's online platform for internships.

24.0.6 New York Term

See description, p. 40 New York Term is offered every other Spring Term in odd-numbered years. There is an extra fee for New York Term. All Coe financial aid applies, and students are eligible to apply for additional financial aid based on the additional costs of the term. NYT-250 Fine Arts in New York City Consists of five 0.4-credit courses: art, film, music, theatre, and dance. Students attend approximately 35 concerts, plays, and dance performances and make frequent visits to museums, galleries, and artists' studios. Each of these events is accompanied by discussion and seminar sessions with members of the resident New York Term faculty. (0.4 course credit for each course. Total of 2.0 course credits upon completion of the five courses.) NYT-394 Internship in New York City Investigates a student's career interests through work or volunteer experience. The internship is supervised by a faculty member of the relevant department, in consultation with Coe's Center for Creativity and Careers. P/NP basis only. Normally earns 2.0 credits, but may be taken for 1.0 credits when combined with NYT-444. NYT-444 Independent Study A plan of study designed by the student in consultation with the student's faculty advisor, and supervised by the on-campus faculty advisor. Subject must be particularly appropriate for study in New York City. Prerequisite: consent of instructor. (Corequisite: NYT-394 for 1.0 credit.)

24.1 Occasional Courses

Additional courses, not found in the Catalog, may be offered occasionally and serve one or more of the following purposes: 1) to provide the opportunity for research, creative, or other scholarly activity for an instructor jointly with interested students; 2) to explore and develop intellectual pursuits which are attractive to members of the faculty; 3) to respond to student requests for courses which are distinctive, unusual, or meet specific needs; 4) to bridge between two or more disciplines or curricular categories; 5) to serve as one means of developing and testing a possible permanent course.

The courses listed in the following section are ones approved by the College but without plans of being offered in the next few years. The approved list of courses includes, but is not limited to, the following:

CHM-104 Introduction to Forensic Science An introduction to all aspects of forensic science from obtaining specimens to identifying the criminal with accurate forensic tests. The course teaches students a basic understanding of the laboratory tests and processes of forensic science. CHM-105 Food Chemistry An introductory course that introduces chemical concepts in the context of cooking. Topics include the makeup, shape, and behavior of the four major classes of food molecules, effects of chemical structure on physical properties, the role of vitamins and nutrients, and basic principles of energy. Three class meetings per week. CHM-442 Materials Chemistry Study of the structure and properties of modern materials, including glasses, polymers, metals, semiconductors, and

superconductors. Mechanical, thermal, optical, magnetic, and electrical properties are examined and related to structure. Prerequisite: Electromagnetism (PHY-265) or Physical Chemistry I (CHM-341) or consent of instructor. Corequisite: Materials Physics and Chemistry Laboratory (CHM-442L). CHM-442L Materials Chemistry Laboratory Measurement of structure/property characteristics of materials using a variety of instrumentation. Materials studied include glasses, polymers, metals, semiconductors, and superconductors. Prerequisite: previous or concurrent registration in Materials Physics and Chemistry (CHM-442). Corequisite: Materials Physics and Chemistry Laboratory (CHM-442L). (0.2 course credit) CHM-471 Advanced Chemistry Laboratory II Spectroscopic investigations of chemical systems and applications of chemical instrumentation for analysis based on current chemical literature. One class period and two laboratories per week. Prerequisite: Physical Chemistry I (CHM-341). EDU-405 Understanding Early Adolescence An extension of the study of human development, focusing on the growth and development of the middle school age child. Special attention is given to the emotional, physical, and cognitive characteristics and needs of middle school age children for teachers in grades five through eight. EDU-415 Middle School Curriculum and Instruction Introduction to the organization, structure, and sequence of learning experiences for middle grade students. Addresses such issues as curriculum integration, teaching teams, pedagogical practices for middle school, and developmental appropriateness across the range of school subjects. Prerequisite: Practicum in Education (WE) (EDU-215). EDU-430 Middle School Social Studies Overview of the middle school social studies curriculum. A content course with a primary focus on geography and its relation to U.S. and world history. Prerequisite: Practicum in Education (WE) (EDU-215). (0.5 course credit) EDU-440 Middle School Mathematics Overview of the middle school mathematics curriculum. A content course with a primary focus on algebra, problem solving, and number theory. Prerequisite: Practicum in Education (WE) (EDU-215). (0.5 course credit) INT-115 May Term in Southern Africa Provides opportunities for students to interact with a wide variety of communities in southern Africa, all of which are currently stressed by impacts of the HIV/AIDS pandemic and climate change. Students learn how communities provide health care delivery, nutritional support and access to clean water, which are needed to sustain the quality of human life in the region. Experiences provide hands-on opportunities for students to assist community change in these areas. Prerequisite: consent of instructor. (Offered May Term only) NUR-255 Topics in Health Care Offers selected topics on specific health care and/or nursing issues, problems, interventions, and theories. Content varies as determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: sophomore standing. (Offered on an occasional basis) PHY-111 Musical Acoustics An exploration of the physical principles involved in the production, propagation, and perception of musical sounds. Topics include simple vibrating systems, properties of waves, and Fourier analysis. The primary emphasis is on musical instruments, including the voice, but some consideration is also given to room acoustics and human perception of sound. Previous musical experience is helpful, but not necessary. This course satisfies the non-lab science course requirement.

PHY-112/-112L Holography and Optics & Laboratory The making and understanding of holograms are used as the focus for a basic physics course in waves and optics. Includes one two-hour, (0.0 course credit) lab per week. This course satisfies the general education laboratory science requirement. PHY-325/-325L Digital Electronics & Laboratory Integrated circuit devices and their applications: the basic logic gates, counters, displays, flip-flops, multiplexers, memories. Some acquaintance with DC circuit concepts and with the binary number system desirable. Includes one two-hour, (0.0 course credit) lab weekly. This course satisfies the general education laboratory science requirement. REL-240 Intertestamental Literature A survey of literature composed by Jews during the Hellenistic and early Roman periods essential for understanding the emergence and development of Rabbinic Judaism, early Christianity and Islam (Apocrypha and Pseudepigrapha, Josephus, Philo and the Dead Sea Scrolls). Prerequisite: Introduction to Hebrew Bible (WE) (REL-105) or consent of instructor. REL-278 Mysticism A survey of mystical literature in the world's religious traditions. This course also addresses the question of the nature of mystical experience as well as that of the relation between the mystical element of religion and religion as a whole. REL-306 Comparative Religion A comparative study of the recurring themes and patterns found in various religions, past and present. Particular attention is paid to the meaning of religious ritual and myth, and the nature of religious experience. This course surveys several of the currently most influential theories regarding the nature of religion. Prerequisite: Eastern Religions (REL-106), Western Religions (WE) (REL-108), or consent of instructor. SOC-499 Career Related Independent Investigation Investigation of a career opportunity through

field placement and directed reading. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: declared major in sociology, second term sophomore standing, or consent of department chair.

24.1.1 Skills Development

SKD-115 Summer Bridge Engages students in a one-week course that takes place prior to Fall Orientation. Students participate in two mini-classes taught by college faculty. Each mini-class is followed by small group discussions regarding course content, learning strategies, college expectations, etc. Additional workshop sessions are held throughout Summer Bridge on topics such as: financial literacy, campus resources, goal setting and academic planning. Summer Bridge also offers opportunities to make social connections through a variety of informal and planned activities. P/NP basis only. (0.3 course credit) SKD-120 Concepts of Individualized Learning Provides a weekly engagement with an academic coach to identify interests and explore strengths, applying this knowledge to the development of a personal academic plan. Topics include: learning strategies, self-regulation, personal and professional growth, goal setting, campus engagement and self-reflection. P/NP basis only. (0.0 course credit) SKD-125 College Foundations Familiarizes students with the skills and methods of study that lead to competence in college course work. Through self-assessment and reflection, students determine strategies that increase satisfaction and success in the college environment. P/NP basis only. (0.3 course credit)
SKD-130 Personal Finance for College Students A study of managing finances and making financial decisions that college students encounter. Areas of study for this project-oriented course include student loans, credit cards, savings and investments, cars, living on campus versus apartment living, savings needed for life immediately following graduation, and travel. (0.5 course credit) INT-100 Professionalism and Self Presentation Introduces students to the fundamentals of job-seeking strategies and professional expectations. Students are guided through development of professional materials, networking techniques, and interviewing skills. This course does not satisfy Coe's practicum requirement.

24.1.2 Washington Term

WSH-284 Topics in Washington, D.C. Experiential learning, study, writing, and discussion dealing with various subjects related to the nation's capital. Examples of recent and proposed topics include Art and Architecture, Campaigns and Elections, Congressional Relations, and Politics and Communications. WSH-286 Topics in Washington, D.C.: Non-Western Perspectives Same as Topics in Washington, D.C. (WSH-284) except the course focuses on topics related to non-Western cultures. Examples of recent and proposed topics include Globalization and the U.S.; and People, Politics and Cultures of the Middle East.
WSH-464 Washington Term Internship Seminar Group discussion of internship experiences. Students are exposed to various research methodologies, readings and guest speakers for understanding Washington politics. The goal of the course is to expose students to generalizations about politics and how their internships are either confirming or challenging those generalizations. WSH-494 The Washington Experience Internship with an organization related to national or international politics in Washington, D.C., supervised by one of the resident staff of the Washington Term. Students establish learning goals and prepare a portfolio that documents their learning and places it in the larger context of the literature on American or international politics. P/NP basis only. One course credit may be counted toward a major in political science with consent of department, if credit has not already been received for Internship in Political Science (POL-494). (2.0 course credits)

25 DEPARTMENTAL PROGRAMS

25.1 ACCOUNTING, MANAGERIAL

See **?@sec-accounting**

25.2 ACCOUNTING, PUBLIC

See **?@sec-accounting**

25.3 African American Studies

Rodgers (Administrative Coordinator).

The African American Studies major offers students the opportunity to study African American culture through an interdisciplinary approach. Students take courses in areas such as literature, history, and sociology in order to gain a more complete understanding of the major figures and movements that helped define the culture.

25.3.1 African American Studies Major

A major in African American studies requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

1. AAM 107 Intro to African American Studies
2. +++MISSING INFO: c.aam/eng137.long +++
3. HIS 347 African American History
4. One of the following:

- HIS 145 History of United States to 1865
- HIS 155 History of United States since 1865
- HIS 227 American Civil War

5. Five additional courses, at least three of which are numbered 200 or above, chosen from the following: -**(a)** Elective courses:

    - AAM 217 Sport and Black Culture
    - AAM 287 Topics in African American Studies
    - AAM 367 Topics in AfricanAmericanLiterature
    - AAM 387 Adv Topics in African American Stud
    - +++MISSING INFO: c.aam447/457.long +++
    - AAM 467 Seminar in African American Lit
    - AAM 494 Internship in African American Stds
    - COM 236 Intercultural Communication
    - COM 357 Sex, Race, & Gender in Media
    - EDU 187 Human Relations

- HIS 145 History of United States to 1865
- HIS 155 History of United States since 1865
- HIS 227 American Civil War
- MU 157 Introduction to Jazz History
- SOC 247 Sociology of Race

-**(b)** Elective courses (when topic is appropriate): These courses can count toward the major or minor as determined by the African American Studies administrative coordinator. - ARH 297 Topics in Art History: US Pluralism - COM 157 Introduction to Media Analysis - COM 161 Visual Rhetoric - COM 361 Communication & Social Change - ENG 107 Exploring Literature:US Pluralism - ENG 207 Gender & Lit:US Pluralism - ENG 347 Study in Modern or Contemp Amer Lit - ENG 394 Directed Learning in English - HIS 297 Women in America - HIS 444 Ind Study-History - HIS 472 Seminar American History I - HIS 473 Seminar American History II - SOC 237 Topics in Sociology:U S Pluralism - SOC 464 Capstone Seminar in Sociology - THE 488 Special Topics in THE/ FLM

6. AAM 444 Ind Study-Afr-Am St (completed during the senior year)

25.3.2 African American Studies Minor

1. AAM 107 Intro to African American Studies

2. +++MISSING INFO: c.aam/eng137.long +++
3. HIS 347 African American History

4. One of the following:

- HIS 145 History of United States to 1865
- HIS 155 History of United States since 1865
- HIS 227 American Civil War

5. Two additional courses from either list **5a** or, when appropriate, **5b** as listed above for the major

25.3.3 COURSES IN AFRICAN AMERICAN STUDIES

- **AAM 107 Intro to African American Studies** What is African American culture, and what accounts for its cultural distinctions? This course introduces students to the study of African American culture and the field of African American Studies. through an interdiciplinary approach (literature, history, music, art and film) students will examine central themes and key debates pertinent to African American culture and history from its beginning to present.
- **AAM 137 African American Literature** Reading and discussion of the writings of African Americans, with emphasis on the 20th century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different.
- **AAM 217 Sport and Black Culture** Examines through cultural analysis the complex relationships between sport and Black culture. This course addresses the way sport has evolved from being merely a physical activity to a cultural expression in Black communities. This course emphasizes the historical patterns and current conditions of Blacks; participation in sport through various articles, videos, and books. The course also examines how many Black people have used sport as a means of resistance, survival, and social mobility. Students learn to analyze cultural expression, to understand race and its continuing impact

in American life, and to understand how various sports pursuits by Black athletes are invested with multiple meanings.Major topics and themes covered include: the concept of race, Black culture, the historical presence of Black athletes in sport, their current impact, and their dominance in certain sports.

- **AAM 227 Blackness & Identity in America** Gathers a wide range of scholarship about race and identity to explore what race is, why it matters, racial dynamics in organizations, and how best to address them. Students will explore questions of identity, privilege, ethnicity, gender, and class. In this course, 201crace 201d is reviewed as a shorthand for the interconnected complexity of race, ethnicity, culture, and color, and will be carefully analyzed to distinguish among such terms and ideas. Students will critically analyze the social construct and the popular understandings of race and identity as reinforced through cultural institutions. Students will understand and evaluate the foundational concepts and theories of race and identity and synthesize their knowledge through research, presentation, and writing.
- **AAM 287 Topics in African American Studies** Examines an important theme or subject specific to African American experiences and culture. Content varies and is determined by the instructor. Students learn to understand African American experiences in context, to analyze texts and events from multiple disciplinary perspectives, and to write in clear, analytical prose. May be taken more than once for credit, provided the topics are substantially different.
- **AAM 367 Topics in AfricanAmericanLiterature** nan
- **AAM 387 Adv Topics in African American Stud** Examines an important theme or subject specific to African American experiences and culture. Content varies and is determined by the instructor. Students learn to understand African American experiences in context, to analyze texts and events from multiple disciplinary perspectives, and to write in clear, analytical prose. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to African American Studies (AAM-107) or consent of instructor.
- **AAM 444 Ind Study-Afr-Am St** Study of individually chosen research topics in African American studies under the direction of a faculty member in the area. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Introduction to African American Studies (AAM-107) or African American Literature (AAM-137); consent of African American Studies administrative coordinator and submission of a written proposal for a project.
- **+++MISSING INFO: c.aam447/457.long +++** +++MISSING INFO: c.aam447/457.desc +++
- **AAM 467 Seminar in African American Lit** Intensive study of selected works and subjects in African American literature. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different. Prerequisites: junior standing and The Art of Literary Research (ENG-301). May be taken more than once.
- **AAM 494 Internship in African American Stds** nan

25.4 ANTHROPOLOGY (Minor Only)

Fairbanks, Ziskowski

25.4.1 Anthropology Minor

1. **One** of the following:

- ANT 109 Intro to Archaeology:Method & Thry
- ANT 116 Cultural Anthropology

2. ANT 215 Ethnographic Methods
3. **One** of the following:

- ANT 284 Topics in Anthropology/Archaeology

- ANT 286 Topics in Anthropology:NWP
- ANT 288 Topics Anthropology/Archaeology:DWP

4. ANT 450 Anthropological Theory
5. **One** of the following:

- ANT 484 AdvTop: Anthropology or Archaeology
- ANT 486 Advanced Topics in Anthropology:NWP
- ANT 488 Adv Top Anthro/Archaeo:DWP

6. One additional anthropology course Students must take at least one course focused on archaeology and one focused on anthropology. The following courses do **not** satisfy any of the requirements for a minor in anthropology:

- ANT 444 Independent Study: Anthropology
- ANT 474 Research Participation:Anthropology
- ANT 494 Internship in Anthropolgy

25.4.2 Courses in Anthropology

- **ANT 109 Intro to Archaeology:Method & Thry** An introduction to the theoretical approaches and field methodologies of archaeology. The goal of this class is to familiarize the student with the history and theoretical frameworks of archaeology, in addition to the scientific methods with which material culture is collected, investigated, and evaluated. Major topics and themes covered in this class include: archaeological theory, excavation and survey, artifact analysis, death, social systems, economy, religion, and ethical practices in cultural heritage management.
- **ANT 115 Ancient Greece:Hist as Archaeology** Explores the various ways in which archaeology can inform our understanding of ancient Greek history by visiting the monuments, museums, and archaeological sites in modern Greece. The course emphasizes the combination of the historical textual evidence and the ancient physical evidence to enrich our understanding of Greek social, political, and cultural history. THe course also involves an examination of the evolution of ancient institutions and practices that range from the rise of the Athenian democracy, to the first theatrical productions of comedy and tragedy, to the establishment of the ancient Olympics. Archaeological theory, archaeiligical practice, and historical process constitute the nexus around which the course revolves. (Offered May Term only)
- **ANT 116 Cultural Anthropology** An introduction to cultural anthropology, presenting its place within the broader discipline of anthropology and outlining its characteristic methodological and theoretical approaches to the study of human life. The course emphasizes the diversity of approaches to common human experiences in a variety of cultural contexts.
- **ANT 125 Art & Archaeology Classical World** A survey of the art, architecture, and archaeological remains of the Greek and Roman civilizations from early Aegean Bronze Age cultures to the fall of the Roman empire.
- **ANT 215 Ethnographic Methods** An introduction to ethnographic research methods, presenting a number of tools for collecting and analyzing ethnographic data. The course emphasizes the relationship between research questions and the methodological tools used by anthropologists to study those questions. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.
- **ANT 284 Topics in Anthropology/Archaeology** A focused examination of an anthropological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.
- **ANT 286 Topics in Anthropology:NWP** A focused examination of an anthropological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.

- **ANT 288 Topics Anthropology/Archaeology:DWP** A focused examination of an archaeological theme, theory or research method. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different.
- **ANT 415 Ancient Greek Pottery Studies** Considers Greek ceramics from both scientific and iconological perspectives. Students study issues of production, construction and distribution and then look at Greek pottery iconographically, focusing on the major stylistic periods but emphasizing regional variations through Greece. Discussions of connoisseurship and themes prevalent in Greek vase-painting such as death, myth, and gender round out the course's survey of evidence. Prerequisite: consent of instructor.
- **ANT 444 Independent Study: Anthropology** Independent study under faculty guidance of a research problem chosen by the student. May be taken for an X status grade with consent of instructor prior to registration. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: Previous or concurrent enrollment in Anthropology Theory (ANT-450) and consent of department chair. (Offered by arrangement)
- **ANT 450 Anthropological Theory** An examination of the historical development of anthropological theory, emphasizing American, British and French traditions from the 19th century through the present. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.
- **ANT 474 Research Participation:Anthropology** Individual or group investigation with a faculty member on a research topic or topics of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. May be taken for an X status grade with consent of instructor prior to registration. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: Cultural Anthropology (ANT-116) and consent of the instructor. (Offered by arrangement)
- **ANT 484 AdvTop: Anthropology or Archaeology** Same as ANT-284, except at an advanced level. Prerequisite: Introduction to Archaeology (ANT-109) or Cultural Anthropology (ANT-116) or consent of instructor.
- **ANT 486 Advanced Topics in Anthropology:NWP** Same as ANT-286, except at an advanced level. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.
- **ANT 488 Adv Top Anthro/Archaeo:DWP** Same as ANT-228, except at an advanced level. Prerequisite: Introduction to Archaeology (ANT-109) or Cultural Anthropology (ANT-116) or consent of instructor.
- **ANT 494 Internship in Anthropolgy** Placement with a career-related organization. A minimum of 140 hours on-site experience is required. P/NP basis only. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: declared minor in anthropology, junior standing and consent of department chair. (Offered by arrangement)

25.5 ART AND ART HISTORY

Cohen, Goodson, Knight-Lueth, Rogers (Chair), Thompson.

A major in art or art history is designed to provide a foundation in theory and practice. Students focus on making and meaning, and gain an understanding of visual and contextual history and analysis. In studying the formal, technical and conceptual aspects of art and art history, students learn to communicate effectively to broad and diverse audiences.

An art major may also complete an art history minor, but only two courses may count toward both the major and the minor.

25.5.1 Art Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in art. 1. ARH-128 Introduction to Art History 2. Two 100-level ART- courses 3. Four of the following: - ART 201 Focus Course:

Creative Process - ART 202 Focus Course: Portfolio Development - ART 203 Focus: ContemporaryArtisticPractice - ART 211 Focus:ArtistStatements/Artist Talks - ART 212 Focus Course: Artist Websites - ART 213 Focus Course: Critique - ART 291 Focus Course: Topics in Studio Art

The Focus Course requirement is considered a coherent set of experiences that can be tailored to student needs. The completion of four Focus Courses is considered as a single course credit with respect to Graduation Requirements (see Catalog, p. 16).

4. Two 300-level ART- Courses
5. One additional 200-level Art History course
6. One of the following:

- ARH 307 Modern and Contemporary Art
- ARH 310 Contemporary Art, Theory &Criticism

7. Junior Review A studio portfolio presentation for art majors that is assessed by the art and art history faculty. Students must complete 20 course credits to be eligible for the junior review, and it must be completed prior to enrolling in ART-464 Senior Seminar I.

8. ART 464 Senior Seminar I

9. ART 474 Senior Seminar II & Senior Exhibit

In addition to the course requirements, a student must participate in a Junior Review with the art and art history department's faculty. This must be completed no later than April of the junior year. The material submitted at the Review will be related to the senior graduation requirement, which is a demonstration of proficiency through a public exhibition of artwork, including portfolio of slides, exhibit announcement, and résumé.

NOTE: Scheduling may be planned to allow at least one term of study off-campus at one of the approved foreign or domestic programs. With departmental approval, courses from these programs may count as 100 or 200 level courses.

25.5.2 Art Minor

A grade of "C" (2.0) or higher must be earned in all courses counted toward a minor in art. 1. ARH 128 Introduction to Art History 2. Two 100-level ART- courses 3. Two 300-level ART- courses 4. One 200-level ARH- course

Further information for all these requirements and programs is available from the Art and Art History Department.

25.5.3 Courses in Art

100-level courses (except ART-130, see below) are open to any student and may offer the opportunity to explore two or more areas of art making in a studio environment. ART-130 Art in the Elementary Classroom does not satisfy any of the requirements for a major or minor in Art or Art History. It also does not count as a 100-level art course needed for some courses as a prerequisite.

- **ART101 Art Appreciation** nan
- **ART 102 Sculpture: Material Investigations** Focuses on how material choices inform meaning. Students will use a variety of traditional and non-traditional materials to make sculptural art objects.

- **ART 103 Ceramic Sculpture** Provides instruction on the creation of hand-built ceramic sculptures. Projects will utilize pinch, coil building, soft and stiff slab construction, and additive and subtractive processes.
- **ART 105 Narrative Ceramics** Studies the history and evolution of ceramics as a storytelling medium. Projects will include tile-making, coil-building, surface decoration, and sculptural techniques as a means to explore how artists have used clay to create compelling narratives.
- **ART 115 Drawing: Observation and Interpret** Introduces a variety of drawing media. Students are challenged to observe the visual world around them and to respond to that observation with interpretive choices in mark-making and composition to produce visual expression. Media may include graphite, charcoal, brush and ink, pastels, and collage.
- **ART 125 Painting: Representation & Express** Provides instruction in the use of painting media to represent, amplify, and interpret the world around them. Students are also encouraged to discover the expressive possibilities in relationships of color, shape, texture and mark-making through work with oil paint and other painting materials and surfaces.
- **ART 130 Art in the Elementary Classroom** Provides an overview of the role of art in the elementary curriculum. Students learn to incorporate art activities into other content areas and gain an understanding of the objective of elementary classes taught by elementary art specialist teachers. This course does not satisfy the College 2019s general education fine arts core group requirement nor does it satisfy major or minor requirements or prerequisites for Art or Art History. Prerequisite: admission to the Education Program or approval of the education department. (0.5 course credit)
- **ART 131 Scultpure: Do, Undo, Redo** Practices the inherent creative aspects of making, unmaking and remaking in response to these various states of transformation. Artworks are made using clay and other sculptural materials while documenting the exploratory processes through drawing, photography and more.
- **ART 135 Ceramics: Form, Function & Meaning** Focuses on the creation of wheel thrown and handbuilt objects within the context of a social and cultural lens. Explores the relationship between making and meaning in the 21st century. Projects focus on fuctional work and its uses.
- **ART 145 Digital Studio** Explores contemporary digital imaging and design. Students produce a series of studio projects ranging from digital photography, collage, gif animation, vector graphics, and two-dimensional design. Includes introductory-level instruction of digital cameras and Adobe Creative Suite: Lightroom, Photoshop, Illustrator.
- **ART 150 Time Based Media** Explores the aesthetic and experiential qualities of time. Course includes readings, discussions, screenings of historical and contemporary works plus hands-on studio projects using video, sound, performance, installation, and more. Includes introductory-level instruction of digital cameras and Adobe Lightroom and Premiere Pro. Through media production, students cultivate a range of technical skills plus a critical understanding of media culture.
- **ART 151 Layers of Meaning** Pursues meaning through multiplicity of imagery. Some work may be done in collage, but other materials and techniques, such as drawing, painting, and digital art, are used to juxtapose and layer imagery and meaning.
- **ART 155 Photography: Light Writing** Examines the ways that a photographic image can be viewed and interpreted. The course includes readings and research on the masters of photography. Technical skills include historic black and white analog photography including manual camera controls, film and print processing.
- **ART 175 Printmaking: A Graphic Art Form** Studies the highly experimental medium of printmaking. The print holds a unique place in the stusio arts in that it allows artists to work with multiples of an image, records states of development and uses the process itself as a way of exploring the transformation and evolution of ideas. Technical skills include: drawing, monotype, drypoint, intaglio, woodcut, and collagraph.
- **ART 191 Topics in Studio Art** Focuses on a specific theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different.

Focus Courses Focus Courses are seven-week courses designed to prepare the student for a serious artistic practice.

ART-201 Focus Course: Creative Process Applies the tools and methods of creative processes. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Students propose, iterate, and produce an object or set of objects in an exploration of their own creative process. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-202 Focus Course: Portfolio Development Prepares students for developing a portfolio that reflects the breadth and skills of their own artistic practice and production. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-203 Focus Course: Contemporary Artistic Practice Highlights the art, writings, routines and habits of contemporary artists and practitioners. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-211 Focus Course: Artist Statements/Artist Talks Guides students through the construction of artist statements and artist talks to present their work to a wider public. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-212 Focus Course: Artist Websites Guides students through best practices in the process of developing and maintaining a professional website. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-213 Focus Course: Critique Offers students the opportunity to practice and improve critique skills. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit) ART-291 Focus Course: Topics in Studio Art Focuses on a specific theme or topic. An abbreviated course offered seven weeks of a term designed to prepare the student for a serious artistic practice. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: two ART- courses (each 1.0 course credit) or consent of instructor. (0.25 course credit)

300-level courses offer students the opportunity to expand their technical and conceptual skills at a more advanced level. Courses numbered ART 300–349 are offered without prerequisite and open to any student. Courses numbered ART 350–399 have one or more prerequisites.

ART-301 Socially Engaged Art Invites collaboration with individuals, communities, and institutions in the creation of participatory art. The genre explores social forms such as dinner parties, conversations, and projects that intervene or intersect with real-world systems. Coursework is done collaboratively and independently on projects that critically engage with contemporary issues and explore a variety of contexts. A variety of media will be used as a means to define interests and inform social interventions. ART-313 Color and Design Examines the theory and practice of color, with emphasis on the use of color as a compositional element. ART-315 Installation Art Creates art environments that offer a unique experience for the viewer. Projects will include research, planning, drafting, and exhibiting artistic creations in spaces across campus and throughout the local community. ART-325 Contemporary Photographic Genres Creates, researches, and analyzes contemporary digital photography. Readings and writings support the weekly production of imagery. Technical skills include camera functions, Adobe Photoshop, and Adobe Lightroom. Cameras and software provided. ART-328 Art and Industry Explores the relationship between art, mass production and the steady, habitual effort of making. Topics of inquiry include the Arts and Crafts Movement, the birth of industry and technology, and how 20th and 21st-century artists have responded to the frenzy of mass production and consumerism. Artworks are created using varying methods of mass production such as tile making, mold making and surface decoration techniques as a way to explore repetitive modes of making. ART-330 Methods of Teaching Art K–12 Includes discussion, lecture, and studio work on campus, as well as experience in public school classes off campus. This course does not satisfy the College's general education fine arts core group requirement nor does it satisfy major or minor requirements or prerequisites for Art of Art History. Prerequisite: art major or minor and admission to the Education Program. ART-331 Open Studio Provides an opportunity for independent work in the studio with a midterm and final critique. P/NP basis only. May be taken more than once. This course does not satisfy any of the requirements for a major or minor in art. Prerequisites: Ceramics: Form, Function, & Meaning (ART-135) or consent of instructor. ART-352 Mark Making Offers instruction on materials and techniques that involve mark making. These may

include painting and drawing on various surfaces, or digital painting. Through guided projects and independent work, students explore the connections between form and expression, with the aim of developing a visual language that is uniquely their own. Prerequisite: any 100-level ART- course. ART 360 Advanced 3D Focuses on the conceptual, aesthetic, and technical skills necessary to create more advanced and sophisticated artworks. Designed to build upon the foundations provided in beginning-level Ceramics and Sculpture classes. Prerequisite: any 100-level ART course. ART-361 Documentary Explores theory and practice of documentary filmmaking through readings, research projects, screenings, and in-class discussions. Students produce studio projects ranging from short-form documentaries, podcasts, still photography portfolios, and more. Prerequisite: Digital Studio (ART-145), Time-Based Media (ART-150), or with permission by instructor. ART-363 Graphic Design Studio Focuses on graphic design and the communication arts industry. Projects use traditional and digital tools, materials and procedures with a focus on finding creative visual solutions to communication problems. Prerequisite: Digital Studio (ART-145), or Workshop: Digital Toolbox (WKS-204), or Workshop: Vector Graphics (WKS-213), or consent of instructor. ART-364 The Human Form Focuses on the observation and interpretation of the human form. Working from life, students develop skills in capturing the gesture and form of the body and use those skills to create interpretive and expressive artworks, principally using drawing materials, but also exploring with paint and other materials. Prerequisite any 100-level ART- course. ART-370 Video Art and Production Explores the theoretical and technical foundations of video as a visual art medium. Students produce a series of short video projects that are presented during formal critiques, enabling students to cultivate meaningful dialogue about their work. Through production, students develop the technical and professional experience needed to enter the media industry. Prerequisite: Digital Studio (ART-145), Time-Based Media (ART-150), or with permission by instructor. ART-371 Typography and Design Investigates the history, theory and practice of letterforms and typography in graphics, advertising, design and visual communication. Projects address principles of typography, letter structure, typeface selection, fundamentals of computer typesetting, and typographic layout. Prerequisite: Digital Studio (ART-145), or Workshop: Digital Toolbox (WKS-204), or Workshop: Vector Graphics (WKS-213), or consent of instructor. ART-373 Screen Printing Utilizes silkscreen printing as a medium that can be integrated with photography, digital imagery, and three-dimensional objects. Course offers an exploration of the formal elements of design with an emphasis on the use of color. Coursework includes studio production, lectures, demonstrations and critiques. Prerequisite any 100-level ART- course. ART-374 Multiples in Printmaking Utilizes intaglio and lithography as a medium to explore artistic vision, personal imagery and design. Using the process of intaglio, students investigate the states of development of an image by printing multiple variations of the plate. Using the process of lithography, students learn how to create a limited edition of prints. Prerequisite any 100-level studio ART- course. ART-391 Advanced Topics in Studio Art See also Art History (ARH-391), p. 92 Focuses on a specific advanced studio art theme or topic. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: any 100- or 200-level ART- course or consent of instructor. ART-394 Directed Studies in Art Investigates a topic in studio art selected by the student and instructor to fit the student's particular interests and educational needs. May be taken more than once for credit. Prerequisites: junior standing and consent of department chair.

400-level courses

ART-444 Independent Study Focuses on a topic for independent work on a selected project under the direction of a faculty member of the department. Prerequisite: consent of instructor. ART-464 Senior Seminar I Prepares students for advanced research in studio art. Emphasis is on preparation of work toward the senior exhibit. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: declared major in art and successful completion of Junior Review. ART-474 Senior Seminar II & Senior Exhibition Prepares students for advanced research in studio art. Emphasis is on preparation of work toward the senior exhibit. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: successful completion of Senior Seminar I (ART-464). ART-494 Internship in Art Investigates an area of interest related to the major, through voluntary field placement supervised by a faculty member of the art and art history department. A minimum of 140 hours on-site experience is required. P/NP basis only. Prerequisites: declared major in art, junior standing, and consent of department chair.

25.6 Dance (Courses Only)

Rezabek, Wolverton.

25.6.1 Courses in Dance

- **DAN 101 Dance - Jazz I** A beginning-level course designed to introduce the student to basic jazz dance techniques and skills. Emphasis on alignment and precise execution of jazz movements. Class includes functional kinesiology and injury prevention techniques, and presentations place jazz dance in socio-historical context. (0.2 course credit)
- **DAN 102 Dance - Jazz II** An intermediate-level course designed to increase the student 2019s knowledge and skill in jazz dance techniques. May include Hatchett, Giordano, Luigi, and contemporary styles. Class continues functional kinesiology, and presentations place jazz dance in socio-historical context. Prerequisite: Jazz I (DAN-101). (0.2 course credit)
- **DAN 111 Dance-Modern I** A beginning-level class focusing on fundamental modern dance techniques. Emphasis on placement of the spine and quality of movement. Features the techniques of Doris Humphrey, Jose Limon, and Erick Hawkins. Presentations discuss modernisms and postmodernism and place modern dance in socio-historical context. (0.2 course credit)
- **DAN 112 Dance-Modern II** An intermediate-level class offering more complex modern dance styles and skills. May include Graham, Horton, and Cunningham techniques. Presentations continue the discussion of modernism and postmodernism and place modern dance in socio-historical context. Prerequisite: Modern I (DAN-111). (0.2 course credit)
- **DAN 131 Dance-Ballet I** Classical ballet is based on traditional positions and movements of the body emphasizing harmonious lines in space. It is the technical basis of many forms of dance. This course offers a working vocabulary of basic ballet movement skills and terminology. Presentations discuss the history and theory of ballet. (0.2 course credit)
- **DAN 132 Dance-Ballet II** This course continues Ballet I, offering more complex ballet movement skills and terminology. Prerequisite: Ballet I (DAN-131). (0.2 course credit)
- **DAN 141 Dance - Tap I** Simple tap steps and combinations, including adequate background to survive an audition. The course progresses to more complicated movement sequences, with emphasis on speed and clarity. (0.2 course credit)
- **DAN 142 Dance - Tap II** More complex steps, styles, and rhythms. Emphasis on speed, clarity, strength, and dexterity. Prerequisite: Tap I (DAN-141). (0.2 course credit)
- **DAN 151 Dance-Choreography I** Introduction to the choreographic craft, concentrating on generating original movement through short studies focusing on body, space, and time. (0.2 course credit)
- **DAN 152 Dance-Choreography II** Further exploration of choreographic techniques, culminating in a short performance of student 2019s work. Prerequisite: Choreography I (DAN-151). (0.2 course credit)

25.7 Data Science

Here is a description of the major.

And the major requirments: - abcd - abcd - abcd

25.7.1 Courses in Data Science

- **DS 230 Data-Centric Computing** Provides a programming experience with applications that focus on data handling tasks. Students examine programming techniques to acquire and manage data from a variety of sources and formats; use relational databases to store and query data; and explore techniques to work

with semi-structured and unstructured data sets. Prerequisite: Introduction to Programming (CS-125) or consent of instructor

- **DS 260 Data Analysis and Visualization** Studies intermediate data analytic techniques and concepts to visualize quantitative data. This course expands the mathematical background of students, with topics from statistical analysis and linear algebra. Students will learn advanced visualization techniques, with particular emphasis on creating graphics and animations using visualization libraries. Prerequisite: Data-Centric Computing (DS-230)

25.8 Economics

See **?@sec-business-administration-and-economics**

25.9 Education

N. Hayes, Haynes-Moore, Kigin (Placement Coordinator) Kress (Chair), Russell Art: Rogers; Music: Carson, Shanley; Physical Education: Atwater. Content Specialists (Part-time): Bakas, Christofferson, Dabroski, Gaylord Robertson, Hanson J., Hanson M., Hynek, Johnson, Neilly, Zahn, Zrudsky Student Teaching Supervisors: Bartlett, Lanich, Oberbroeckling

Coe College believes that the most effective preparation for teaching is one that combines a liberal arts education with courses in the theory and practice of teaching. The Education Department has the responsibility for coordinating the efforts of the College to provide such a program.
Basic college requirements and those for a major area give students a well-rounded general education. Professional courses in education provide a foundation in principles and practices of teaching. Students gain practical experience in applying professional and general education through field experiences and, if pursuing licensure, through student teaching in area schools. Students who successfully complete Coe's Teacher Education Program and student teaching are eligible to apply for an Iowa Initial Teacher License. Teaching licensure is governed by State of Iowa regulations. When changes in licensure requirements occur at the state level, they take precedence over College policies. For the most current policy information, students should consult the *Guide to Teacher Education*, available from the Education Department. The Education Department maintains records regarding Iowa licensure requirements. Students should consult a faculty member in the Education Department to arrange their respective courses of study. The Teacher Education Program at Coe College is approved by the Iowa Department of Education. Copies of the annual report filed with the Iowa Department of Education are available on request.

25.9.1 Elementary Education Major

Teachers in elementary schools function as generalists who must draw upon a broad knowledge base from multiple disciplines. In recognition of this, the elementary teacher licensure program at Coe College consists of two components: content knowledge gained from the liberal arts classes and pedagogy learned in EDU courses. This program of undergraduate preparation to teach in elementary schools is intended to promote exploration and a balanced education drawn from a variety of fields.

1. At least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities. **Iowa Distribution Requirements** - a "C" or better in the following courses: **One** mathematics course with a prefix of MTH or STA **One** American History course **One** lab science in BIO or PHY-114 Modern Astronomy **One** social science course with a prefix of ANT, ECO, POL, PSY, or SOC
2. A K–8 endorsement in Art, English/Language Arts, French, Spanish, Health, History, Mathematics, Music, Physical Education, Reading, Science, Social Studies, or Speech Communication and Theater.

3. GPA of 2.7 or higher and a "C" or better in the following professional education courses: EDU 105 Foundations of Education EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development EDU 215 Practicum in Education EDU 219 Educational Technology Lab EDU 237 English Language Learners **OR** EDU 270 Read & Explore Childrens/Adol Lit EDU 275 Math Comprehension for Teaching EDU 300 Expressive Methods EDU 305 Methods of Elementary Science EDU 335 Methods of Elementary Mathematics EDU 345 Methods of Elementary Language Arts EDU 355 Methods of Elementary Reading EDU 365 Methods of Elementary Social Studie KIN 112 Health Educ for Elementary Tchr

NOTE: *As is true for all majors, elementary education students are responsible for completion of Coe's general education requirements. Careful program planning may enable either greater breadth within the liberal arts or a deeper concentration within a specialty discipline. Programs containing such additional concentration may require more than four years of study.*

25.9.2 Secondary Education Minor

1. *Iowa Distribution Requirements*: a "C" or better in at least one course of the four fields of mathematics, natural sciences, social sciences, and humanities.
2. A grade of "C" or better must be earned in all courses counted toward a major or minor in education and in subject areas in which students intend to teach.
3. Completion of a major in one or more teaching fields with a GPA of 2.7 or higher. Teaching field(s) must be in subjects ordinarily taught in the secondary schools and for which Coe has approval by the Iowa Department of Education. Approved teaching fields include American Government, American History, Art, Basic Science, Biology, Business, Chemistry, Economics, English/Language Arts, French, Health, Math, Music, Physical Education, Physics, Psychology, Sociology, Spanish, Speech Communication and Theater, and World History.
4. GPA of 2.7 or higher and a "C" or better in the following professional education courses: EDU 105 Foundations of Education EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development EDU 215 Practicum in Education EDU 219 Educational Technology Lab
5. **One or more** of the following Methods courses: ART 230 Art of Children & Adolescents EDU 310 Meth Secondary Business Educ EDU 311 Meth Secondary Language Arts EDU 312 Meth Secondary Social Studies EDU 313 Methods Secondary Mathematics EDU 320 Methods of Secondary Science EDU 321 Methods of World Language K-12 KIN 415 Meth Secondary School PE & Health MU 361 Choral Music Methods **AND** MU 362 InstrMusMethChrlTeachr MU 363 Instrumental Music Methods **AND** MU 364 ChrlMusMethInstTeach

25.9.3 ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Education Department offers a major in **elementary education**, a minor in **secondary education**, and courses leading to three types of teacher licensure: K-6 classroom (elementary education); 5–12 content area (secondary education) and K-12 "specials" content area (art, music, physical education). Students pursuing any of these options must be admitted to the Teacher Education Program before being allowed to enroll in a practicum course or methods course. Admission to Coe College does not guarantee admission to the Teacher Education Program. Information related to applying to the Teacher Education Program is found in the *Guide to Teacher Education* available from the Education Department. State of Iowa licensure requirements specify that a minimum of 80 hours of field experience be completed after admission to the Teacher Education Program and prior to student teaching. Teacher Education Program applications are available online; contact your Education advisor. The Teacher Education Committee has responsibility for review of the Teacher Education Program, including admission of students into the program. In reviewing applications for admission to the program, the committee considers the following: 1. A "C" or better in two core EDU courses (EDU 105 Foundations of Education strongly recommended) 2. GPA (a minimum of 2.7 is required in education core courses, courses in the major and overall)

3. A grade of "C" or higher must be earned in all courses counted toward a major or minor in education and in subject areas in which students intend to teach. 4. Performance in education courses taken. 5. The essay included on the program application. 6. Other relevant information as provided by the faculty of the Education Department and comments from faculty in classes the student is enrolled in or has recently taken.

The Teacher Education Committee reviews applications at the conclusion of each semester. Students are notified in writing regarding the committee's decision. Appeals may be made to the committee in writing. The committee evaluates such appeals on an individual basis, using its best judgment of the student's suitability to enter the teaching profession. The process for further appeals is detailed in the *Guide to Teacher Education*.

25.9.4 Graduates/Transfers from Other Institutions

Graduates/transfers from other institutions should submit transcripts and all other relevant materials for review to the Education department chair. In most cases, applicants are required to take a minimum of four EDU courses at Coe, in which at least a 2.7 GPA or higher and a "C" or better is earned, prior to student teaching. Students who received the highest degree more than 10 years prior to application to the Teacher Education Program must complete two additional courses at Coe in the major area, with a grade of "C" or better, in addition to the required professional education courses.

25.9.5 Elementary Education/Non-Licensure

The majority of students who major in elementary education intend to become licensed K–6 classroom teachers and complete one term of full-time student teaching after completing the major requirements. Occasionally, however, a student may wish to work with young children in settings other than those for which certification is required. Such students may complete all of the required course work for the elementary education major without student teaching and are advised on supplementary course work to support their goals.

25.9.6 REQUIREMENTS FOR STUDENTS PURSUING TEACHING LICENSES

To be recommended for licensure in any of the categories listed below, a student must have a baccalaureate degree, a cumulative GPA of at least 2.7, and at least a 2.7 GPA in each teaching field. The department can refuse to recommend for licensure a student who has been found to have violated the College's Academic Integrity Policy.

25.9.7 Iowa Distribution Requirements for All Students Seeking Licensure

According to state regulations, all teachers in Iowa "shall acquire a core of liberal arts knowledge including, but not limited to, English composition, mathematics, natural sciences, social sciences, and humanities." While the state's distribution requirements are consistent with Coe's general education requirements, they are not automatically met by these requirements. Education students should consult with their Education advisor to coordinate this mandate with the selection of courses for general education.

25.9.8 Elementary Licensure

Requirements: 1. Students licensed at the elementary level, must have a 2.7 GPA or higher and a "C" or better in all courses in their major and in endorsement areas. 2. **Iowa Distribution Requirements** - a "C" or better in the following courses: **One** mathematics course with a prefix of MTH or STA **One** American History course **One** lab science in BIO or Modern Astronomy **One** social science course 3. GPA of 2.7 or higher and a "C" or better in the following professional education courses: EDU 105 Foundations of Education EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development EDU 215 Practicum in Education EDU 219 Educational Technology Lab EDU 237 English Language Learners **OR** EDU 270 Read & Explore Childrens/Adol Lit EDU 275 Math Comprehension for Teaching EDU 300 Expressive Methods EDU 305 Methods of Elementary Science EDU 335 Methods of Elementary Mathematics EDU 345 Methods of Elementary Language Arts EDU 355 Methods of Elementary Reading EDU 365 Methods of Elementary Social Studie KIN 112 Health Educ for Elementary Tchr 4. A K–6 Iowa teaching license must be accompanied by at least one K–8 endorsement (state approved specialization in a particular subject area) available at Coe. K–8 endorsements include: Art, English/Language Arts, French, Spanish, Health, History, Mathematics, Music, Physical Education, Reading, Science, Social Studies, or Speech Communication and Theater. Students should consult their Education advisor for assistance in adding these endorsements to their elementary teaching license. 5. Student Teaching (4 course credits): EDU 492 Student Teaching K-3 EDU 491 Student Teaching 4-6 6. Successful completion of Student Teaching Seminar - Active engagement in and regular attendance in seminar - Dyslexia training - Ethics training - Mock evaluations - CPR card (PE and coaching candidates) - Successful completion and presentation of e-portfolio 7. Demonstrate content-area knowledge and pedagogical knowledge by successfully passing state-required Praxis II exams.

NOTE: ***Students seeking elementary licensure must have an advisor in the Education Department with whom they meet regularly (at least twice per year) to ensure timely completion of all graduation, general education, and licensure requirements.***

25.9.9 Secondary Licensure

Those interested in teaching at the secondary level must major in one or more teaching fields, minor in education, and meet the state requirements for a 5–12 endorsement (state-approved specialization in a particular subject area). Teaching field(s) must be in subjects taught in the secondary schools and for which Coe has approval by the Iowa Department of Education.
5–12 endorsements include: American Government, American History, Art, Biology, Business, Chemistry, Coaching (see Kinesiology), Economics, English/Language Arts, French, Health, Math, Music, Physical Education, Physics, Psychology, Science, Social Studies, Sociology, Spanish, Speech Communication and Theater or World History.

Requirements: 1. Students licensed at the secondary level, must have a 2.7 GPA or higher and a "C" or better in all courses in their major and in endorsement areas. 2. Iowa Distribution Requirements: a "C" or better in at least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities. 3. GPA of 2.7 or higher and a "C" or better in the following professional education courses: EDU 105 Foundations of Education EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development EDU 215 Practicum in Education EDU 219 Educational Technology Lab 4. **One or more** of the following Methods courses: EDU 310 Meth Secondary Business Educ EDU 311 Meth Secondary Language Arts EDU 312 Meth Secondary Social Studies EDU 313 Methods Secondary Mathematics EDU 320 Methods of Secondary Science EDU 321 Methods of World Language K-12 5. Successful completion of Student Teaching: EDU 489 Student Teaching Sr HS EDU 490 Student Teaching Jr HS 6. Successful completion of Student Teaching Seminar - Active engagement in and regular attendance in seminar - Dyslexia training - Ethics training - Mock evaluations - CPR card (PE and coaching candidates) - Successful completion and presentation of e-portfolio 7. Demonstrate content-area knowledge and pedagogical knowledge by successfully passing state-required Praxis II exams.

NOTE: ***Not all Coe majors align perfectly with State of Iowa requirements for 5–12 endorsements. Students seeking secondary licensure should also have an advisor in the Education Department with whom they meet regularly (at least once per year) to ensure timely completion of all graduation, general education, and licensure requirements.***

25.9.10 Art, Music and Physical Education (K–12 licensure)

Preparation for teaching at the elementary (K–8) and secondary (5–12) levels in the subject areas of art, music, and physical education includes state licensure requirements, in addition to work students complete in their major.

Requirements: 1. Students licensed in art, music, or physical education must earn a 2.7 GPA or higher and a "C" or better in all courses in their major and in endorsement areas (state approved specialization in a particular subject area). 2. Iowa Distribution Requirements: A "C" or better in at least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities. 3. GPA of 2.7 or higher and a "C" or better in the following professional educational courses: EDU 105 Foundations of Education EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development EDU 215 Practicum in Education EDU 219 Educational Technology Lab 4. **One or more** of the following Methods courses: ART 230 Art of Children & Adolescents KIN 315 Methods Elementary Sch PE & Health KIN 415 Meth Secondary School PE & Health MU 360 Elementary & General Music Methods MU 361 Choral Music Methods **AND** MU 362 InstrMusMethChrlTeachr MU 363 Instrumental Music Methods **AND** MU 364 ChrlMusMethInstTeach 5. Successful completion of Student Teaching: EDU 481 Stu Tchg Sec: ART EDU 482 Stu Tchg Sec: Phys Education EDU 483 Std Teaching Elem: ART EDU 485 Std Teaching Elem: Phys Ed MU 421 Student Teaching Elementary Music MU 422 Student Teaching Secondary Music 6. Successful completion of Student Teaching Seminar - Active engagement in and regular attendance in seminar - Dyslexia training - Ethics training - Mock evaluations - CPR card (PE and coaching candidates) - Successful completion and presentation of e-portfolio 7. Demonstrate content-area knowledge and pedagogical knowledge by successfully passing state-required Praxis II exams.

NOTE: ***Not all Coe majors align perfectly with State of Iowa requirements for licensure. Students seeking licensure should also have an advisor in the Education Department with whom they meet regularly (at least once per year) to ensure timely completion of all graduation, general education, and licensure requirements.***

25.9.11 Student Teaching

Permission to student teach requires approval of the Teacher Education Committee. Applications are due by February 1 for student teaching the following Fall Term and by September 1 for student teaching the following Spring Term. Applications are available from the Education Office. When an application to student teach is considered, the student's standing in the Teacher Education Program is reviewed. The committee considers: 1. Recommendations of cooperating teacher(s) during the student's field experience(s). 2. Consultation with student's major department(s). 3. A grade of "C" or better must be earned in all courses counted toward a major or minor in education and in all endorsement areas. 4. GPA (a minimum of 2.7 is required in the professional education courses, courses in the major, and overall). 5. Review by Education Department faculty. Student teaching is the culminating experience of the Teacher Education Program. It involves observation and active participation in directing learning experiences aligned with professional learning standards in a school classroom, under the supervision of a cooperating teacher and the college supervisor. A minimum of four course credits of student teaching is required. Student teaching in all subjects is available for one to four course credits for students earning both Elementary and Secondary licensure. Normally, students complete two seven- to eight-week placements, with each placement worth two credits. Successful completion of the student teaching semester, including attendance at and participation in the student teaching seminar, earns four credits. Student teaching is a full-time obligation, must be completed in one term, and is evaluated on a P/NP basis.

Student Teaching Requirements 1. One or more of the following: EDU 481 Stu Tchg Sec: ART EDU 482 Stu Tchg Sec: Phys Education EDU 483 Std Teaching Elem: ART EDU 485 Std Teaching Elem: Phys Ed EDU 489 Student Teaching Sr HS EDU 490 Student Teaching Jr HS EDU 491 Student Teaching 4-6 EDU 492 Student Teaching K-3 MU 421 Student Teaching Elementary Music MU 422 Student Teaching Secondary Music 2. Successful completion of Student Teaching Seminar - Active engagement in and regular attendance in seminar - Dyslexia training - Ethics training - Mock evaluations - CPR card (PE and coaching candidates) - Successful completion and presentation of e-portfolio 3. Satisfactory performance in the field as determined by the cooperating teacher and supervisor evaluations.

25.9.12 Ninth-Term/Fifth-Year Programs

Students who want to include more course work in their liberal arts and sciences curriculum in conjunction with completing requirements for elementary and/or secondary teacher licensure may apply for a Ninth-Term/Fifth-Year tuition reduction. Both options are open to all students who have been ***admitted*** to the Teacher Education Program and meet requirements for student teaching. Students participating in the Ninth-Term/Fifth-Year Programs are eligible for a 60% discount on full-time tuition, if the following criteria are met: 1. The student must be in good standing with the college (not on academic probation); 2. The student must be registered as a full-time student; 3. The student must have completed 32 course credits, sixteen of which were taken at Coe; and 4. The student must not have previously received the age discount. 5. The student submits the application by the appropriate deadline: Fall Term: April 1 Spring Term: November 1 Students who have satisfactorily completed four years of full-time registration at Coe may also apply for this reduction. Students continue to be eligible to apply for student loans and any available federal and state government grants. This reduction can only be given for a maximum of two terms and applies only to regular full-time tuition charges for undergraduate campus-based programs. Applications for tuition reduction are available from the Education Department. Exemptions from these requirements may be granted in unusual circumstances with the approval of the Provost and Dean of the Faculty and the Education department chair. A written request for such consideration, detailing the circumstances and rationale, should be made to the Education department chair.

25.9.13 Courses in Education

- **EDU 105 Foundations of Education** Explores the many facets of schooliing in the United States. Students will examine historical, political, legal, social, and philosophical issues related to education and public schooling in the United States. A second course component consists of an introduction to curricular and instructional planning. A ten-hour field experience in local schools is required.

- **EDU 109 Field Experience** Conducted in the public schools at either the elementary or secondary level. Students spend at least 60 hours of supervised work in a school setting. Prerequisite: Foundations of Education (EDU-105) and consent of Education Department Chair. (0.5 course credit)

- **EDU 117 Exceptional Learners** Addresses the nature and needs of students with exceptionalities in the general classroom. Topics include historical and legal foundations of special education; classroom teacher responsibilities under IDEA and Section 504 of the Vocational Rehabilitation Act, categories of exceptionality, appropriate instructional accommodations for students with exceptionalities, methods of instruction and assessment of students with special needs. The course addresses the different needs of all learners, including but not limited to gifted learners, learners with disabilities, English Language Learners, twice exceptional learners, and learners struggling with literacy.

- **EDU 187 Human Relations** Examines the lifestyles, history, and contributions of various identifiable subgroups in our pluralistic society. Students explore and analyze issues related to such topics as: equity

in the schools, multicultural education, sexism, racism, religious pluralism, sexuality, intercultural interaction, and sexual harassment. Coursework encourages students to build their capacities for recognizing, understanding, and respecting diversity of people and cultures in order to develop constructive interpersonal relationships and favorable learning experiences in the classroom. A 10-hour field experience is required.

- **EDU 195 Educ Psychology & Development** Introduces theories that address teaching and learning processes. Special attention is given to the following topics: the cognitive and emotional development of children and adolescents; learning and memory; intelligence and creativity; academic motivation; assessment; and classroom management. The course connects theories to practice by exploring the nature of formal learning environments that best serve the cognitive and emotional growth of students.

- **EDU 215 Practicum in Education** Integrates theory and pedagogical practice. Students spend a minimum of 60 hours of practical experience in an elementary or secondary school classroom assisting in a range of instructional activities. College classroom experience complements the field experience and focuses on instructional planning, differentiation, assessment, classroom management and reflective teacing practices. Prerequisites: Admission to the Teacher Education Program (approved or conditional).

- **EDU 219 Educational Technology Lab** Focuses on strategies for integrating educational technology in K-12 classrooms. Through hands-on lab work, course readings, reflective writing, and exposure to professionals in the field (both local and afar) help students gain the knowledge, skills, and attitudes needed to select, implement, and manage technology. The goal of the course is to help students plan, implement, and evaluate educational technology for teaching and learning. Course projects focus on the use of instructional technology tools to develop materials that support teaching and learning. P/NP basis only. Corequisite: Practicum in Education (EDU-215) or Practicum in Music Education (MU-205). (0.0 course credit)

- **EDU 220 Professional Writing for Teachers** Practical experience creating professional documents for a variety of educational purposes and for a range of educational constituents. This course provides intensive practice in composing and designing documents central to teachers' work lives. The goal of the course is to help students develop confidence and skill as teaching professionals who excel at written communication. Prerequisiites: Foundations of Education (EDU 105) or consent of instructor.

- **EDU 237 English Language Learners** Introduces the issues of language and literacy acquisition for English Language Learners. This class includes a focus on oral communication and K-12 literature. It is appropriate for teachers of non-native English students and international teaching of English. Prerequisite: sophomore standing or consent of instructor. (Offered Spring Term)

- **EDU 241 Foundations of Reading** Explores past and current theories of language acquisition and development. Attention to the history of reading complements a focus on current research related to the psychological, socio-cultural, and linguistic foundations of reading and writing. This is the first course in the sequence leading to the reading endorsement. Prerequisite: admission to the Education Program or consent of Education Department Chair. (Offered Spring Term)

- **EDU 260 Content Area Reading** Explores research-based instructional strategies for facilitating students 2019 textual comprehension. Major topics include best practices in the teaching of vocabulary, meaning making, text structure, genre, and types of writing. Attention to instructional strategies especially helpful to English language learners, as well as technological tools for language and literacy instruction. This is the second course in the sequence leading to the reading endorsement. Prerequisites: admission to the Education Program and Foundations of Reading (EDU-247) or consent of Education Department Chair. (Offered Fall Term)

- **EDU 270 Read & Explore Childrens/Adol Lit** Provides students pursuing literature-related studies with models of how teachers use literature to support various levels of readers and content areas in the classroom. The course focuses on the history of children 2019s literature, analyses of a variety of books for youths, creation of a functional bibliography, and using knowledge of child and adolescent development to assist in book selection for young readers. Includes study of the development of language skills, strategies to facilitate student learning of standard English, diversity issues, non-print materials, and technology tools. (Offered Fall Term)

- **EDU 275 Math Comprehension for Teaching** Enhances understanding of the discipline of mathematics for elementary classroom teachers. Content is aligned with the NCTM curriculum standards of Number, Algebra, Geometry, Measurement, and Data Analysis and Probability. Substantial attention is given to discrete mathematics, reasoning and proof, active problem solving, technology, and connections within mathematics and to other disciplines studied in schools. The ability to communicate mathematically and provide justification or rationale for quantitative reasoning is fostered across mathematical applications. (Offered Fall Term)

- **EDU 284 Topics in Education** Examines special topics in education. Content varies and is determined by the instructor. Example topics include: Assessment in Education, Educational Law, Leadership in Education, Social-Emotional Teaching and Learning, Current Events in Education. May be taken more than once provided the topics are substantially different. Prerequisite: Educational Foundations (EDU 105) or consent of instructor. (.5 course credit)

- **EDU 300 Expressive Methods** Integrates art, music, and physical education into the regular elementary classroom. Students will study of instructional methods for incorporating visual, aesthetic, auditory, and kinesthetic teaching and learning strategies into the classroom. This course promotes the integration of art, music, and physical education into the regular elementary classroom. Topics include research on learning styles, development of lessons and classroom management strategies that incorporate movement and creative expression, and alternative assessment as it relates to these strategies. Diversity issues, non-print materials, and technology tools are integrated. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair. (0.5 course credit) (Offered Fall Term)

- **EDU 305 Methods of Elementary Science** Helps future teachers develop an integrated set of perspectives, attitudes, and skills, enabling them to give positive support to their students 2019 natural inclination to be curious, manipulate, observe, and interpret. Multiiple instructional strategies and methods will be studied in an outside of class sessions. Integration of relevant children 2019s literature is included. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Fall Term)

- **EDU 310 Meth Secondary Business Educ** Prepares students for student teaching placement in a secondary business classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. Students will be exposed to strategies for teaching high school general business courses, including accounting, marketing, and economics. This course includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair.

- **EDU 311 Meth Secondary Language Arts** Prepares students for student teaching in a secondary language arts classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, and learner assessment. Students also experience working with texts such as YA literature, podcasts, novels, poetry, drama, etc.. The course includes

a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Ecducation Department Chair.

- **EDU 312 Meth Secondary Social Studies** Prepares students for student teaching in a secondary social studies classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Fall Term)

- **EDU 313 Methods Secondary Mathematics** Prepares students for student teaching in a secondary mathematics classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair.

- **EDU 320 Methods of Secondary Science** Prepares students for student teaching in a secondary science classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Fall Term)

- **EDU 321 Methods of World Language K-12** Prepares students for student teaching in a world language classroom. Students explore and examine approaches to teaching and learning. Among the topics studied are instructional strategies, lesson design, classroom management and learner assessment. This course includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of Education Department Chair.

- **EDU 335 Methods of Elementary Mathematics** Examines basic concepts of curriculum and instruction for elementary school mathematics using the framework of the National Council of Teachers of Mathematics and the Iowa Core Curriculum, This course assists prospective teachers in developing effective instructional skills that foster problem solving abilities and the conceptual and procedural knowledge of mathematics. Instruction includes integration of math-related children 2019s literature. A field experience of 30 contact hours is included. Prerequisites: Mathematics Comprehension for Teaching (EDU-275), Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Spring Term)

- **EDU 345 Methods of Elementary Language Arts** Examines strategies for teaching the interrelated aspects of reading, writing, listening, speaking, spelling, and creative drama as they apply to the functional language of elementary school children. Assessing student literacy competence and planning for instruction are explored. Prerequisites: Concurrent registration in Teaching Reading (K-6) (EDU-355) and Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Spring Term)

- **EDU 355 Methods of Elementary Reading** Examines the five components of reading-phonological awareness, phonics, fluency, comprehension and vocabulary. Instruction is provided in the strategies for mastering pre-reading, decoding, and comprehension skills. Methods of organizing, maintaining, and evaluating reading programs are addressed. Substantial study of children 2019s literature is included. A field experience of 30 contact hours provides an opportunity to apply the content of the course. Prerequisites: Concurrent registration in Teaching Language Arts (K-6) (EDU-345). Practicum in Education (EDU-215) or consent of Education Department Chair. (Offered Spring Term)

- **EDU 365 Methods of Elementary Social Studie** Examines the content and teaching strategies that

collectively form the scope and sequence of elementary school social studies. Geography and ecological anthropology provide a framework for integrating social science disciplines with other subject matter fields, such as children 2019s literature and science. Social issues are investigated on three levels: in relation to self, one 2019s immediate environment, and the global ecosystem. Prerequisite: Practicum in Eduation (EDU-215) or consent of Education Department Chair. (Offered Fall Term)

- **EDU 395 Diagnostic Reading & Tutorial** Intensively studies diagnostic and screening instruments as well as multiple strategies to improve reading and writing skills. This course includes direct application of assessment and instructional strategies with individual children through a supervised tutorial outside of regular class time. Prerequisites: admission to the Education Program, Foundations of Reading (EDU-241), and Content Area Reading (EDU-260). (Offered Spring Term)

- **EDU 444 Ind Study-Tchr Ed** Extensively studies selected problems in the teaching of elementary and secondary school subjects under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of Education Department Chair.

- **EDU 454 Research Participation** Provides students engagement in educational research. Students should consult members of the department to determine projected programs. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of Education Department Chair.

- **EDU 494 Internship in Education** Explores a career area related to schools supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. A reflective paper analyzing the experience is required. May be completed during any term in which schools are in session. May include teaching, administrative, and/or counseling duties. S/U basis only. This course does not satisfy any of the requirements of the Education Program. Prerequisites: Foundations of Education (EDU-105) and consent of Education Department Chair.

25.10 English

Aspengren, Ferguson, Hausknecht, LeMay, McQueen, Shaw (Chair), Sodeman, Valderrama

The study of English allows students to explore a wide range of literary and cultural productions from varied parts of the world. Our courses develop habits of mind that are fundamental to liberal education, including the ability to read critically, to think creatively, and to write clearly and with verve. In consultation with their advisors, English majors are able to design personalized programs of study that attend to the historical and geographical range of literatures in English. Students considering graduate work in literature should consult with English faculty to plan a rigorous course of study that would typically include an honors thesis and coursework in a world language.

25.10.1 English Major

A major in English requires a minimum cumulative 2.0 GPA in all courses counted toward the major. 1. ENG 111 Introduction to Literary Studies 2. ENG 281 Literatures in English to 1800 3. ENG 291 Literatures in English after 1800 4. ENG 301 The Art of Literary Research 5. Three English courses numbered 305 or above, one of which must be in British literature before 1800. 6. Two additional English course credits, one of which may be in Creative Writing or in French, or Spanish literature in translation (FRE 145 French Literature in Translation, FRE 146 French Literature Translation:NWP, FRE 148 French Literature Translation:DWP, SPA 148 Spanish Literature in Translation) 7.ENG 464 Seminar in Literature *OR* ENG 467 Seminar inLit:USPluralism

25.10.2 English Minor

The minor in English consists of five course credits, including ENG 111 Introduction to Literary Studies and *two* English courses numbered 300 or above. One course in Creative Writing (CRW-) or in French, or Spanish literature in translation (FRE 145 French Literature in Translation, FRE 146 French Literature Translation:NWP, FRE 148 French Literature Translation:DWP, SPA 148 Spanish Literature in Translation) may count toward the five course credits.

25.10.3 Courses in Literature

- **ENG105 Composition I** nan
- **ENG 107 Exploring Literature:US Pluralism** Explores works by writers from one or more subgroups in American culture with the purposes of stimulating the appreciation of literary art and considering the various functions of literature in the contemporary world.
- **ENG105 Composition I** nan
- **ENG 108 Exp Lit:Diverse Western Perspective** Explores works by writers from one or more subgroups in Western Civilization outside the United States with the purposes of stimulating the appreciation of literary art and considering the various functions of literature in the contemporary world.
- **ENG 110 Ancient Mythology** Study of the myths of the ancient Greeks and Romans, while briefly touching on their Near Eastern predecessors as a way of investigating the character of myth and the purpose it plays in society. We examine these myths not only through the ancient texts, but by studying theoretical models and approaches to mythology.
- **ENG 111 Introduction to Literary Studies** The Art of Reading and Writing (WE). Study of selected works of fiction, poetry, and drama with an emphasis on close reading and expository writing. This course introduces terms and skills necessary for further literary study.
- **ENG 112 Environmental Humanities** Introduces fundamental issues, questions, and methods relating to humans and our environment. This course explores how human cultures may participate in the response to environmental challenges through an analysis of various literary works and other forms of cultural production.
- **ENG 115 The Classical Tradition** Study of ancient Greek, Roman, or other classical literature, read in translation. This course focuses on the diverse genres of classical literature, including epic, lyric, and drama, while attending to its continuities with medieval continental literature.
- **ENG 117 Asian American Literature** Reading and discussion of literature by Asian Americans and an introduction to its literary, cultural, and historical context.
- **ENG 127 Social Justice and Literature** Study of literary works that represent and reimagine issues of human rights in the twentieth and twenty-first centuries.
- **ENG 137 African American Literature** Reading and discussion of the writings of African Americans, with emphasis on the twentieth century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be taken more than once, with consent of African American Studies administrative coordinator, provided the

topics are substantially different.

- **ENG 146 Intro Postcolonial Literature** Study of twentieth-century prose and poetry arising out of the cultural, social, economic, and legal harms of imperialism and colonization.

- **ENG 157 Latinx/Chicanx Literature** Explores the lived experiences and cultures of Latinx and Chicanx communities in the U.S. through fiction, poetry, and non-fiction by Latina/os and Chicana/os. This course examines cultural works from dominant U.S. sub-groups 2014 such as Mexican-Americans 2014and from communities with roots in South America, Central America, and the Caribbean. It interprets these works in relation to cultural, historical, and sociopolitical contexts.

- **ENG 175 Contemporary Literature** Study of American or British literature from 1945 to the present.

- **ENG 206 Gender and Literature: NWP** Examination of a particular author, theme, region, or genre in the context of gender and sexuality studies. Course focuses on topics related to non-western perspectives, such as women in the global south and the role that African American literature plays within different regions of the world.

- **ENG 207 Gender & Lit:US Pluralism** Examination of a particular author, theme, region, or genre in the context of gender and sexuality studies. Course focuses on topics related to United States pluralism, such as American Women Writers or Gender and Race in American Literature.

- **ENG 208 Gender & Lit:DWP** Examination of a particular author, theme, region, or genre in the context of gender and sexuality studies. Course focuses on topics related to Western cultural diversity, such as Gender Identity in Literature, Renaissance Women Writers, Women 2019s Autobiography.

- **ENG 281 Literatures in English to 1800** Charts literary developments and transformations before 1800 in relation to changing historical conditions, from the history of books and writing to the wider histories of social, political, and cultural movements. An excursion into the literary, social, and cultural histories of the English speaking world, this course may include works by Bristish, American, or Anglophone writers.

- **ENG 291 Literatures in English after 1800** Charts literary developments and transformations after 1800 in relation to changing historical conditions, from history of books and writing to the wider histories of social, political, and cultural movements. An excursion into the literary, social, and cultural histories of the English speaking world, this course may include works by British, American, or Anglophone writers.

- **ENG 301 The Art of Literary Research** Practice in literary research, with particular attention to the varied critical and theoretical approaches necessary for advanced study. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101).

- **ENG 312 Studies in Environmental Humanities** Studies selected works by major environmental writers, filmmakers, philosophers, and activists. Students study environmental texts in their ecological, historical, and cultural contexts and uses the interdisciplinary, justice-oriented methods of the environmental humanities to analyze environmental challenges and our cultural responses to them. Specific topics vary from year to year.

- **ENG 327 Literature of American Renaissance** Study of literature from 1830 to the Civil War or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 337 American Realism & Naturalism** Study of literature from the Civil War to World War I, or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 347 Study in Modern or Contemp Amer Lit** Study of novels, short fiction, and poetry by American writers of the twentieth and twenty-first centuries or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 357 Studies in Latinx/ChicanxLiterature** Reviews selected works of literature by Latina/os and Chicana/os. Students explore through reading and discussion methods and concepts relating to human rights, coloniality, diaspora, Latinidad and/or linguistic philosophy to better understand the lived experiences, identities, and cultures of Latinx and Chicanx communities in the U.S. Specific topics vary from year to year.

- **ENG 367 Studies in African Am Literature** See also African American Studies (AAM-367), Course focuses on specific literary genres or time periods and functions as an intermediate course between the introductory African American Literature (AAM/ENG-267) and the advanced English seminar (particularly Seminar in Literature: United States Pluralism (ENG-707)). Students read and discuss both primary and secondary sources in an effort to gain a fuller understanding and appreciation of the artistic values and of the social and cultural significance of these writings. Specific topics vary from year to year. Possible topics include African American Historical Fiction, African American Speculative Fiction, Literature of the Civil Rights Era, and the African American Bildungsroman. May be taken more than once, with consent of African American Studies administrative coordinator, provided the topics are substantially different. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 375 Study in European Literature** Study of selected works in English or translation by major European writers. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 378 Studies in Transatlantic Literature** Study of selected works in English from the Atlantic world. This course examines the diverse literatures, politics, and trade relations of the Atlantic world and considers how transatlantic relations alter the ways we read and understand national literatures. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 380 The Age of Chaucer** Reading and discussion of literature of the later Middle Ages, with some emphasis on the work of Geoffrey Chaucer. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 382 Shakespeare:Com/Rom** Reading, viewing, and discussion of comedies and romances spanning Shakespeare 2019s career. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 383 Shakespeare:Tragedies & Histories** Reading, viewing, and discussion of history plays and tragedies, with some emphasis on the middle period of Shakespeare 2019s career, including the major tragedies. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 384 British Renaissance Literature** Study of the development of English literature in the sixteenth and seventeenth centuries. Typically the focus is on either poetry or drama. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 385 Restoration &18th Cntry British Lit** Study of major works from 1660 to the end of the eighteenth century or of an author, topic, or genre of the period. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 388 Romantic Literature** Study of major works from 1780 to 1830, with emphasis on writings by Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Byron, Keats, P. Shelley, and M. Shelley. This course may count toward the upper-level early British literature requirement for the English major. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 390 Victorian Literature** Study of poetry and prose of the Victorian era from 1832 through the fin-de-si 00e8cle, including such writers as Tennyson, Browning, Barrett Browning, Arnold, Mill, Ruskin, C. Rossetti, D. G. Rossetti, Swinburne, Hopkins, and Wilde. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 392 19th Century British Novel** Study of major British novelists such as Austen, Scott, Dickens, C. Bront 00eb, E. Bront 00eb, Eliot, Collins, and Hardy. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 393 Study in Cont/Mod British Fiction** Study of novels, short fiction, and poetry by British writers of the twentieth and twenty-first centuries, or of an author, topic, or genre of the period. Prerequisite: Introduction to Literary Studies: The Art of Reading and Writing (ENG-101) or consent of instructor.

- **ENG 394 Directed Learning in English** Study of individually chosen topics in literature or execution of projects in writing under the direction of a faculty member of the department. Registration only after the instructor has approved a written proposal for the project. Prerequisite: three courses in literature.

25.10.4 ADVANCED STUDY IN ENGLISH

Students registering for these courses must fulfill the **prerequisites** first and should consult with English department faculty if they have questions.

- **ENG 454 Honors Research** Development and completion of an honors thesis under the direction of a faculty member of the department. Normally taken in Fall Term of the senior year for an X status grade. Prerequisites: Seminar in Literature (ENG-464) or Seminar in Literature: United States Pluralism (ENG-467) and consent of instructor.

- **ENG 464 Seminar in Literature** Advanced study of a specialized topic in literature. As a capstone experience, the seminar fosters student-driven inquiry and requires students to present their work-in-progress and to complete a culminating project (typically, an extensive research paper). To be taken at or near the end of the English major. May be counted toward the upper-level early British literature requirement for the English major when topic is appropriate. May be taken more than once for credit toward the English major. Prerequisites: junior standing, The Art of Literary Research (ENG-301), and an English course numbered 305 or above.

- **ENG 467 Seminar inLit:USPluralism** Advanced study of a specialized topic in literature. As a capstone experience, the seminar fosters student-driven inquiry and requires students to present their work-in-progress and to complete a culminating project (typically, an extensive research paper). To be taken at or near the end of the English major. May be taken more than once for credit toward the English major. Prerequisites: junior standing, The Art of Literary Research (ENG-301), and an English course numbered 305 or above.
- **ENG 494 Internship in English** Exploration of a career area related to English. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in English, but with consent of rhetoric department chair, one credit from an appropriate internship may satisfy the requirements for a minor in writing. Prerequisites: junior standing and consent of department chair.

25.11 Environmental Science (Collateral Major)

St. Clair, Sanchini (Administrative Coordinators).

25.11.1 Collateral Major in Environmental Science

A major in environmental science requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of a primary major in biology or chemistry is required.
1. **One** of the following combinations: Biology majors: MTH 135 Calculus I BIO 445 Environmental Microbiology and +++MISSING INFO: c.bio445L.long +++ **or** Chemistry majors: MTH 145 Calculus II PHY 185 General Physics I and +++MISSING INFO: c.phy185L.long +++ PHY 195 General Physics II and +++MISSING INFO: c.phy195L.long +++ BIO 445 Environmental Microbiology and +++MISSING INFO: c.bio445L.long +++ 2. BIO 295 Spatial Ecology and +++MISSING INFO: c.bio295L.long +++ 3. CHM 211 Analytical Chemistry and +++MISSING INFO: c.bio211L.long +++ 4. CHM 221 Organic Chemistry I 5. **Two** of the following with the associated laboratories: BIO 115 Marine Biology BIO 165 Ecology and Biology of Birds BIO 175 Field Botany BIO 185 Entomology BIO 275 Aquatic Ecology BIO 325 Microbiology BIO 385 Behavior/Ecology of Vertebrates +++MISSING INFO: c.bio411.long +++ BIO 425 Ecology BIO 444 Independent Study Any course taught at the Wilderness Field Station with BIO prefix.

Recommended: Any course taught at the Wilderness Field Station BIO105 Introductory Biology MTH 145 Calculus II RHE 257 Environmental Rhetoric STA 100 Statistical Reasoning I-Foundations **and** STA 110 Stats IIA: Inferential Reasoning STA 100 Statistical Reasoning I-Foundations **and** STA 130 Stats IIB: Experimental Design

NOTE: *Students should select courses from the economics, political science, and philosophy departments as part of their general education program.*

25.12 Environmental Studies (Collateral Major)

St. Clair (Administrative Coordinator).

The Environmental Studies Major is a collateral, interdisciplinary program which requires students to study environmental issues using the techniques and perspectives from a variety of academic disciplines. In the sophomore or junior year, a student intending to complete an environmental studies collateral submits a proposal to the Environmental Studies administrative coordinator, outlining the plan of study for the major and describing plans for independent research, internship, or off-campus study. Students seeking this collateral major should submit this document prior to enrollment in EVS-484 Topics in Environmental Studies. In addition to the requirements listed below, before undertaking a practicum experience, each student is strongly encouraged to consult with the Environmental Studies administrative coordinator to identify a practicum experience that supports his or her study of environmental issues. Students choosing a collateral major in environmental studies may not select the collateral major in environmental science.

25.12.1 Collateral Major in Environmental Studies

A major in environmental studies requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of any of the majors listed under Areas of Study of the Catalog is required.

1. BIO105 Introductory Biology
2. BIO 155 Organismal & Ecological Biology and +++MISSING INFO: c.bio155L.long +++
3. ECO 175 Principles of Macroeconomics
4. ECO 195 Prin of Environmental Economics
5. **One** of the following: +++MISSING INFO: c.evs112.long +++ PHL 205 Environmental Ethics
6. **One** of the following: BUS 190 Statistical Analysis BUS 340 Applied Regression Analysis PSY 300 Stat Methods and Data Analysis SOC 235 Methods of Sociological Research STA 100 Statistical Reasoning I-Foundations **and** STA 110 Stats IIA: Inferential Reasoning STA 100 Statistical Reasoning I-Foundations **and** STA 130 Stats IIB: Experimental Design STA 315 Probability & Statistics I
7. EVS 484 Topics in Environmental Studies
8. **Four** courses to be chosen as indicated from the three lists below. Courses with a substantial focus on environmental content and relevant to a student's particular course of study may be substituted to fulfill this category, subject to prior approval by the Environmental Studies administrative coordinator.

    a. **One or more** of the following **Natural Science** courses: BIO 165 Ecology and Biology of Birds BIO 175 Field Botany BIO 185 Entomology BIO 285 Animal Behavior (**NOTE:** *Taught at the Wilderness Field Station*) BIO 295 Spatial Ecology and +++MISSING INFO: c.bio295L.long +++ CHM 103 Selected Concepts in Chemistry and +++MISSING INFO: c.chm103L.long +++ **OR** CHM 121 General Chemistry I and +++MISSING INFO: c.chm121L.long +++

    b. **One or more** of the following **Social Science** courses: BUS 170 Bus Sustainability & Environment ECO 155 Econ/Ethics of Alternative Energy ECO 215 Prin Microeconomics +++MISSING INFO: c.evs112.long +++ (if not used to satisfy #5) +++MISSING INFO: c.evs137.long +++ POL 115 American National Gov & Pol POL 386 International Development SOC 328 Urban Sociology

    c. **One or more** of the following **Humanities** courses: PHL 205 Environmental Ethics (if not used to satisfy #5) RHE 135 Writers Colony (when topic is appropriate to major) RHE 257 Environmental Rhetoric RHE 345 Writing Wilderness

25.12.2 Courses in Environmental Studies (Collateral Major)

- **BUS 170 Bus Sustainability & Environment** Examines the global trend of the increasing attention organizations are giving to environmental and sustainability issues, including evaluation of successful business practices being pursued by leading corporations. Consideration is given to why and how corporations are embracing such trends. Topics covered include eco-labeling, corporate environmental strategies, NGO-business partnerships, and emerging markets for environmental goods and services. Significant attention is given to global warming concerns and the emerging strategies for measuring and reducing the carbon footprint of business.
- **ECO 195 Prin of Environmental Economics** An introduction to the economics of the environment and natural resource allocation. This course is focused on optimal resource allocation and the problems associated with externalities and public goods in the context of a market economy. Environmental issues and policy are analyzed using standard economic models. This course may be used to satisfy the requirements for a major in Environmental Studies but does not satisfy any of the requirements for a major or minor in economics. Prerequisite: Principles of Macroeconomics (ECO-175).
- **+++MISSING INFO: c.evs112.long +++** +++MISSING INFO: c.evs112.desc +++
- **+++MISSING INFO: c.evs137.long +++** +++MISSING INFO: c.evs137.desc +++

- **EVS 484 Topics in Environmental Studies** An intensive examination of selected works and subjects dealing with environmental issues. Specific topics vary from year to year. Prerequisite: junior standing or permission of instructor. May be taken more than once for credit with permission of instructor.

25.13 Film Studies

Cohen (Co-Coordinator), Lausch, Rogers (Co-Coordinator).

The film studies major is an interdisciplinary major that allows a student to focus on the particular aspect of film studies that interests her or him most – for example, film writing, cinema studies, or digital production.

25.13.1 Film Studies Major

A major in film requires a minimum cumulative 2.0 GPA in all courses counted toward the major. A major in film studies requires ten courses taken from each of the three disciplines represented in the major. 1. ART 150 Time Based Media 2. FLM 105 Introduction to Film and +++MISSING INFO: c.flm105L.long +++ 3. FLM 200 Film Analysis and +++MISSING INFO: c.flm200L.long +++ 4. FLM 225 Film History and +++MISSING INFO: c.flm225L.long +++ 5. FLM 464 Seminar in Film II: and FLM 474 Senior Seminar II in Film & Senior 6. **Five** courses chosen from the following, in consultation with the Film Studies administrative coordinator. At least two of the courses must be completed at the 300 level or above, and no more than two courses may be selected with the same prefix. ART 145 Digital Studio ART 155 Photography: Light Writing ART 325 Contemporary Photographic Genres ART 361 Documentary ART 370 Video Art and Production COM 151 Introduction to New Media Studies COM 157 Introduction to Media Analysis COM 161 Visual Rhetoric COM 337 Persuasion COM 341 Digital Storytelling COM 357 Sex, Race, & Gender in Media CRW 255 Playwriting Workshop I or THE 255 Playwriting Workshop I CRW 350 Screenwriting FLM 250 Film Topics FLM 350 Advanced Topics in Film FLM 442 Independent Study in Film FLM 494 Internship in Film MU 140 Film Music MU 195 Music Production RHE 137 Creative Nonfiction U.S.-Pluralism RHE 146 Creative Nonfiction:Global Perspect RHE 200 Rhetorical Theory and Practice RHE 255 The Essay RHE 257 Environmental Rhetoric THE 130 Technical Production I THE 140 Design for the Stage THE 220 Tech Theatre Lab THE 290 Directing I

25.13.2 Film Studies Minor

A minor in film studies requires six courses chosen in consultation with the Film Studies administrative coordinator. 1. ART 150 Time Based Media 2. FLM 105 Introduction to Film and +++MISSING INFO: c.flm105L.long +++ 3. FLM 200 Film Analysis and +++MISSING INFO: c.flm200L.long +++ 4. FLM 225 Film History and +++MISSING INFO: c.flm225L.long +++ 5. **One** of the following: ART 145 Digital Studio ART 155 Photography: Light Writing ART 325 Contemporary Photographic Genres ART 361 Documentary ART 370 Video Art and Production COM 151 Introduction to New Media Studies COM 157 Introduction to Media Analysis COM 161 Visual Rhetoric CRW 255 Playwriting Workshop I or THE 255 Playwriting Workshop I MU 140 Film Music MU 195 Music Production RHE 137 Creative Nonfiction U.S.-Pluralism RHE 146 Creative Nonfiction:Global Perspect RHE 200 Rhetorical Theory and Practice RHE 255 The Essay RHE 257 Environmental Rhetoric THE 130 Technical Production I THE 140 Design for the Stage THE 220 Tech Theatre Lab THE 290 Directing I 6. **One** of the following: CRW 350 Screenwriting COM 337 Persuasion COM 341 Digital Storytelling COM 357 Sex, Race, & Gender in Media FLM 350 Advanced Topics in Film FLM 442 Independent Study in Film FLM 494 Internship in Film

25.13.3 Courses in Film Studies

- **+++MISSING INFO: c.flm105/flm105L.long +++** +++MISSING INFO: c.flm105/flm105L.desc +++
- **+++MISSING INFO: c.flm200/flm200L.long +++** +++MISSING INFO: c.flm200/flm200L.desc +++
- **FLM 225 Film History** Familiarizes students with the history of film from the beginning to the present. Additional viewing time outside of class is required.
- **FLM 250 Film Topics** Includes a brief introduction to film analysis, but focuses on a specific topic such as: adaptations, a genre, a period, an individual director, a studio. May be repeated, with consent of instructor, provided the topics are substantially different.
- **FLM 350 Advanced Topics in Film** Advanced study of a selected topic or method in cinematic production. Example topics: Documentary, Interactive Multimedia, Motion Graphics, Advanced Editing, Producing, and Directing. May be taken more than once for credit, provided the topics are substantially different. Prerequisities: FLM-105 Introduction to Film and ART-170 Time-Based Art I.
- **FLM 442 Independent Study in Film** Independent Study in Film Independent work on a selected project under the direction of a faculty member of the department. Prerequisites: Previous or concurrent enrollment in Movement (ART 170), Introduction to Film (FLM 105), Film Analysis (FLM 200), Film History (FLM 225). (Offered by arrangement)
- **FLM 464 Seminar in Film II:** Emphasis is on preparation of work toward the senior capstone project. Only film majors are admitted to this course. Prerequisite: successful completion of Senior Seminar I (FLM-444).
- **FLM 474 Senior Seminar II in Film & Senior** Emphasis is on preparation of work toward the senior capstone project. Only fillm majors are admitted to this course. Prerequisite: successful completion of Senior Seminar I (FLM-454).
- **FLM 494 Internship in Film** An internship with a focus on film production. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisite: junior standing and consent of the Film Studies administrative coordinator.

25.14 French & Francophone Studies

Janca-Aji

The French & Francophone Studies program is an intercultural and interdisciplinary program featuring courses in language, cultural history, literature and cinema, translation and interpretation, and pre-professional studies. Students are strongly encouraged to pursue opportunities for immersive and experiential learning through study abroad, May Term courses, service learning, and community-based projects and to explore ways to incorporate French in and with other major(s).

25.14.1 French & Francophone Studies Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in French & Francophone Studies. Students complete eight credits of 300- to 400-level courses in French. FRE-315 Oral and Written Communication Skills (WE) is required. Up to three credits may be earned by successfully completing a study abroad program in France or a francophone country that is approved by the College and the department. Up to one credit may be earned from a list of approved courses taught in English. One credit from a course taught in French must be taken in the senior year. FRE-499 Exit Exam and Interview is required during the final term before graduation.

25.14.2 French & Francophone Studies Minor

A grade of "C" (2.0) or higher must be earned in all courses counted toward a minor in French & Francophone Studies. Students complete a minimum of four credits of 300- to 400-level courses in French. FRE-315 Oral and Written Communication Skills (WE) is required. Up to one credit may be earned from a list of approved courses taught in English. FRE-499 Exit Exam and Interview is required during the final term before graduation.

25.14.3 Interdisciplinary French & Francophone Studies Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in Interdisciplinary French & Francophone Studies. Students complete 1) **four** credits of courses taught in French at any level, including FRE-315 Oral and Written Communication Skills (WE), 2) a departmentally approved term-long study abroad experience in France or a Francophone country, and 3) **four** credits from courses, taught in either French or English, from the list of approved courses which include at least two different prefixes and demonstrate thematic coherence. Courses not on this list may count for credit with approval of the program coordinator. FRE-499 Exit Exam and Interview is required during the final term before graduation.

25.14.4 Interdisciplinary French & Francophone Studies Minor

A grade of "C" (2.0) or higher must be earned in all courses counted toward a minor in Interdisciplinary French & Francophone Studies. Students complete 1) **four** credits of courses taught in French at any level, including FRE-315 Oral and Written Communication Skills (WE), and 2) **three** credits from courses, taught in either French or English, from the list of approved courses which include at least two different prefixes and demonstrate thematic coherence. Courses not on this list may count for credit with approval of the program coordinator. FRE-499 Exit Exam and Interview is required during the final term before graduation.

25.14.5 Courses Taught in English that can be used for credit in French & Francophone Studies

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ARH 201 Art of the Middle Ages
ARH 218 The World of Renaissance Art
ARH 231 Romanticism, Realism, Impressionism
ARH 307 Modern and Contemporary Art
COM 236 Intercultural Communication
ENG 146 Intro Postcolonial Literature
FRE 145 French Literature in Translation
FRE 146 French Literature Translation:NWP
FRE 148 French Literature Translation:DWP
FRE 158 France & Francophone World
HIS 238 Modern France
HIS 248 The French Revolution
HIS 272 History of Medieval Europe
HIS 288 Renaissance & Reformation
HIS 355 19th Century Europe
HIS 365 20th Century Europe
HIS 372 Early Modern Europe
PHL 230 Medieval Philosophy
PHL 240 Early Modern Philosophy
PHL 255 Existentialism
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PHL 305 Contemporary Continental Philosophy
PHL 345 Philosophy of Language
POL 298 European Politics
REL 148 Islam
REL 178 Christianity

25.14.6 Courses in French

- **FRE 115 Elementary French I** Designed for students with no previous knowledge of French. In the first term, emphasis is placed on oral practice and exposure to aspects of contemporary French culture. Activities in class are designed to develop the student's proficiency in understanding, speaking, writing, and reading the French language. In the second term, these skills are developed further in the context of class discussion and short compositions. Note: FRE-115 is not open to students with one or more full years of French in secondary school without consent of the instructor in consultation with the student's advisor.
- **FRE 125 Elementary French II** Designed for students with no previous knowledge of French. In the first term, emphasis is placed on oral practice and exposure to aspects of contemporary French culture. Activities in class are designed to develop the student's proficiency in understanding, speaking, writing, and reading the French language. In the second term, these skills are developed further in the context of class discussion and short compositions. Note: FRE-115 is not open to students with one or more full years of French in secondary school without consent of the instructor in consultation with the student's advisor.
- **FRE 145 French Literature in Translation** Reading, in translation, of a selection of works centering on a theme, genre, time period, or author. Students preparing a French major or minor must write a paper in French. Taught in English.
- **FRE 146 French Literature Translation:NWP** Same as French Literature in Translation (FRE-145) except selected works focus on francophone writers from Africa, Asia, or the Caribbean.
- **FRE 148 French Literature Translation:DWP** Same as French Literature in Translation (FRE-145) except selected works focus on diverse Western perspectives: women 2019s writing, gay and lesbian literature, or Quebe 00e7ois literature.
- **FRE 158 France & Francophone World** An interdisciplinary survey of topics and issues central to an understanding of contemporary France:social, cultural, political, and economic. Films and speakers may be included in the format of this course. Taught in English.
- **+++MISSING INFO: c.fre199.long +++** +++MISSING INFO: c.fre199.desc +++
- **FRE 235 Intermediate French** Reviews French grammar and vocabulary thoroughly in the context of an introduction to French and Francophone culture. Includes short readings and compositions, films, discussions, and immersion activities to improve language skills. Designed for students who have completed two semesters of French at Coe or with 2-4 years of high school French. Prerequisite: placement, Elementary French II (FRE-125) or consent of instructor.
- **FRE 315 French Composition & Conversation** Serves as the capstone of previous language courses, sharpens oral and written communication skills, and introduces students to the particular ways in which native speakers of French tend to express themselves through listening exercises, discussion, immersion activities, interviews, and compositions on cultural aspects of communication. This course is required of all students majoring or minoring in French. It is expected that this course be followed by Introduction to French Literature (FRE-335) or History of French: Language and Culture (FRE-3XX), in the following term. Prerequisite: Intermediate French II (FRE-225) or consent of instructor.
- **FRE 335 Introduction to French Literature** Close reading and critical analysis of different genres of literary texts through discussion, performance, and imitation. Students learn to use literary theory, to write, revise, and edit longer papers, and to develop their own creative voices in French. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.
- **FRE 339 French for Health Care** Prepares students for using French in health and wellness contexts. Students learn essential vocabulary, improve written and oral communication skills, examine cultural differ-

ences, develop skills in translation and medical interpretation, and complete an independent project based on professional interests. May involve community engagement. Can be taken by arrangement. Prerequisite: Oral and Written Communication Skills (FRE-315) or consent of instructor.

- **FRE 340 French & Fracophone Cinema (WE)** Surveys some of the major genres, directors, and films of French and francophone cinema from the Lumi 00e8re brothers to the present, as well as discussions of French film culture and cinema 2019s relations to history, literature, and other forms of visual and media arts. Students produce their own short films in French. Prerequisite: Oral and Written Communication Skills (FRE-315) or consent of instructor.
- **FRE 345 History of Fr: Language & Culture** nan
- **FRE 394 Directed Readings in French** For students wishing to investigate a particular aspect of French literature unavailable through the regular sequence of courses offered. Periodic conferences and papers are required. May be taken more than once for credit. Prerequisite: Introduction to French Literature (FRE-335) or consent of instructor.
- **FRE 400 Advanced Language Skills** Focuses on improving linguistic skills and deepening understanding of how French is used in a variety of contexts and media through intensive practice. Topics vary from term to term. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisite: Oral and Written Communication Skills (FRE-315) or consent of instructor. (0.5 course credit)
- **FRE 444 Ind Study-French** Independent investigation of a selected project in French under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.
- **FRE 446 Colonial & Multicultural Narratives** A study of the history of "la francophonie" in terms of France's colonial experiments, and their literary legacies, and current issues of immigration and multiculturalism. Includes novels and films from France, Cameroon, Senegal, Canada, Morocco, and Martinique. Prerequisite: Introduction to French Literature (FRE- 335) or History of French: Language and Culture (FRE-345).
- **FRE 452 Adv Language Skills & Trnsltn Wkshp** Focus on improving linguistic skills and deepening understanding of how French is used in a variety of contexts and media through intensive practice translating from and into French May be taken more than once for credit for a maximum of 3.0 credits. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.
- **FRE 494 Internship in French** Exploration of a career area related to French. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in French. Prerequisites: junior standing and consent of department chair.
- **FRE 495 Top in French/Francophone Lit & Clt** Literature and culture course centering on a theme, region, time period, or genre. Approach and content vary from term to term as determined by the instructor. Topics include: Writing and Painting in 19th-century Paris, Contemporary Writing in French, Postcolonial Lives. May be taken more than once for credit for a maximum of 3.0 credits. Prerequisite: Introduction to French Literature (FRE- 335), or History of French: Language and Culture (FRE-3XX).
- **FRE 499 Exit Exam and Interview** Evalutates the student's progress in French and experinece of the program. To be completed with faculty in French during the last semester before graduation. P/NP basis only. Prerequisite: consent of instructor. (0.0 course credit)

25.15 General Science

Singleton (Administrative Coordinator)

The General Science major is of particular value to students who desire pre-professional preparation in medicine and related fields, as well as those planning to teach in natural science areas at the secondary level. Pre-engineering students frequently use this concentration in 3-2 plans.

25.15.1 General Science Major

A major in general science requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Students choosing a collateral major in the natural sciences or Neuroscience may not select the major in General Science.

Students earning more than one major in the natural sciences or a major and a minor in the natural sciences are not eligible for the General Science major.

A major in general science requires a minimum of thirteen course credits from the natural science areas of biology, chemistry, mathematics, and physics. At least seven of these 13 course credits must be above the introductory level and at least two course credits must be in biology. 1. **Six** course credits in one of the four natural science areas 2. **Five** course credits in a second natural science field (or mathematics through MTH 265 Linear Algebra) 3. **Two** course credits in a third natural science field Satisfactory completion of comprehensive requirements in each of the major areas.

25.16 Greek (Courses Only)

Langseth.

25.16.1 Courses in Greek

- **CLA 155 Latin/Greek Origins Med Terminology** Examines the origins of contemporary medical terminology, in part by studying the development of a distinct technical vocabulary, with historical roots in the Greco-Roman, Arabic, and Modern-European worlds, which developed as physicians discovered distinct ways of communicating both with their patients and with each other.
- **GRK 115 Basic Greek** An intensive examination and analysis of Greek grammar and syntax. Selected readings from works of the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: no prior instruction in Greek or up to two terms of secondary school Greek and consent of instructor.
- **GRK 125 Selected Readings in Ancient Greek** Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from authors selected from the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: Basic Greek (GRK-115) or two or more terms of secondary school Greek and consent of instructor.
- **+++MISSING INFO: c.grk284/384.long** +++ +++MISSING INFO: c.grk284/384.desc +++

25.17 Gender And Sexuality Studies (Minor Only)

Janca-Aji (Administrative Coordinator).

The Gender and Sexuality Studies program is an interdisciplinary inquiry into the ways in which gender and sexuality inform constructions of identity, societies, and ideologies across race, ethnicities, class, cultures, and historical periods. Because core courses and electives are offered by faculty across the College, students are encouraged to meet with the Gender and Sexuality Studies administrative coordinator for informal advising as soon as they declare a minor.

25.17.1 Gender and Sexuality Studies Minor

A minor in gender studies requires a minimum cumulative 2.0 GPA in all courses counted toward the minor. 1. GS 107 Intro Gender & Sexuality Studies 2. GS 327 Thry&Mthds/Gender &Sexuality Stdy 3. **Four** electives from the lists below, with at least **three** from the list of core courses. Other courses may count as electives when topics are appropriate with the consent of the academic coordinator. **Core Courses** ARH 107 Gender and Art COM 357 Sex, Race, & Gender in Media ENG 206 Gender and Literature: NWP ENG 207 Gender & Lit:US Pluralism ENG 208 Gender & Lit:DWP GS 127 Dress, Gender, and Identity GS 136 Gender in Non-Western World GS 247 Gender & Sexuality StudiesSymposium GS 387 Topics: Gender & Sexuality Studies HIS 297 Women in America NUR 137 Human Sexuality or PSY 137 Human Sexuality PHL 277 Philosophy of Gender & Race POL 277 Women & Poltics in US PSY 208 Gender Psychology SOC 417 Sociology of Sex & Sexuality **Component Courses ANT 116 Cultural Anthropology COM 236 Intercultural Communication COM 357 Sex, Race, & Gender in Media COM 361 Communication & Social Change EDU 187 Human Relations RHE 377 Cultural Studies SCJ 350 Human Rights & Comparative Justice SOC 207 Sociology of the Family THE 288 History of Dress

25.17.2 Courses in Gender and Sexuality Studies

- **GS 107 Intro Gender & Sexuality Studies** An examination of the ways in which societies shape our notions of gender, including, but not limited to, how class, race, and sexual orientation influence this process. Topics for lecture, discussion, and readings are selected by the instructor and are drawn from a variety of academic fields.
- **GS 127 Dress, Gender, and Identity** Explores the issues of personal adornment and dress related to the projection of gender and identity. Examples from contemporary cultures around the globe are analyzed and compared following a variety of themes. Those themes include: revealing and concealing gender and/or identity, dress codes as social markers, body image and gender, and group identity through dress and adornment.
- **GS 136 Gender in Non-Western World** A study of gender rituals, family practices, sexuality, gendered work, and other aspects of gender in non-western cultures.
- **GS 247 Gender & Sexuality StudiesSymposium** nan
- **GS 327 Thry&Mthds/Gender &Sexuality Stdy** Offers a thorough introduction to critical theories and methods in feminist and queer studies with particular emphasis on historical foundations, questions of power and discourse, intersectionalities, and global perspectives. A research project using feminist or queer theory is required. Prerequisite: Introduction to Gender and Sexuality Studies (GS-107) and completion of one elective that counts toward a Gender and Sexuality Studies major. (Offered Spring Term, alternate years)
- **GS 387 Topics: Gender & Sexuality Studies** Focuses on specific authors, events, or issues in feminist, queer, and masculinity studies. May be taken more than once, provided the topics are substantially different. Prerequisites: Introduction to Gender and Sexuality Studies (GS-107) or consent of instructor. NOTE: Students are encouraged to complete Theory and Methods in Gender and Sexuality (GS-327) before enrolling in GS-387. **NOTE:** *Students are encouraged to complete GS 327 Thry&Mthds/Gender &Sexuality Stdy before enrolling in GS 387 Topics: Gender & Sexuality Studies.*

25.18 History

Swenson Arnold, Buckaloo, Keenan (Chair), Nordmann, Ziskowski.

The history department allows students the opportunity to study history broadly, while also focusing on specific interests. Students learn how to express themselves, both orally and in writing, and, in the liberal arts tradition, are taught to learn quickly, communicate clearly, and build a rewarding career and life in their chosen field.

25.18.1 History Major

A major in history requires a minimum cumulative 2.0 GPA in all courses counted toward the major. 1. **Four** courses in one of these two combinations: HIS 115 History of Europe to 1500 HIS 125 History of Europe Since 1500 HIS 145 History of United States to 1865 **or** HIS 155 History of United States since 1865 One additional U.S. History course **OR** HIS 145 History of United States to 1865 HIS 155 History of United States since 1865 HIS 115 History of Europe to 1500 **or** HIS 125 History of Europe Since 1500 One additional European History course 2. HIS 205 Historians Craft 3. **One** of the following: HIS 136 East Asian Civilization HIS 246 History of Modern China HIS 256 History of Modern Japan 4. **One** of the following: HIS 465 Seminar in Ancient History HIS 466 Seminar Modern East Asian History HIS 472 Seminar American History I HIS 473 Seminar American History II HIS 474 Seminar Modern European History 5. **Three** additional history courses **NOTE:** *With departmental approval, successful completion of the ACM Newberry Seminar: Research in the Humanities Program off-campus study experience may be used to satisfy #4 above.*

25.18.2 History Minor

One of the following combinations: HIS 115 History of Europe to 1500 HIS 125 History of Europe Since 1500 **One** course in United States history **One** course in Asian history **Two** additional history courses approved by the department **OR** HIS 145 History of United States to 1865 HIS 155 History of United States since 1865 **One** course in European history **One** course in Asian history **Two** additional history courses approved by the department

25.18.3 Courses in History by Content Area

Asian History HIS 136 East Asian Civilization HIS 216 History of Modern Korea (WE) HIS 246 History of Modern China HIS 256 History of Modern Japan HIS 316 Topics in History:Non-Western Persp

European History HIS 115 History of Europe to 1500 HIS 125 History of Europe Since 1500 HIS 238 Modern France HIS 248 The French Revolution HIS 272 History of Medieval Europe HIS 275 Ancient Greek History HIS 285 History of Ancient Rome HIS 288 Renaissance & Reformation HIS 292 History of Modern England HIS 318 Topics in History :Div West Persp HIS 355 19th Century Europe HIS 365 20th Century Europe HIS 372 Early Modern Europe

U.S. History HIS 145 History of United States to 1865 HIS 155 History of United States since 1865 HIS 217 American War in Vietnam HIS 227 American Civil War HIS 257 Native American History HIS 297 Women in America HIS 317 Topics in History:US Pluralism HIS 325 Recent American History I HIS 335 Recent American History II HIS 347 African American History HIS 387 American Colonial History HIS 395 United States Diplomatic History

Methods and Research HIS 205 Historians Craft HIS 465 Seminar in Ancient History HIS 466 Seminar Modern East Asian History HIS 472 Seminar American History I HIS 473 Seminar American History II HIS 474 Seminar Modern European History

Other History Courses HIS 208 The First World War (WE) HIS 218 The Second World War (WE) HIS 268 Latin America HIS 276 The "Discovery" of America: Clash HIS 278 History of the Holocaust (WE) HIS 286 Modern Middle East HIS 300 Public History HIS 306 Revolution, Social Struggle, Testim HIS 308 Legacies of the Cold War inLatin Am HIS 328 Modern France HIS 444 Ind Study-History HIS 494 Internship in History

25.18.4 Courses in Health and Society Studies

- **HIS 115 History of Europe to 1500** The development of Western civilization from the earliest times to 1500, with primary emphasis on the culture and thought of the Ancient, Medieval, and Renaissance eras.
- **HIS 125 History of Europe Since 1500** The development of Western civilization from 1500 to modern times, with emphasis on the cultural and intellectual development of the West and such topics as the Reformation, the Enlightenment, the Industrial Revolution, Imperialism, and the rise of Totalitarianism.
- **HIS 136 East Asian Civilization** A survey of East Asian civilization with emphasis on China from its origins to 1700. Particular attention is paid to cultural and political factors.
- **HIS 145 History of United States to 1865** A survey of relations between indigenous, European, and African peoples in places that would become the United States from the colonial era through the Civil War. Topics include European colonization; indigenous resistance; racial slavery; the American Revolution and creation of the United States; westward territorial expansion; and the Civil War.
- **HIS 155 History of United States since 1865** A survey of American history from the Reconstruction to the present. Topics include the changing American economy, the inclusion and exclusion of various Americans defined by race, class, and gender, and the emergence of the United States as a world power.
- **HIS 205 Historians Craft** Introduction to the nature and craft of history. Emphases include use of sources, historiography, philosophy of history, and various forms of historical writing. The capstone assignment is a research paper. Prerequisite: sophomore standing.
- **HIS 208 The First World War (WE)** Introduces students to the global history of the First World War and the start of the interwar period. The class focuses on the political, cultural, and social effects of the war through a study of historical documents, period literature, and film. Through class discussion, short compositions, response papers, and digital humanities work students will: critically analyze historical documents; identify and evaluate the significance of key actors, events, and ideas of the First World War; and synthesize evidence from to produce effective written and oral arguments.
- **HIS 216 History of Modern Korea (WE)** Introduces students to modern Korean history by examining Korea 2019s transition from a politically isolated rural state to, in the South, an industrialized country electing its own government and, in the North, a totalitarian state capable of producing nuclear weapons. Students will examine historical documents, literature and film and use class discussion and formal papers to analyze key events such as: Korea 2019s colonization under Japan; the Korean War; South Korea 2019s economic and democratic 201cmiracles; 201d North Korean communism and nuclear brinksmanship; and South Korea 2019s emergence as a major producer of exported entertainment like K-Pop and K-Drama.
- **HIS 217 American War in Vietnam** Examines the American war in Vietnam from its earliest roots to its latest ramifications and from multiple perspectives. Emphases include the French Indochina War, American policy debate, the sources of American policy, Vietnamese perspectives, and the war in fiction and film.
- **HIS 218 The Second World War (WE)** Introduces students to the global history of the Second World War, beginning with the interwar period and moving into the start of the Cold War. The course will focus on both the European and Pacific battle and home fronts, including the Holocaust, through a study of historical documents, period literature, and film. Through class discussion, short compositions, response papers, and digital humanities work students will: critically analyze historical documents; identify and evaluate the significance of key actors, events, and ideas of the Second World War; and synthesize evidence from to produce effective written and oral arguments.
- **HIS 227 American Civil War** A study of events, issues, ideas, and forces leading to the American Civil War and the resulting Reconstruction. Topics emphasized include slavery, social, economic, and political events leading to the war, the political and military strategies of the war, the efforts of Americans on the homefront, and the trials and triumphs during Reconstruction.
- **HIS 238 Modern France** An examination of the major political, cultural, and social developments in France from the end of the French Revolution to present day, with an emphasis on the changes and shifts in French national identity and global relations.
- **HIS 246 History of Modern China** A history of modern China since 1700. Chinese states and society

from the height of Qing culture, through the impact of the West and Japan, the rise of Chinese Republicanism and Marxism, the Liberation of 1949, the Great Leap Forward, the death of Mao Zedong, and rule of Deng Xiaoping, up to the present day.

- **HIS 248 The French Revolution** An investigation of the origins and course of the French Revolution from the Ancien Regime to 1815. The course covers the Enlightenment, the collapse of the Ancien Regime, the opening of the Revolution, the Terror, and Napoleon.
- **HIS 256 History of Modern Japan** A history of modern Japan since 1700. Historical analysis of Edo period culture, politics and society, rapid Meiji era changes, constitutionalism and imperialism, Japan 2019s expansion in Asia, World War II, the post-war social change, and economic recovery and rise to international leadership, up to the present.
- **HIS 257 Native American History** Examines the history of Native Americans and their relationships to Europe and Anglo-America from pre- Columbian times to the present. Emphases include understanding Native cultures, early Anglo-Indian relations, the western 201cIndian wars, 201d and the Red Power movement of the 1970s.
- **HIS 268 Latin America** Survey of the social, political, economic, and cultural factors of Latin America from the colonial era to the present, with an emphasis on how these factors influence present day Latin America.
- **HIS 272 History of Medieval Europe** A survey of Medieval Europe focusing on the intellectual, cultural, religious, artistic, and literary achievements of the High Middle Ages from roughly 1000 A.D. to 1300 A.D.
- **HIS 275 Ancient Greek History** An examination of the evolution of certain key institutions and traditions in the ancient Greek world 2014political, constitutional, military, social, and economic 2014with particular emphasis on the revolutionary changes experienced during the Classical Age, i.e., the fifth and fourth centuries B.C.
- **HIS 276 The "Discovery" of America: Clash** Focuses on the biggest empires in the Americas (Maya, Aztec, and Inca) and the process of conquest and colonization after Christopher Columbus 2019 arrival. The students will read accounts written during the 15th-17th centuries and consider how to critically engage them. The class aims to reflect not only on the stories of the conquistadores, but also on those of the conquered people through historical accounts that attempt to give a voice to the voiceless, analyze the challenges of facing a completely unknown culture, and the ethical implications of imposing your values and traditions on others. By the end of the class, the student will be able to provide an overview of the Spanish Conquest, its history, and controversies. Students also will develop skills to analyze primary and secondary sources and write small response papers as well as a small essay that demonstrates an understanding of the time period and the ability to support an argument.
- **HIS 278 History of the Holocaust (WE)** Introduces students to the examination of the causes, experiences, and legacy of the Holocaust, studying viewpoints of victims, perpetrators, and bystanders. Students will study historical documents and literature as well as audiovisual sources in course discussions and written work as they cover social, cultural, and political history from pre-war Germany through World War II, and evaluate memory of the Holocaust in the time period since 1945. Through written work and course discussions, students will: identify and evaluate the significance of key actors, events, and ideas connected to the Holocaust; analyze primary and secondary sources; synthesize evidence to produce cogent written and oral arguments; and critically examine understanding of the Holocaust.
- **HIS 285 History of Ancient Rome** An examination of the evolution of certain key institutions and traditions 2014political, constitutional, military, social, and economic 2014in the ancient Roman world, with emphasis on the revolutionary changes during the transition from the Republic to the Empire, i.e., the first centuries B.C. and A.D.
- **HIS 286 Modern Middle East** A survey of recent history of the Middle East, from the 1800's to the present with an emphasis on the 20th century. Course focuses on the Middle East and its global interactions.
- **HIS 288 Renaissance & Reformation** The European experience from the waning of the Middle Ages through the period of the religious wars, with the emphasis on art, the rise of nation states, overseas expansionism, the scientific revolution, and the Protestant and Catholic Reformations.

- **HIS 292 History of Modern England** A survey of the major constitutional, political, and social developments in England from The Glorious Revolution to the present. Particular attention is paid to the growth of Empire, the Industrial Revolution, the rise of labor, and the effects of The Great War and World War II.
- **HIS 297 Women in America** A survey of the role and power of a variety of women in America 2019s history from colonial times to the present, with an emphasis on understanding the place of women today.
- **HIS 300 Public History** Introduces students to the methods and practices of public history. Public history refers to the many ways history is utilized and applied outside traditional academic research and college classroom settings. Through readings, discussions, site visits, guest speakers, and writing assignments, students will learn about the many ways history is applied, interpreted, and used by museums, historical sites, non-historians, and other publics. They will be introduced to career opportunities in public history and will engage with the cultural and historical resources of Cedar Rapids. Students will analyze primary and secondary sources, refine written and verbal communication skills, and demonstrate an understanding of and ability to use historical research techniques. The course culminates in the production of a hands-on, research-based, collaborative class history project (e.g., exhibit, website, historical markers, etc.) that will serve a public beyond the classroom.
- **HIS 306 Revolution, Social Struggle, Testim** Revolution, Social Struggle, and Testimonio in Latin America 20th Century Introduces students to the testimonial literature in Latin America, a genre capable of allowing the oppressed to bring forward their perceptions, world view, and experience of a specific historical moment. This class includes narratives from Guatemala, Nicaragua, El Salvador, M 00e9xico, and Bolivia, among others. It will also include a theoretical segment that will reflect on the advantages and shortcomings of this genre. At the end of the class, students understand and describe major social problems during specific time frames in the 20th century of the nations studied, articulate the characteristics of this genre, and use a testimonio to gain an insight into a sociohistorical event. Through written assignments and discussions students will analyze the experience of marginalized communities in relation to specific institutional policies. The course ends with a testimonio project where students explore the genre using personal experience, family history, or by interviewing an acquaintance that can offer a special insight regarding a social problem.
- **HIS 308 Legacies of the Cold War inLatin Am** Legacies of the Cold War in Argentina, Peru, Colombia, and Chile Is an interdisciplinary class centered on the relation between the Cold War and the internal violence that several South American nations lived through during the second half of the 20th century. The influence of anti-imperialist ideas throughout Latin America, the development of the guerrilla movement and its revolutions, and the militarized counter-revolution served as the political basis for moments of crisis that each nation endured: The National Reorganization Process in Argentina (1976-1982), the Civil War in Peru (1980-2000), the Military Dictatorship in Chile (1973-1990), and the long-term war in Colombia (1948-present). The classwork with historical and anthropological accounts, testimonios, art, film, and theory to give a more diverse image of experiences and implications of these events for different sectors of the communities. At the end of the course, the student will understand major Latin American historical trends in relation to the Cold War, as well as the specificities of the conflict in each one of these nations. They also will be able to analyze one of the factors that play a role in the development of these crises through a small research project that is developed by written assignments.
- **HIS 316 Topics in History:Non-Western Persp** An intensive study of a selected topic (or topics) in history related to non-Western cultures through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)
- **HIS 317 Topics in History:US Pluralism** An intensive study of a selected topic (or topics) in history related to United States Pluralism through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)
- **HIS 318 Topics in History :Div West Persp** An intensive study of a selected topic (or topics) in history related to Diverse Western Perspectives through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)
- **HIS 325 Recent American History I** An examination of American domestic development from the last quarter of the 19th century to the present. Topics include immigration, workers in a changing economy, the

World Wars, the Cold War, civil rights, the changing role of women in society, and the contested post-1960 2019s move to the political right. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

- **HIS 328 Modern France** An examination of the major political, cultural, and social developments in France from the end of the French Revolution to present day, with an emphasis on the changes and shifts in French national identity and global relations.
- **HIS 335 Recent American History II** An examination of American foreign relations from the 1890s to the present, including the World Wars, the Cold War, and the post-9/11 world. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.
- **HIS 347 African American History** An examination of changes and continuities in the lives of African Americans from the colonial era to the present. Emphases include the origins and evolving nature of slavery, race, and racism; development of African-American culture, individual struggles for freedom and civil rights; migrations; segregation; and large-scale movements for social and political change.
- **HIS 355 19th Century Europe** The evolution of Europe from the French Revolution to World War I, with an emphasis on such topics as Liberalism, the Industrial Revolution, Nationalism, Marxian Socialism, Imperialism, and Great Power diplomacy.
- **HIS 365 20th Century Europe** A historical survey of modern Europe from 1900 to the present. Emphases are on World War I, the Russian Revolution, the rise of Fascism, Hitler, Nazi Germany, Stalin and Soviet Communism, World War II and the Cold War, as well as the emergence of the European Community (EC) and the collapse of Communism and the Soviet Union.
- **HIS 372 Early Modern Europe** The history of Europe from 1603-1815 with emphasis on the English Revolutions, the age of Absolute Monarchy, the Enlightenment, the decline of the Ancien Regime, the French Revolution, the Napoleonic era, and concluding with the Congress of Vienna.
- **HIS 387 American Colonial History** The history of the American colonies from their founding through the American Revolution, focusing on the diverse perspectives of people varying in religion, ethnicity, and gender, as well as economic and political backgrounds.
- **HIS 395 United States Diplomatic History** Begins with an examination of the relations of the colonies to international affairs. The course focuses attention on topics in American diplomatic history which provide a background for an understanding of the nation 2019s present status as a world power.
- **HIS 444 Ind Study-History** Independent work on a selected project under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.
- **HIS 465 Seminar in Ancient History** An intensive reading and research seminar on a selected topic in the history of the ancient world. Prerequisite: The Historian's Craft (WE) (HIS-205) and junior standing.
- **HIS 466 Seminar Modern East Asian History** An intensive reading and research seminar on selected topics in the 19th- and 20th-century history of China, Japan and Korea. Prerequisite: The Historian 2019s Craft (HIS-205) and junior standing.
- **HIS 472 Seminar American History I** An introduction to historical research in earlier American history (prior to 1865). Critical inquiry is emphasized in detailed examination of specific topics. Prerequisite: The Historian 2019s Craft (HIS-205) and junior standing.
- **HIS 473 Seminar American History II** An introduction to historical research in later American history since 1865. Critical inquiry is emphasized in detailed examination of specific topics. Prerequisite: The Historian 2019s Craft (HIS-205) and junior standing.
- **HIS 474 Seminar Modern European History** An intensive reading and research seminar on selected topics in 19th- and 20th-century European political, diplomatic, and intellectual history. Prerequisite: The Historian 2019s Craft (HIS-205) and junior standing.
- **HIS 494 Internship in History** Part-time work experience for one term in a history-related field supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in history. Prerequisites: junior standing and consent of department chair.

25.19 Health and Society Studies (Minor Only)

Kelly, LeMay (Administrative Coordinators).

The Health and Society Studies program is an interdisciplinary cluster of courses that allows students to examine the breadth of issues impacting health and healthcare from the perspectives of natural sciences, social sciences, and humanities. This Health and Society Studies minor broadens students understanding of the impact of health and healthcare delivery issues, personally, professionally, and within our society. In addition, the minor will provide a strong interdisciplinary foundation for students interested in graduate studies related to health professions. Because required and elective courses are offered by faculty across the College, students are encouraged to meet with a Health and Society Studies administrative coordinator for informal advising before choosing the Health and Society minor.

25.19.1 Health and Society Studies Minor

A minor in Health and Society Studies requires a minimum cumulative 2.0 GPA in all courses counted toward the minor. In addition, only (1) one course from a student's major or collateral major can count towards the Health and Society Studies Minor.

Required Courses 1. PHL 165 Bio-medical Ethics 2. SOC 107 Introductory Sociology 3. **One** of the following Biology courses: a. BIO 103 Anatomy & Physiology b. BIO 120 Biology, Health, & Society c. BIO 155 Organismal & Ecological Biology 4. **Three** elective courses from the list below, only (1) one of which may be a 100-level course. ANT 116 Cultural Anthropology CLA 155 Latin/Greek Origins Med Terminology COM 236 Intercultural Communication COM 237 Interpersonal Communication COM 332 Health Communication (WE) KIN 115 Fundamentals:Exercise & Nutrition KIN 125 Public and Consumer Health KIN 155 Substance Abuse PHL 128 Morality & Moral Controversies ECO 221 Health Economics PHY 321 Health Physics PSY 205 Developmental Psychology PSY 235 Abnormal Psychology PSY 325 Health Psychology PSY 350 Drugs & Behavior SPA 339 Spanish for Health Care HSS 494 Health Professions Externship

NOTE: *additional health-related courses may be approved as an elective with administrative coordinator approval.*

25.19.2 Courses in Health and Society Studies

- **HSS 100 Exploration in Health & Society** Allows students interested in health-related careers to explore various career options (e.g., medicine, dentistry, physical therapy, occupational therapy, nursing, psychological counseling); to assess and reflect on their own values, abilities, and motivations; and to develop some of the applied knowledge and skills necessary for entry into these occupations. Appropriate for first and second year students. (0.5 course credit)

25.20 International Business

Students majoring in business administration have two options: the BUSINESS ADMINISTRATION major (see **?@sec-business-administration-and-economics**) and the INTERNATIONAL BUSINESS major. The international business major is designed to prepare students for specific challenges related to operating an organization in an international context. Because of significant overlap in the business administration and the international business requirements, only one of the two majors may be elected by a student.

25.20.1 International Business Major

A major in international business requires a minimum cumulative 2.0 GPA in all courses counted toward the major. 1. ACC 171 Principles of Accounting I 2. ECO 175 Principles of Macroeconomics 3. ECO 215 Prin Microeconomics 4. BUS 190 Statistical Analysis 5. **One** of the following: BUS 250 Principles of Management BUS 300 Human Resource Management 6. BUS 315 Business Law I 7. BUS 446 International Business Management 8. **One** of the following: BUS 466 Adv Top Mrktg:non-west persp ECO 336 Divergent Economic Growth ECO 436 Econ Development ECO 446 International Econ 9. ECO 495 International Finance 10. Two courses in world language numbered 115 or above 11. One of the following: A semester abroad A May Term abroad A capstone project in international business, supervised by a member of the business faculty

25.21 Interdisciplinary Studies

The interdisciplinary major is a rigorous academic program in which the individual student assumes primary responsibility for designing her or his own academic program. Since the interdisciplinary major is structured by the student to serve individual needs, the primary courses selected for the major invariably cross traditional departmental boundaries. In all instances, the interdisciplinary major must display internal topical coherence. Assisting the student in developing a coherent interdisciplinary major will be the supervising faculty member, the student's academic advisor (if the advisor is not the supervising faculty member), faculty from those departments in which the student is taking primary courses, and the Academic Policies Committee. This committee is responsible for approving student-initiated majors and for offering, where necessary, constructive advice on student proposals. Further guidelines for interdisciplinary majors may be obtained from the Office of the Registrar. The decision to undertake and to seek approval of an interdisciplinary major should be made after the student has had sufficient consultation with the appropriate persons within the College. Normally, this decision is made in the sophomore year, but in no case is an interdisciplinary major approved after the student has embarked upon the final eight courses leading to graduation. Application for an interdisciplinary major must contain the following: 1) a list of the nine to 11 primary courses which constitute the major; 2) a list of secondary or supportive courses which are tangentially related to the major; and 3) a three- to four-page typewritten statement of the rationale for the proposal, indicating, among other things, the internal coherence of the major.

25.21.1 Additional guidelines and requirements:

1. Courses for the major are selected from three or more academic disciplines. At least 40% of the courses in a proposed major must be taken at Coe.
2. A student's program of study must include, among the primary and secondary courses listed on the proposal, at least five upper division classes within a single discipline or within two closely related disciplines. Students may consider an established, departmental minor when a minor appropriate to the proposed major is available. Students should not propose a major that simply recombines courses from majors and minors that will already be recognized on the student's transcript. An interdisciplinary major should be substantially distinct from the student's other majors and minors.
3. Students must complete an integrative senior project which demonstrates competence in bringing together at least two disciplines within the major. A student develops a project in consultation with the student's academic advisor and at least one other faculty consultant from an appropriate department other than that of the academic advisor. The senior project must be reviewed. The form of the review, which may be similar to the defense of an honors project, is determined by the project advisor in consultation with the student. The project must also be reviewed by at least one other faculty member from a department other than that of the faculty advisor. Students may undertake the project with or without academic credit. Registration for credit may take one of two forms. Students may register for regular catalog courses in individualized

instruction (e.g., directed readings or directed writing classes) or they may apply for an independent study which requires approval by the Chair of the Academic Policies Committee (Provost).
4. An interdisciplinary major may include an internship.

25.21.2 Courses in Interdisciplinary Studies

- **INT 494 Internship** An internship related to the student 2019s field of interdisciplinary study supervised by the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisites: junior standing and approval of an interdisciplinary major.

25.22 International Economics

Students majoring in economics have two options: the ECONOMICS major (see Section 25.8) and the INTERNATIONAL ECONOMICS major. The international economics major is designed to allow students who are interested in international studies to explore issues of development, growth, and international finance, using the tools of economic analysis. Because of significant overlap in the economics and the international economics requirements, only one of the two majors may be elected by a student. Students majoring in economics or international economics may not minor in either economics or international economics.

25.22.1 International Economics Major

1. ECO 175 Principles of Macroeconomics
2. ECO 215 Prin Microeconomics
3. ECO 315 Intermediate Macroeconomic Theory
4. ECO 336 Divergent Economic Growth
5. ECO 345 Intermediate Price Theory
6. ECO 375 Econometrics
7. ECO 436 Econ Development
8. ECO 446 International Econ
9. ECO 495 International Finance
10. Two courses in world language numbered 115 or above
11. **One** of the following: A semester abroad A May Term abroad A capstone project in international economics, supervised by a member of the economics faculty

NOTE: *International economics majors intending to do graduate work in international studies or intending to pursue a career with a governmental or non-governmental agency are strongly encouraged to consider a minor or major in political science or one of the International Studies tracks to complement the international economics major. Students are also encouraged to work closely with a member of the department to select complementary general education courses.*

25.22.2 International Economics Minor

1. ECO 175 Principles of Macroeconomics
2. ECO 215 Prin Microeconomics
3. ECO 336 Divergent Economic Growth
4. ECO 436 Econ Development
5. ECO 446 International Econ
6. ECO 495 International Finance

25.23 International Studies

Chaimov (Administrative Coordinator).

25.23.1 International Studies Major

A major in international studies, in any track, requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

25.23.2 International Studies Core Courses (required of students completing a major in international studies):

1. IS 116 Intro to International Studies
2. ANT 116 Cultural Anthropology
3. POL 258 World Politics
4. ECO 175 Principles of Macroeconomics
5. **Two** world language courses, numbered 125 or above in Spanish or French, 115 or above in another language.
6. A term-long study abroad experience, subject to prior approval by the International Studies program committee.
7. IS 464 International Studies Colloquium

NOTE: *International Studies majors select one of the following tracks: The Global South, International Relations, or Global Cultural Studies. (Students who plan to pursue a graduate program that requires a strong foundation in economics should consider the International Economics major offered by the Business and Economics Department.)*

25.23.3 International Studies Major — The Global South track

The Global South examines the characteristics of regions in what has come to be called the "Global South," especially Latin America, Africa, and Asia. It investigates how the evolution of these regions relates to social, political and economic systems. Students are introduced to a variety of disciplinary and theoretical approaches to the study of international development; graduates better understand the history and legacy of colonialism, the conditions that create or resolve poverty, and relations between the Global South and North. 1. **Seven** international studies core courses (See above.) 2.

25.23.4 Courses in Interdisciplinary Studies

- **INT 494 Internship** An internship related to the student 2019s field of interdisciplinary study supervised by the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisites: junior standing and approval of an interdisciplinary major.

25.24 International Studies

Chaimov (Administrative Coordinator).

25.24.1 International Studies Major

A major in international studies, in any track, requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

25.24.2 International Studies Core Courses (required of students completing a major in international studies):

1. IS 116 Intro to International Studies
2. ANT 116 Cultural Anthropology
3. POL 258 World Politics
4. ECO 175 Principles of Macroeconomics
5. **Two** world language courses, numbered 125 or above in Spanish or French, 115 or above in another language.
6. A term-long study abroad experience, subject to prior approval by the International Studies program committee.
7. IS 464 International Studies Colloquium

NOTE: *International Studies majors select one of the following tracks: The Global South, International Relations, or Global Cultural Studies. (Students who plan to pursue a graduate program that requires a strong foundation in economics should consider the International Economics major offered by the Business and Economics Department.)*

25.24.3 International Studies Major — The Global South track

The Global South examines the characteristics of regions in what has come to be called the "Global South," especially Latin America, Africa, and Asia. It investigates how the evolution of these regions relates to social, political and economic systems. Students are introduced to a variety of disciplinary and theoretical approaches to the study of international development; graduates better understand the history and legacy of colonialism, the conditions that create or resolve poverty, and relations between the Global South and North. 1. **Seven** international studies core courses (See above.) 2. ECO 215 Prin Microeconomics 3. **Two** courses to be chosen as indicated from the two lists below. a. **One** of the following: ECO 436 Econ Development **or** Subject to prior approval by the International Studies administrative coordinator: ECO 336 Divergent Economic Growth ECO 446 International Econ b. **One** of the following: POL 386 International Development **or** Subject to prior approval by the International Studies administrative coordinator:
POL 310 International Organizations 4. **Two or more** additional courses from either the courses under #3 or any of the following, subject to prior approval by the International Studies administrative coordinator. (Not more than one of these two courses can be from political science and not more than one of these two courses can be from economics.). At least one course must be completed at the 300 level or above. +++MISSING INFO: c.ant286/486.long +++ ASC 186 Modern South Asia ENG 146 Intro Postcolonial Literature GS 136 Gender in Non-Western World HIS 246 History of Modern China HIS 268 Latin America HIS 286 Modern Middle East HIS 316 Topics in History:Non-Western Persp IS 316 Top in Internl Stds:Non-West Persp POL 266 Latin American Politics POL 276 African Politics POL 286 Asian Politics

25.24.4 International Studies Major — International Relations track

International Relations combines theoretical approaches to and empirical knowledge of state and non-state actors, power, and international structures.
1. **Seven** international studies core courses 2. POL 108 Introduction to Politics 3. POL 310 International

Organizations 4. **Three** courses to be chosen as indicated from the two lists below. No more than two of these three courses can be completed in the Political Science department. a. **One** of the following: ASC 186 Modern South Asia HIS 216 History of Modern Korea (WE) HIS 217 American War in Vietnam HIS 246 History of Modern China HIS 256 History of Modern Japan POL 266 Latin American Politics POL 276 African Politics POL 286 Asian Politics POL 296 Topics Pol Sci: Non-West Persp b. **Two** of the following: +++MISSING INFO: c.ant286/486.long +++ ECO 446 International Econ ECO 495 International Finance HIS 286 Modern Middle East HIS 335 Recent American History II HIS 395 United States Diplomatic History IS 315 Topics in International Studies IS 316 Top in Internl Stds:Non-West Persp POL 305 Terrorism POL 365 American Foreign Policy POL 386 International Development POL 398 Religion & World Politics

25.24.5 International Studies Major — Contemporary European Studies

The Contemporary European Studies track emphasizes the study of cultural commonalities and differences in Europe since the mid-19th century. Contemporary European Studies 1. Seven international studies core courses 2. HIS 365 20th Century Europe 3. POL 298 European Politics 4. **Three** of the following, two of which must be numbered 300 or above. At least two academic disciplines must be represented. ARH 248 Baroque, Rococo, and Neoclassicism ARH 307 Modern and Contemporary Art ENG 393 Study in Cont/Mod British Fiction FRE 158 France & Francophone World FRE 340 French & Fracophone Cinema (WE) HIS 238 Modern France HIS 278 History of the Holocaust (WE) HIS 292 History of Modern England IS 315 Topics in International Studies MU 458 Music History & Literature III REL 138 Modern Judaism REL 148 Islam REL 178 Christianity THE 238 History of Theatre and Drama II A course approved by the International Studies administrative coordinator

25.24.6 Courses in International Studies

- **IS 116 Intro to International Studies** A range of case studies introduces students to the nomenclature and analytical approaches of international studies. Focus areas include migration and human geography; global economics, trade, and development; global governance; media and culture across borders. Global health, the environment, and gender issues are also included.
- **IS 126 HumanRightsBurmeseMigrant** Offers the opportunity during a May-Term residency at a school on the border of Thailand and Myanmar to gain an understanding of the lives of Burmese youth who live as educational migrants in Thailand. Through teacher/ pupil interactions and tutoring students learn about the conditions that drive Burmese children from their homeland to seek an education in a foreign country and about the challenges these children face far from home. Students also gain insight into the rewards and pitfalls of international humnitarian work. Prerequisite: consent of instructor. (Offered May Term only).
- **IS 315 Topics in International Studies** A study of a selected topic or theme in international studies. Topics vary and may include interdisciplinary approaches to human migration, transitional justice, human rights. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to International Studies (IS-116) or consent of instructor.
- **IS 316 Top in Internl Stds:Non-West Persp** Same as Topics in International Studies (IS-315) except selected works focus on Non-Western Perspectives.
- **IS 464 International Studies Colloquium** Majors are required to discuss a set of readings to foster synthesis across the various tracks, submit 15-25 pages of finished writing on an issue in International Studies, and present their work orally to students and faculty. The Colloquium is usually taken during Spring Term of the senior year. Satisfactory completion of the Colloquium is required for graduation with a major in international studies. S/U basis only. Prerequisite: consent of instructor. (0.5 course credit)

25.25 Japanese (Courses Only)

Potter.

25.25.1 Courses in Japanese

- **JPN 106 Images Foreign Culture** A course dealing with the picture of human activity and values given in foreign short stores, novels, films, and other works of art, as well as in historical documents and the like. It celebrates and explores the special character of a national or ethnic identity. Topics vary from year to year. Taught in English.
- **JPN 115 Elementary Japanese I** Beginning Japanese phonology, structure, and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji.
- **JPN 125 Elementary Japanese II** Continuing study of Japanese phonology, structure and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji. Prerequisite: Elementary Japanese I (JPN-115) or consent of instructor.
- **JPN 215 Intermediate Japanese I** Reading and discussion of selected Japanese texts, with continued work on grammatical structures. Increased emphasis on kanji. Prerequisite: Elementary Japanese II (JPN-165) or consent of instructor.
- **JPN 225 Intermediate Japanese II** Reading and discussion of selected Japanese texts, with continued work on grammatical structures. Increased emphasis on kanji. Prerequisite: Intermediate Japanese I (JPN-215) or consent of instructor.
- **JPN 305 Topics in Japanese Language** An advanced study of the Japanese language. May be taken more than once. Prerequisite: Intermediate Japanese II (JPN-225) or consent of instructor.

25.26 Kinesiology

Atwater, Brendes, Chandler, R. Christensen, Galbraith, Gee, Griffith, LeFevre, Libby, Martin, Molinari, Parks, Prunty, Rice, Roberts, E. Rodgers, Rydze (Chair), Snyder, Tiedt, Walter, Woodin.

The kinesiology department's program enables students to earn a major in physical education for teacher certification, a coaching endorsement, a coaching authorization, and a teacher health certification endorsement. Students may also pursue a track that focuses on health and human performance.

25.26.1 Kinesiology Major

A major in Kinesiology requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

25.26.2 Secondary Education Emphasis in Physical Education

1. BIO 155 Organismal & Ecological Biology
2. **One** of the following: BIO 103 Anatomy & Physiology BIO 215 Human Anatomy **AND** BIO 225 Human Physiology
3. KIN 105 Foundations of Physical Movement
4. KIN 165 Master Activity Class for Teachers
5. KIN 175 Prevention & Care Ath Inj
6. KIN 225 Motor Learning
7. KIN 347 Adapted Physical Education
8. KIN 365 Measurement/Eval/Prescription in PE
9. KIN 415 Meth Secondary School PE & Health
10. KIN 440 Org-Admin of PE, Health & Athl
11. KIN 442 Physiology of Exercise
12. KIN 495 Kinesiology

25.26.3 Kinesiology Major — Fitness Development

1. BIO 155 Organismal & Ecological Biology
2. **One** of the following: BIO 103 Anatomy & Physiology BIO 215 Human Anatomy **AND** BIO 225 Human Physiology
3. KIN 105 Foundations of Physical Movement
4. KIN 115 Fundamentals:Exercise & Nutrition
5. KIN 175 Prevention & Care Ath Inj
6. KIN 365 Measurement/Eval/Prescription in PE
7. KIN 440 Org-Admin of PE, Health & Athl
8. KIN 442 Physiology of Exercise
9. **All** of the following courses in the **Strength and Conditioning Group**: KIN 103 PE or KIN 104 PE KIN 103 PE or KIN 104 PE KIN 185 Group Exercise KIN 385 Methods Strength Trng & Condition KIN 405 Program Design KIN 495 Kinesiology **or All** of the following courses in the **Health and Wellness Group**: KIN 125 Public and Consumer Health KIN 135 Concepts of Individual Wellness KIN 155 Substance Abuse

25.26.4 State of Iowa Coaching Endorsement (#55, K-12)

1. Teaching certification in an academic area
2. KIN 175 Prevention & Care Ath Inj
3. KIN 201 Fundamentals of Coaching The Coaching Endorsement (#55, K-12) may be granted to any student with teacher certification completing a major in kinesiology and by taking KIN 205 Theory of Coaching **OR** KIN 201 Fundamentals of Coaching.

25.26.5 State of Iowa Coaching Authorization

1. KIN 175 Prevention & Care Ath Inj
2. KIN 201 Fundamentals of Coaching

25.26.6 State of Iowa Health Certification Endorsement

1. KIN 115 Fundamentals:Exercise & Nutrition
2. KIN 125 Public and Consumer Health
3. KIN 135 Concepts of Individual Wellness
4. KIN 155 Substance Abuse
5. KIN 175 Prevention & Care Ath Inj
6. **One** of the following: NUR 137 Human Sexuality NUR 297 Parent Child Relationships SOC 207 Sociology of the Family

25.26.7 Kinesiology Major — Athletic Training

1. BIO 155 Organismal & Ecological Biology
2. +++MISSING INFO: c.bio215/215L.long +++
3. BIO 225 Human Physiology
4. KIN 105 Foundations of Physical Movement
5. KIN 115 Fundamentals:Exercise & Nutrition
6. KIN 175 Prevention & Care Ath Inj

7. KIN 365 Measurement/Eval/Prescription in PE
8. KIN 442 Physiology of Exercise
9. KIN 495 Kinesiology **All** of the following courses in the Athletic Training Group KIN 110 Emergency Life Skills KIN 210 Athletic Injury Evaluation KIN 410 Athletic Injury Treatment & Rehab

Students interested in the Athletic Training Group track are strongly encouraged to meet with the Kinesiology faculty for informal advising as soon as they have chosen this major. Additional coursework may be needed for those students pursuing a licensure in Athletic Training.

25.26.8 Courses in Kinesiology

- **+++MISSING INFO: c.kin100/102/103/104.long +++** +++MISSING INFO: c.kin100/102/103/104.desc +++
- **KIN 105 Foundations of Physical Movement** The foundations, historical development, professional qualification, and opportunities in the field of physical education. Movement education theory is studied as it applies to all grade levels along with the study of growth, maturation, physical activity and performance in young adolescents.
- **KIN 110 Emergency Life Skills** Incorporates the latest principles of emergency care in order to become effective initial responders. Broader discussion will focus on the efficacy of Good Samaritan laws, while at the same time addressing current changes to society as it relates to these laws. In addition, this course will prepare students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies. Students will gain both the competency and proficiencies associated with learning how to respond to breathing and cardiac emergencies. Successful students will receive a certificate for Adult First Aid/CPR/AED. (0.5 credit)
- **KIN 111 Phys Educ for Elementary Teacher** Emphasizes a survey of modern health and physical education practice in school and community, and the development of exercise in the elementary school through singing games and rhythms, folk and square dancing, games, and sports. (0.5 course credit)
- **KIN 112 Health Educ for Elementary Tchr** Surveys health-related issues that directly affect the lives of young children. Topics include health, fitness, substance abuse, and physical and mental insult. Students learn to identify and respond to children who have been placed at risk. (0.5 course credit)
- **KIN 115 Fundamentals:Exercise & Nutrition** Study and evaluation of existing health patterns, which are tested to elicit positive behavior changes. Principles of exercise physiology and fitness, weight control and human nutrition, and problems associated with malnutrition and overnutrition are included to provide students with concepts for an enhanced lifestyle.
- **KIN 125 Public and Consumer Health** Philosophy and practice of public and community health, including economic, sociological, and legal justification. Examination of health care products, services and consumer protection vehicles in today 2019s marketplace. Information and guidelines enable individuals to select health care products and services intelligently.
- **KIN 135 Concepts of Individual Wellness** Examination of personal health and positive lifestyle through the enhancement of physical, social, and mental/emotional wellness.
- **KIN 155 Substance Abuse** Effects of drugs on the body, problems and risks of drug abuse, and drug education programs are examined.
- **KIN 165 Master Activity Class for Teachers** Covers all phases of the teaching methodology. This class assesses the skill acquisition of the learner. Students model instructional procedure. After introduction of the activity or skill, students pre-test, teach, and assess each other in the activity or skill. Activities and skills include the following: Soccer/ Football/Volleyball, Basketball/ Softball/Track and Field, Racquet Activities, Strength Conditioning/Fitness, Cycling/Bowling/Archery, Dance/Rhythms, and Aquatic Activities.
- **KIN 175 Prevention & Care Ath Inj** Principles of human biology, hygienic applications to the care of the body, and the effects of alcohol and substance abuse. Also covered is the nature of injuries frequently sustained in athletic participation and the control, handling, and care of injuries. This course does not satisfy

any of the requirements for a major in athletic training. Credit is given for Prevention and Care of Athletic Injuries & Laboratory (KIN-175) or Basic Athletic Training (AT-100), not both.

- **KIN 185 Group Exercise** Explores the up-to-date, ever-changing, group aerobic activities available in the 21st century. Students discover the advantages and disadvantages, background, physical benefits, and techniques of performing a variety of group aerobic activities. Prerequisite: Foundations of Physical Movement (KIN-105). (0.5 course credit)
- **KIN 201 Fundamentals of Coaching** Addresses the structure and function of the human body in relation to physical activity, theory and techniques of coaching interscholastic athletics. Topics include professional ethics and legal aspects of coaching as well as the study of human growth and development of children.
- **KIN 202 Family Life Education** Examines family life and human relationships through the practice of equipping and empowering family members to develop knowledge and skills that enhance well-being. The course will examine human sexuality from a biological, psychological, and social perspective. Topics not limited to reproduction, development, communication and expression will be examined across the lifespan. Perspectives include diversity, variations from the majority, and the influence of gender, race, class, religion, sexual orientation, abilities, age, and culture on sexuality and sexual expression. Topics will also include the understanding of families by using the application of family theory and current research in order to understand family dynamics.
- **KIN 205 Theory of Coaching** Sports treated from the standpoint of theory and practice. Topics vary from term to term and include, but are not limited to, football, basketball, baseball and softball, wrestling, track, swimming, and volleyball. May be taken more than once for credit, provided the topics are substantially different. (0.5 course credit)
- **KIN 210 Athletic Injury Evaluation** Introduces students to the procedures used in the examination of injuries involving both the upper and lower extremity. This course will develop a student 2019s systematic ability to identify, evaluate, and monitor commonly experienced orthopedic injuries in athletics. Investigation into surface palpation, goniometry, manual muscle, and special testing will be developed. Prerequisite: Prevention and Care of Athletic Injuries & Laboratory (KIN-175).
- **KIN 215 Psychology of Coaching** An introduction to the area of sport psychology, which focuses on the underlying psychological and psychophysiological factors that influence performance in sports and physical activity. The following topics are emphasized: motivation, positive mental attitude (goal setting, self talk, mental imagery), anxiety/stress, self confidence, concentration, communication skills, sportsmanship, and psychological preparation for competition.
- **KIN 225 Motor Learning** Designed to acquaint students with research findings, empirical evidence, and theoretical constructs regarding the learning and teaching of motor skills. Emphasis placed upon the state of the learner, the learning process, and the conditions for learning. Prerequisite: sophomore standing.
- **KIN 315 Methods Elementary Sch PE & Health** Analysis of the program of physical education and health for the elementary school. Selection of activities, teaching methods, program planning, equipment and facilities, class management, and evaluation is examined. Prerequisite: Practicum in Education (EDU-215) or consent of department chair.
- **KIN 347 Adapted Physical Education** A program of activities adapted for individuals with physical disabilities. Development of a rehabilitative exercise program for correction of physical handicaps or deviations.
- **KIN 365 Measurement/Eval/Prescription in PE** Study of various methods of measurement and evaluation of motor skills and motor performance in physical activity. Construction of skills tests, proper testing procedures, and basic statistics used in evaluating the results covered. Assessment of physical fitness components followed by prescribed activity to improve those components is studied.
- **KIN 385 Methods Strength Trng & Condition** Application of resistance and movement training techniques. Topics include methods of teaching progressions for resistance training, flexibility, speed/agility training, stretching, plyometrics, safety, successful routines, and exercise prescription for beginning to advanced trainees. Prerequisites: Organismal and Ecological Biology (BIO-155), either Human Anatomy (BIO-215) or Anatomy and Physiology (BIO-103), and junior standing. NOTE: Students are encouraged to

complete Advanced Weight Training (PE-103/-104) and Movement Training (PE-103/-104) before enrolling in KIN-385. **NOTE:** *Students are encouraged to complete Advanced Weight Training (PE-103/-104) and Movement Training (PE-103/-104) before enrolling in KIN-385.*

- **KIN 405 Program Design** A theory-based course that discusses different strength and conditioning techniques used to program workouts for students, athletes, and members of the community. The course examines physiological factors, such as volume, intensity, rest, frequency, duration, and the acute and chronic effects of exercise. Students design and evaluate their own strength and conditioning programs based on the needs of the individual. Prerequisite: Methods of Teaching Strength Training and Conditioning (KIN-385).
- **KIN 410 Athletic Injury Treatment & Rehab** Introduces various forms of individualized exercise and rehabilitation programs used in an athletic injury setting. Didactic and laboratory components provide the background and practical application of the principles and techniques related to the rehabilitation of injuries. Students will be able to identify signs and symptoms of the healing process, describe the indications and contraindications of treatment, and instruct patients on proper technique and execution of rehabilitation exercises. Surgical and non-surgical orthopedic injury rehabilitation protocols discussed with a special emphasis given to progressions back to sport. Prerequisite: Prevention and Care of Athletic Injuries & Laboratory (KIN-175) & Kinesiology (KIN-495).
- **KIN 415 Meth Secondary School PE & Health** Analysis of the program of physical education for the secondary schools. Selection of activities, teaching methods, program planning, equipment and facilities, class management, and evaluation. Includes 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair.
- **KIN 440 Org-Admin of PE, Health & Athl** Objectives, principles, and methods of organization and administration of physical education, health education, recreation, and athletics in elementary and secondary schools, as well as colleges. Prerequisite: sophomore standing.
- **KIN 442 Physiology of Exercise** The study and evaluation of the effects of exercise upon the biological control systems of the human body. Topics include bioenergetics, exercise metabolism, endocrine function during and cardiopulmonary response to exercise, neuromuscular function, acid-base regulation, temperature regulation, and the effect of endurance training on various organ systems. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-103).
- **KIN 444 Ind Study-Phys Ed** Independent investigation of a selected project in Physical Education under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: consent of instructor and department chair.
- **KIN 494 Internship in Kin, Health & Rec** Investigation of kinesiology, health, or recreation through voluntary field placement supervised by a faculty member of the department. Not available to prospective teachers in physical education. A minimum of 140 hours on-site experience is required. S/U basis only. One credit may be counted toward a major in kinesiology. Prerequisites: declared major in kinesiology or interdisciplinary major and consent of department chair.
- **KIN 495 Kinesiology** Application of the principles of structure and mechanics involved in human movement. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-103).

25.27 Literature

Sodeman (Administrative Coordinator).

The following requirements are designed to provide a framework within which the student can shape a program to suit individual interests: 1. ENG 301 The Art of Literary Research 2. **One** of the following: LIT 464 Seminar in World Literature A course by arrangement chosen in consultation with Literature Administrative Coordinator 3. **Two** world language courses in the same language, intermediate or advanced, taken at Coe College with permission of Literature Administrative Coordinator.

4. **At least** one literature course taught in a world language 5. **Six** courses to be chosen in consultation with the Literature Administrative Coordinator as indicated from the two lists below. No more than three from the English department can be counted in the six courses. a) **At least** four courses from the following list: courses in literature in translation courses in English and American literature and in creative writing offered by the English department literature courses taught in a world language linguistics courses offered by the English or world language departments Independent Study b) **One or more** courses from the following list of core courses to bring the total number of elective courses to six: AAM 137 African American Literature or ENG 137 African American Literature ENG 110 Ancient Mythology ENG 207 Gender & Lit:US Pluralism

25.27.1 Senior Seminar Course

- **LIT 464 Seminar in World Literature** Required of all literature majors in the senior year. While the subject changes from year to year, the seminar explores how literature from different countries relates to other human activities and disciplines. Thus, the emphasis may be on a historical period (literature and politics in the Renaissance); on an interdisciplinary topic (literature and Freudian analysis); or on a cross-cultural mix (literature, games and play). When the number of senior majors is too small to justify offering the seminar, other arrangements are made for majors to satisfy this requirement: either independent study or participation in an English department seminar, with the stipulation that the term paper be on a topic in comparative literature.

25.28 Latin (Courses Only)

Langseth.

25.28.1 Courses in Latin

- **CLA 155 Latin/Greek Origins Med Terminology** Examines the origins of contemporary medical terminology, in part by studying the development of a distinct technical vocabulary, with historical roots in the Greco-Roman, Arabic, and Modern-European worlds, which developed as physicians discovered distinct ways of communicating both with their patients and with each other.
- **LTN 115 Basic Latin** An intensive examination and analysis of Latin grammar and syntax. Selected readings from the great literary works of the Republic and Empire. A combination of lecture, drill work, and discussion. Prerequisite: no prior instruction in Latin or fewer than two terms of secondary school Latin and consent of instructor.
- **LTN 125 Selected Readings in Latin** Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from selected authors. Combination of lecture, drill work, and class discussion. Prerequisite: Basic Latin (LTN-115) or two or more terms of secondary school Latin and consent of instructor.
- **+++MISSING INFO: c.ltn284/384.long +++** +++MISSING INFO: c.ltn284/384.desc +++

25.29 Molecular Biology (Collateral Major)

Leonardo (Administrative Coordinator). This major might be considered by students interested in finding technical positions in academia or industry after graduation or those planning to pursue a graduate program in molecular biology, cell biology, or microbiology.

25.29.1 Collateral Major in Molecular Biology

A major in molecular biology requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of a primary major in biology is required (see **?@sec-biology**). Students choosing a collateral major in Molecular Biology may not select the collateral major in Biochemistry. 1. CHM 221 Organic Chemistry I 2. CHM 321 Organic Chemistry II 3. CHM 322 Organic Laboratory 4. +++MISSING INFO: c.bio345/345L.long +++ 5. BIO 405 Current Topics in Molecular Biology 6. One of the following: +++MISSING INFO: c.chm431/431L.long +++ +++MISSING INFO: c.chm432/432L.long +++ 7. One of the following sequences: +++MISSING INFO: c.bio325/325L.long +++ +++MISSING INFO: c.bio415/415L.long +++ +++MISSING INFO: c.bio435/435L.long +++ +++MISSING INFO: c.bio455/455L.long +++ Strongly recommended: One of the following sequences: +++MISSING INFO: c.phy165/165L.long +++ and +++MISSING INFO: c.phy175/175L.long +++ +++MISSING INFO: c.phy185/185L.long +++ and +++MISSING INFO: c.phy195/195L.long +++

25.30 Mathematical Sciences

Cross (Chair, Fall), Herron, Hostetler, Hughes, Miller, Stobb, White (Chair, Spring).

The department of mathematical sciences offers a complete range of courses, with majors and minors available in COMPUTER SCIENCE, DATA SCIENCE and MATHEMATICS, as well as courses in statistics for additional breadth. The department adheres to its belief that the mathematical sciences and the habits of mind that they engender are components of a fine liberal arts education.

25.30.1 Mathematics Major

A major in mathematics requires a minimum cumulative 2.0 GPA in all courses counted toward the major. 1. MTH 135 Calculus I 2. MTH 145 Calculus II 3. MTH 215 Foundations of Advanced Mathematics 4. MTH 255 Calculus III 5. MTH 265 Linear Algebra 6. MTH 385 Modern Algebra I 7. CS 125 Computer Science I 8. **One** of the following: MTH 415 Real Analysis I MTH 445 Complex Analysis 9. **Three** of the following: STA 315 Probability & Statistics I STA 325 Probability & Statistics II MTH 305 Advanced Geometry MTH 325 Differential Equations WE MTH 395 Modern Algebra II MTH 415 Real Analysis I (if not used to satisfy #8) MTH 425 Real Analysis II MTH 444 Ind Study-Math MTH 445 Complex Analysis (if not used to satisfy #8) MTH 455 Mathematical Modeling MTH 463 Set Theory & Toplogy MTH 484 Special Topics **NOTE:** *A course in statistics and a course in geometry are required for the Iowa teaching endorsement in mathematics at either the elementary or secondary school level. Students planning to teach should consult with faculty in the education department.*

25.30.2 Mathematics Minor

1. MTH 135 Calculus I
2. MTH 145 Calculus II
3. MTH 215 Foundations of Advanced Mathematics
4. **Three** of the following: STA 315 Probability & Statistics I STA 325 Probability & Statistics II MTH 255 Calculus III MTH 265 Linear Algebra MTH 305 Advanced Geometry MTH 325 Differential Equations WE MTH 385 Modern Algebra I MTH 395 Modern Algebra II MTH 415 Real Analysis I MTH 425 Real Analysis II MTH 444 Ind Study-Math MTH 445 Complex Analysis MTH 455 Mathematical Modeling MTH 463 Set Theory & Toplogy MTH 484 Special Topics

25.30.3 Courses in Mathematics

- **MTH 105 Mathematics in Todays World** An introduction to contemporary mathematical thinking with emphasis on its connections to society. Logical thinking and the ability to read critically are interwoven with elementary mathematical skills. The course concentrates on discussions about mathematics 2014about its nature, its content, and its applications to a variety of topics, such as management science, social choice, and the geometry of size and shape. This course is appropriate for a varied audience. Some ability in arithmetic, geometry, and elementary algebra is assumed. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences.
- **MTH 135 Calculus I** An introduction to the concepts of limits, continuity, differentiation of elementary functions, applications, definite and indefinite integrals, and the Fundamental Theorem. Prerequisite: three years of secondary school mathematics, Algebra and Trigonometry (MTH-115), or consent of instructor.
- **MTH 145 Calculus II** Further study of the techniques of differentiation and integration, the calculus of exponential, logarithmic and trigonometric functions, sequences, series, and applications. Prerequisite: Calculus I (MTH-135) or consent of instructor.
- **MTH 215 Foundations of Advanced Mathematics** A survey of material common to all advanced study of mathematics, including elements of formal logic, axiomatic set theory, induction, relations, functions, cardinality, and various other topics in discrete mathematics. This course is specifically intended to serve both as a transition to upper-division mathematics courses and also as a survey of some areas of mathematics important for future teachers of mathematics and related fields. Prerequisite: Calculus I (MTH-135) or consent of instructor.
- **MTH 255 Calculus III** Further study of curves, surfaces, power series, partial derivatives, iterated and multiple integrals, and an introduction to differential and integral vector calculus. Prerequisite: Calculus II (MTH-145) or consent of instructor.
- **MTH 265 Linear Algebra** A study of the elementary concepts of vector spaces, including matrix algebra, basis and dimension, inner products, linear transformations. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.
- **MTH 305 Advanced Geometry** A course designed to give the student an introduction to the modern approaches to geometry at an advanced level. Topics include foundations, Euclidean, projective, and non-Euclidean geometries. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.
- **MTH 325 Differential Equations WE** The theory, solution, techniques, and applications of elementary types of ordinary differential equations. Prerequisite: Calculus III (MTH-255) or consent of instructor.
- **MTH 385 Modern Algebra I** A rigorous introduction to advanced algebra. Topics include mappings, operations, groups, rings, fields, integral domains, and homomorphisms. Prerequisite: Linear Algebra (MTH 2013265) or consent of instructor.
- **MTH 395 Modern Algebra II** A continuation of Modern Algebra I (MTH 385), including homomorphisms, permutation groups, symmetry, unique factorization domains, quotient rings, and field extensions. Prerequisite: Modern Algebra I (MTH-385). (Offered on an occasional basis)
- **MTH 415 Real Analysis I** A rigorous introduction to selected topics in analysis. Topics selected from number systems, Euclidean spaces, metric spaces, limits, continuity, derivatives, and integrals. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215).
- **MTH 425 Real Analysis II** A continuation of Real Analysis I (MTH-415), including a study of such topics as Riemann Stieltjes and Lebesque integration, series and series expansions. Prerequisite: Real Analysis I (MTH-415). (Offered by arrangement)
- **MTH 444 Ind Study-Math** An opportunity for independent and intensive study in mathematics. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: appropriate background courses depending on the nature of the work planned and consent of department chair.
- **MTH 445 Complex Analysis** An introduction to the theory, techniques, and applications of functions of a complex variable. Topics include elementary and analytic functions, limits, differentiation, integration,

series, mappings, and applications. Prerequisite: Calculus III (MTH-255) or consent of instructor.

- **MTH 454 Research in Mathematics** Individual or group investigation with a mathematics faculty member on a research topic of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course is offered on an P/NP basis and does not satisfy any of the requirements for a major or minor in computer science. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisites: Foundations of Advanced Mathematics (MTH-215) and consent of instructor. (0.2-1.0 credit; Offered by arrangement)
- **MTH 455 Mathematical Modeling** An introduction to the application of mathematical techniques used in the solution of real world problems. These techniques include interpolation, ordinary differential equations, taylor series expansions, curve fitting, matrix inversion, numerical differentiation, and integration. Prerequisites: Computer Science I (CS-125), Foundations of Advanced Math (MTH-215), and Differential Equations (MTH-325) or consent of instructor.
- **MTH 463 Set Theory & Toplogy** A rigorous introduction to abstract set theory and to metric and topological spaces, including a discussion of such topics as separation, connectedness, and compactness. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.
- **MTH 484 Special Topics** An opportunity to study current and topical material unavailable through the regular catalog offerings. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.
- **MTH 494 Internship in Mathematics** Investigation of a career area related to the student 2019s interest in mathematics supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in mathematics. Prerequisites: junior standing and consent of department chair.

25.31 Music

Benson, Brewer, Carson (Chair), Falk, Hanisch, Lawrence, Lovegood, Shanley, Weiler, B. Wolgast, Zeidieh

Teaching Artists: Altfillisch, Bishop, Brumwell, Capistran, Farley, Fleer, Hall, Harris, Holmes-Bendixen, Marrs, Morton, Nagel, Nothnagle, Phelps, Reznicow, Rothrock, Schamberger, Sentman, Terrell, Wissenberg, M. Wolgast

All Coe students are encouraged to participate in music as part of their liberal arts education. Choral and instrumental ensembles, private lessons in applied music, and academic courses are open to non-music majors.

The *Coe College Music Department Faculty/Student Handbook* supplements the descriptions of courses and requirements for music majors and outlines departmental policies and procedures. Copies of the *Handbook* are available in the Music Office, Marquis Hall 103 or online at `www.coe.edu/academics/majors-areas-study/music`.

Students who major in music may select either the Bachelor of Arts degree or the Bachelor of Music degree.

25.31.1 BACHELOR OF MUSIC

Candidates for the **BACHELOR OF MUSIC** degree must successfully complete: 1. **Six** theory and history courses with a grade of "C" (2.0) or higher: MU 109 Theory of Music I/+++MISSING INFO: c.mu109L.long +++ MU 209 Theory of Music II/+++MISSING INFO: c.mu209L.long +++ MU 309 Theory of Music III/+++MISSING INFO: c.mu309L.long +++ MU 255 Music History & Literature I MU 355 Music History & Literature II MU 458 Music History & Literature III 2. MU 285 Conducting I 3. First-Year Experience requirements (see Chapter 10) 4. The writing emphasis requirement of the general education requirements for the B.A. degree (see Chapter 11) 5. The *Keyboard Fundamentals Examination* by the end of the sophomore year. Exceptions must be approved by a majority vote of the music faculty. After successful completion of

this examination, credits may be accumulated toward a secondary performance area in piano. **NOTE:** *A description of this examination is given in the Coe College Music Department Faculty/Student Handbook at https://www.coe.edu/academics/majors-areas-study/music* 6. The Bachelor of Music Advanced Standing Assessment (BMASA), an audition evaluation whereby the music faculty assesses the suitability of a student for student teaching or for the presentation of a senior recital. Students performing at the approved level are permitted to register for lessons and classes at the Advanced Level, leading to student teaching or the presentation of a senior recital. Students who are not recommended for study at the Advanced Level are required to select a degree program other than the Bachelor of Music program, or to reapply in a later term.
7. The Senior Assessment Examination in the final term prior to graduation. 8. **One** of the four areas of study applicable towards the Bachelor of Music degree:

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**Composition**
1. MU 195 Music Production
2. MU 409 Theory of Music IV/+++MISSING INFO: c.mu409L.long +++
3. MUA 413 Orchestration
4. MUA 423 Saxophone (Adv Std)
5. **Eight** terms of participation in the Applied Music Course, which must include four terms each o
6. **One** course each from the social sciences, natural sciences, and humanities. (New York Term may
7. **Two** courses in French in consecutive terms (may not be used to satisfy the humanities requirem
8. **Two** additional non-music courses
9. MUA 490 Senior Recital

**Keyboard and Instrumental Performance**
1. MU 409 Theory of Music IV/+++MISSING INFO: c.mu409L.long +++
2. **Four** of the following:
    MU 140 Film Music
    MU 151 Record Label
    MU 157 Introduction to Jazz History
    MU 195 Music Production
    MU 270 Musical Theatre Acting
    +++MISSING INFO: c.mu166/284.long +++
    MU 385 Conducting II
    MU 444 Ind Study-Music
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    +++MISSING INFO: c.mua134V.long +++
    +++MISSING INFO: c.mua413V.long +++
    +++MISSING INFO: c.mua423V.long +++
    One course credit in MUA-courses beyond those required in the Applied Music Course.
3. **Eight** terms of participation in the Applied Music Course.
4. **One** course each from the social sciences, natural sciences, and humanities. (New York Term may
5. **Two** courses in French in consecutive terms (may not be used to satisfy the humanities requirem
6. MUA 490 Senior Recital

**Vocal Performance**
1. +++MISSING INFO: c.mua133V.long +++
2. +++MISSING INFO: c.mua134V.long +++
3. MU 409 Theory of Music IV/+++MISSING INFO: c.mu409L.long +++
4. **Four** of the following:
    MU 140 Film Music
    MU 151 Record Label
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    MU 157 Introduction to Jazz History
    MU 195 Music Production
    MU 270 Musical Theatre Acting
    +++MISSING INFO: c.mu166/284.long +++
    MU 385 Conducting II
    MU 444 Ind Study-Music
    +++MISSING INFO: c.mua133V.long +++
    MUA 413 Orchestration
    MUA 423 Saxophone (Adv Std)
    One course credit in MUA-courses beyond those required in the Applied Music Course.
5. **Eight** terms of participation in the Applied Music Course.
6. **One** course each from the social sciences, natural sciences, and humanities. (New York Term may
7. **Two** courses in French in consecutive terms (may not be used to satisfy the humanities requirem
8. MUA 490 Senior Recital

**Music Education (Vocal or Instrumental)**
To complete the Vocal or Instrumental Music Education area of study in four years, a student must beg
In addition to the following requirements, according to state regulations, all teachers in Iowa "shal
1. EDU 105 Foundations of Education
2. EDU 117 Exceptional Learners
3. EDU 187 Human Relations
4. EDU 195 Educ Psychology & Development
5. EDU 219 Educational Technology Lab
6. MU 205 Practicum in Music Education
7. MU 360 Elementary & General Music Methods
8. **One** of the following:
    MU 361 Choral Music Methods, MU 362 InstrMusMethChrlTeachr, and +++MISSING INFO: c.mua134.long ++
    MU 363 Instrumental Music Methods and MU 364 ChrlMusMethInstTeach (for Instrumental Music Educati
9. MU 385 Conducting II
10. MU 421 Student Teaching Elementary Music
11. MU 422 Student Teaching Secondary Music
12. **Seven** terms of participation in the Applied Music Course.
13. Fulfillment of the general licensure grade point requirement (minimum 2.7 cumulative and in the m
**NOTE:** *A recital is not required to complete the music education area of study but may be given w
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25.31.2 BACHELOR OF ARTS: MUSIC MAJOR

Candidates for the **BACHELOR OF ARTS** degree with a major in music must successfully complete: 1. MU 109 Theory of Music I/+++MISSING INFO: c.mu109L.long +++ 2. MU 209 Theory of Music II/+++MISSING INFO: c.mu209L.long +++ 3. MU 309 Theory of Music III/+++MISSING INFO: c.mu309L.long +++ 4. MU 458 Music History & Literature III 5. **Four** terms of participation in the Applied Music Course with piano as the primary or secondary performing area. 6. **One** of the following: MU 255 Music History & Literature I MU 355 Music History & Literature II 7. **One** of the following (if not used to satisfy #6): +++MISSING INFO: c.mua131V.long +++ MU 140 Film Music MU 151 Record Label MU 157 Introduction to Jazz History MU 195 Music Production MU 255 Music History & Literature I MU 270 Musical Theatre Acting +++MISSING INFO: c.mu166/284.long +++ MU 285 Conducting I MU 355 Music History & Literature II MU 409 Theory of Music IV +++MISSING INFO: c.mua133V.long +++ +++MISSING INFO: c.mua134V.long +++ 8. The Senior Assessment Examination in the final term prior to graduation

25.31.3 Jazz Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Jazz. Concurrent completion of a major in music is required. A minimum of 6.1 course credits must be taken that do not count toward a major in music. 1. MU 157 Introduction to Jazz History 2. MU 409 Theory of Music IV/+++MISSING INFO: c.mu409L.long +++ 3. **Five** terms of MUA 102 Jazz & Improvisation Lab 4. **Seven** terms of MUA 101 Jazz Ensemble 5. **Two** terms of +++MISSING INFO: c.mua102K.long +++ 6. **Two** terms of +++MISSING INFO: c.mua103K.long +++ 7. AAM 107 Intro to African American Studies

25.31.4 Music Industry Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Music Industry. Concurrent completion of a major in music is required. A minimum of 6.5 course credits must be taken that do not count toward a major in music. 1. MU 195 Music Production 2. MU 202 Arts Administration 3. **One** of the following: PR 205 Public Relations RHE 265 Professional Writing 4. **One** of the following: BUS 250 Principles of Management BUS 330 Principles of Marketing 5. **Three** terms of MU 151 Record Label 6. **Two** terms of MU 251 Record Label Seminar

25.31.5 Musical Theatre Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Musical Theatre. Concurrent completion of a major in music with voice as the primary instrument is required. A minimum of 6.4 course credits must be taken that do not count toward a major in music. 1. THE 150 Acting I 2. THE 170 Voice & Diction 3. THE 270 Musical Theatre Acting 4. **Two** terms of +++MISSING INFO: c.mua202V.long +++ with musical theatre repertoire (may not be used to satisfy the requirement of #1) 5. **One** additional course credit in practical musical theatre chosen from a combination of the following: +++MISSING INFO: c.mua130V.long +++ +++MISSING INFO: c.mua131V.long +++ A musical theatre internship approved by the music or theatre arts department 6. **Six** seven-week dance courses (DAN-101 through DAN-142) (0.2 cc)

25.31.6 Pre-Music Therapy Emphasis

Students completing a **BACHELOR OF ARTS** degree may choose to supplement their music major with an Emphasis in Pre-Music Therapy. Concurrent completion of a major in music is required.
The Bachelor of Arts in Music, Pre-Music Therapy Emphasis, is designed to prepare students to apply to a Music Therapy certification program. It is not a free-standing major, and it does not include music therapy courses. Rather, the courses listed below are intended to better prepare Bachelor of Arts in Music students for future study in Music Therapy at an academic program approved by the American Music Therapy Association. Students must complete all requirements for a Bachelor of Arts in Music, in addition to the courses listed below. These include 5 non-music course credits and 2 additional music course credits for a minimum total of 7 course credits that must be taken that do not count toward a major in music.
Courses taken to satisfy requirements in the Bachelor of Arts in Music may NOT also be used to satisfy the requirements of the Pre-Music Therapy Emphasis below, but all courses MAY be used towards general education requirements. 1. PSY 100 Introductory Psychology 2. BIO 103 Anatomy & Physiology 3. BIO 155 Organismal & Ecological Biology & +++MISSING INFO: c.bio155L.long +++ (concurrent with BIO-155) 4. **One** of the following: EDU 117 Exceptional Learners EDU 187 Human Relations EDU 195 Educ Psychology & Development PSY 235 Abnormal Psychology PSY 315 Learning & Behavior 5. **One** of the following: THE 100 Introduction to Theatre THE 150 Acting I THE 160 Movement for the Stage THE 170 Voice & Diction THE 270 Musical Theatre Acting 6. **Two** credits (or more) from the following: MU 195 Music Production MU 285 Conducting I MU

409 Theory of Music IV +++MISSING INFO: c.mua102K.long +++ Additional terms of ensemble participation, beyond those required for the Bachelor of Arts in Music: Concert Band (0.3 each), Jazz Band (0.2 each), Concert Choir (0.3 each), Chorale (0.2 each), Orchestra (0.3 each), or Handbells (0.2 each) Additional terms of hour lessons, beyond those required for the Bachelor of Arts in Music, on your primary instrument (0.6 each): +++MISSING INFO: c.mua104K.long +++ +++MISSING INFO: c.mua151S.long +++ +++MISSING INFO: c.mua300A.long +++

Strongly recommended: - MU 255 Music History & Literature I **or** MU 355 Music History & Literature II (whichever is not taken to fulfill the BA in Music requirement) - MU 285 Conducting I and MU 385 Conducting II - Additional music performance courses (ensembles and lessons) - Additional theatre, art, biology, business, education, psychology, sociology, and statistics courses - Fulfill the academic practicum requirement with a music therapy-related internship

25.31.7 Music Minor

The minor in music consists of six course credits. At least four of these credits must be MU courses. MUA credits (lessons and ensembles) must be taken as the Applied Music Course if they are to apply to the music minor. Individual partial credit courses may not accumulate toward credit for a minor in music.

25.31.8 Departmental Notes

- Private music lessons are available for credit only. Declared music majors who have achieved junior status (see **?@sec-class-designation**) and who perform in a major ensemble are not charged for lessons. Other Coe students are charged by term according to the total registered lesson credit (see **?@sec-financial-information**). Students who have not attended three lessons by the end of the third week of classes are dropped from music lessons and may be reinstated only by petition. After the third week of lessons, students will be charged for the full term, even if they choose to drop.
- Attendance at the numerous musical events on campus throughout the year is an essential part of the student's musical training. Students taking lessons for 0.6 credit must attend a specific number of these events each term and the weekly Recital Hour. They must also perform in Recital Hour once each term, except for the first term of the first year of study.

25.31.9 APPLIED MUSIC

25.31.10 The Applied Music Course

Intensive studies in performance and repertoire through lessons, ensembles, pedagogy, and techniques. The applied music course requirements are: 1. An hour lesson each week, as specified in the *Coe College Music Department Faculty/Student Handbook* for each major, along with participation and attendance at the weekly Recital Hour and concerts as described above in *Departmental Notes*. (0.6 course credit) 2. Participation in one of the following ensembles, as assigned by audition: Concert Band, Concert Choir, Orchestra, Chorale. 3. Additional ensembles, lessons, or courses in pedagogy, techniques, and literature (0.1-0.6 course credit) that are required for any of the areas of study that lead to one of the music degrees. The *Coe College Music Department Faculty/Student Handbook* (see above) contains descriptions and additional information about these ensembles and courses. **Prerequisite:** an audition; consent of department chair.

25.31.11 APPLIED MUSIC CLASSES

Artist teachers in violin, viola, cello, string and electric bass, piano, piano accompanying^{+}, harpsichord^{+}, organ^{+}, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, low brass, percussion, guitar, harp, composition^{+}, and voice are available to all students who wish to study applied music. $^{+}$**Prerequisite:** proficiency in piano and consent of instructor.

Composition lessons and classes in keyboard, brass, woodwind, and string literature are also available. Credit for applied music study is granted after the student has satisfactorily passed an examination by a faculty committee (jury exam) at the close of each term. Two hours daily practice per weekly hour lesson are expected of all students taking applied music.

25.31.12 APPLIED BRASSES–LESSONS

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25.31.13 APPLIED COMPOSITION–LESSONS

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MUA 413 Orchestration
MUA 423 Saxophone (Adv Std)

25.31.14 APPLIED KEYBOARD–LESSONS

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25.31.15 APPLIED PERCUSSION–LESSONS

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25.31.16 APPLIED STRINGS–LESSONS

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25.31.17 APPLIED VOICE–LESSONS

(Offerings vary each term and include sight singing and/or Alexander Technique.) +++MISSING INFO: c.mua101V.long +++ +++MISSING INFO: c.mua110V.long +++ +++MISSING INFO: c.mua202V.long +++ +++MISSING INFO: c.mua303V.long +++ +++MISSING INFO: c.mua300A.long +++

25.31.18 APPLIED WOODWINDS–LESSONS

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25.31.19 APPLIED PEDAGOGY/ ENSEMBLE AND LITERATURE

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25.31.20 APPLIED TECHNIQUES

MUA 143 Instrumental Techniques:Strings
MUA 153 Instr Tech:Single Reeds & Flute
MUA 163 Instr Tech: Double Reeds
MUA 173 Instr Tech: High Brass
MUA 183 Instr Tech: Low Brass
MUA 193 Instr Tech: Percussion

25.31.21 COURSES IN MUSIC BY CATEGORY

25.31.22 ENSEMBLES

Ensembles are open, by audition, to all Coe students, as well as being required of all students pursuing a degree in music. Credit for participation in these regularly-offered ensembles is available under the following schedule. Students are encouraged to participate in these ensembles as often as possible. Additional ensembles, offered on a periodic basis, are listed in the *Coe College Music Department Faculty/Student Handbook*. MUA 100 Concert Band MUA 101 Jazz Ensemble MUA 102 Jazz & Improvisation Lab MUA 103 Symphony Orchestra MUA 104 Concert Choir MUA 105 Crimson Singers MUA 110 Vocal Jazz Ensemble MUA 111 Coe Handbell Ensemble +++MISSING INFO: c.mua130V.long +++ +++MISSING INFO: c.mua131V.long +++ MUA 284 Applied Music: Special Topics

25.31.23 GENERAL SURVEY COURSES

MU 100 Experiencing Music
MU 101 Music Fundamentals
MU 140 Film Music
MU 151 Record Label

MU 251 Record Label Seminar
MU 157 Introduction to Jazz History
MU 161 Hip Hop Workshop
MU 166 Topics in Music:Non-Western Perspct
MU 270 Musical Theatre Acting
MU 284 Topics in Music
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25.31.24 THEORY COURSES

MU 109 Theory of Music I
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MU 209 Theory of Music II
+++MISSING INFO: c.mu209L.long +++
MUA 211 Group Sight-Singing Lessons
MU 309 Theory of Music III
+++MISSING INFO: c.mu309L.long +++
MU 409 Theory of Music IV
+++MISSING INFO: c.mu409L.long +++

25.31.25 COMPOSITION COURSES

MU 195 Music Production
MUA 413 Orchestration
MUA 423 Saxophone (Adv Std)

25.31.26 CONDUCTING COURSES

MU 285 Conducting I
MU 385 Conducting II

25.31.27 HISTORY COURSES

MU 255 Music History & Literature I
MU 355 Music History & Literature II
MU 458 Music History & Literature III

25.31.28 MUSIC EDUCATION COURSES

MU 205 Practicum in Music Education
MU 360 Elementary & General Music Methods
MU 361 Choral Music Methods
MU 362 InstrMusMethChrlTeachr
MU 363 Instrumental Music Methods
MU 364 ChrlMusMethInstTeach
MU 421 Student Teaching Elementary Music

MU 422 Student Teaching Secondary Music
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25.31.29 ADVANCED STUDY IN MUSIC

MUA 490 Senior Recital
MU 444 Ind Study-Music

25.31.30 Courses in Music

MU Prefix - **MU 100 Experiencing Music** Provides a framework for informed music listening and for developing an appreciation for a diverse variety of musical styles. Emphasis is on traditional classical music, with some attention to jazz, electronic, and avant-garde styles. Attendance at live concerts is an integral part of the course. This course does not satisfy any of the requirements for a major in music. - **MU 101 Music Fundamentals** An introduction to the materials of music and an understanding of the musical system. The course includes basic keyboard knowledge as well as beginning song writing. - **MU 109 Theory of Music I** For students majoring in music and other students with background in music. Develops keyboard harmony, melodic and harmonic dictation, improvisation, four-part writing up to and including dominant seventh chords, and introduction to music notation software. Students seeking a BA in Music or one of the Bachelor Music degrees must also register for an appropriate Aural Skills Lab course. Prerequisite: Music Theory Placement exam or consent of the instructor. - **+++MISSING INFO: c.mu109L.long +++** +++MISSING INFO: c.mu109L.desc +++ - **MU 140 Film Music** An introduction to the history, principles, and techniques of music in film. In addition to lecture, film viewing and analysis, critical reading and response, student presentation, and short film-music projects elucidate the genre. - **MU 151 Record Label** Team-oriented class environment offering students practical experience operating 399 Records, a student-run record label. Students make all business and creative decisions, including discovering and developing performing artists on campus, recording, promoting and distributing a finished music product each term. May be taken more than once. (0.5 course credit) - **MU 157 Introduction to Jazz History** Surveys many styles of jazz by studying them in a historical perspective. Listening, discussion, and lecture components are emphasized. (Offered May Term only) - **MU 161 Hip Hop Workshop** Blend of seminar and studio sessions focusing on hip-hop repertoire, beat arrangement, and lyrical structure. Additional emphasis on vocal recording and editing proficiency, as well as active listening exercises to better apply music production techniques to original student works. Participation in the creative process is required, and collaboration among students is encouraged. - **MU 166 Topics in Music:Non-Western Perspct** Same as Topics in Music (MU-165) except the course focuses on topics related to non-Western cultures. - **MU 195 Music Production** Exploration of audio engineering and recording practices, with special attention to electronic and popular music. Overview of intellectual property in the arts, the evolution of audio technology, and cultural movements that influenced new forms of experimental and commercial music. Students are introduced to the fundamentals of acoustics and sound design through audio production software, with hands-on projects detailing methods for producing music in a variety of genres. - **MU 202 Arts Administration** Introduces principles and the development of skills associated with the management of arts organizations. Financial and program planning, audience engagement, marketing and publicity. Supplemental guest lectures by professionals highlight arts advocacy and specific challenges facing nonprofits. - **MU 205 Practicum in Music Education** For students considering the teaching profession. Class discussions and reading assignments explore the purpose of music education in the public schools, requisites of good teachers and good teaching, and basic philosophies and methods of music education. Students spend a minimum of 60 hours observing and assisting public school music teachers in a range of activities. Prerequisites: Educational Foundations (EDU-205) and admission to the Teacher Education Program, or consent of Department Chair. (Offered Spring Term) - **MU 209 Theory of Music II** Continuation of Theory of Music I. Prerequisite: Theory of Music I (MU-109) or consent of instructor. - **+++MISSING INFO: c.mu209L.long +++** +++MISSING INFO: c.mu209L.desc +++ - **MU 251 Record Label Seminar** Same as MU-151, but at an advanced level. In addition

to a weekly seminar providing intensive discussion of music industry topics, students oversee recording sessions and lead development meetings for 399 Records, as well as conduct independent research suitable to career aspirations. Students may not register for both MU-151 and MU-251 in the same term. May be taken more than once for credit for a maximum of 2.0 credits. Prerequisites: junior standing and MU-151 Record Label. (0.5 course credit) - **MU 255 Music History & Literature I** Study of the evolution of western music and musical systems, forms, styles, and media from ancient Near East, Greece, and Rome through the first half of the 18th century. Prerequisite: Theory of Music II (MU- 125) or consent of instructor. - **MU 270 Musical Theatre Acting** A performance-based studio course focusing on the development of basic skills necessary for musical theatre performance. Students become familiar with the specialized requirements necessary for the merging of singing with dramatic action. Periodic performance projects (solos, duets, and ensemble numbers 2014some including dialogue) are supplemented by student research projects. The course is also designed to introduce students to a wide-ranging repertoire of available audition material. Additional rehearsal time outside of class is required. - **MU 284 Topics in Music** A course of selected focus that centers on a particular musical issue, problem, theory, or methodology. Topics vary, and they include, but are not limited to, Advanced Form and Analysis, Rock and Roll History, Music of the 1960 2019s, and Modern Musical Theatre. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: consent of instructor. (Offered on an occasional basis) - **MU 285 Conducting I** Basic conducting techniques: reading, analysis, and interpretation of choral, band, and orchestral literature. Laboratory experience with college ensembles. Prerequisite: Theory of Music III (MU-215) or consent of instructor. - **MU 309 Theory of Music III** Continuation of Theory of Music II, including musicianship training, form and analysis, chromatic harmony, and the basic compositional tools of the 18th and 19th centuries. Prerequisite: Theory of Music II (MU-209) or consent of instructor. - **+++MISSING INFO: c.mu309L.long +++** +++MISSING INFO: c.mu309L.desc +++ - **MU 355 Music History & Literature II** Study of western music of the 18th and 19th centuries in Europe and America. Prerequisite: Theory of Music II (MU-125) or consent of instructor. - **MU 360 Elementary & General Music Methods** Objectives, problems, and methods of teaching elementary music and general music in the schools. Course surveys elementary and general music curricula and develops a functional knowledge of: organization and management; fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities expected. Directed observation in elementary schools required. Prerequisite: Practicum in Music Education (MU-205). (0.5 course credit) (Offered Spring Term) - **MU 361 Choral Music Methods** Objectives, problems, and methods of teaching choral music in the schools. General survey of elementary and secondary choral music curricula and develops a functional knowledge of: organization and management; the changing voice; beginning, intermediate, and advanced choral techniques. Directed observation in elementary and secondary schools required. Credit is given for Choral Music Methods (MU-361) or Choral Music Methods for the Instrumental Teacher (MU-364), not both. Prerequisite: Practicum in Music Education (MU-205) (Offered Spring Term) - **MU 362 InstrMusMethChrlTeachr** Objectives, problems, and methods of teaching instrumental music in the schools. General survey of elementary and secondary instrumental music curricula. Students are introduced to: concert band and orchestral techniques; jazz band techniques; marching band techniques; beginning, intermediate, and advanced band and orchestral techniques. Credit is given for Instrumental Music Methods for the Choral Teacher (MU-362) or Instrumental Music Methods (MU-363), not both. Prerequisite: Practicum in Music Education (MU-205) (0.5 course credit) (Offered Spring Term) - **MU 363 Instrumental Music Methods** Objectives, problems, and methods of teaching instrumental music in the schools. General survey of elementary and secondary instrumental music curricula and develops a functional knowledge of: organization and management; concert band and orchestral techniques; jazz band techniques; marching band techniques; beginning, intermediate, and advanced band and orchestral techniques. Directed observation in elementary and secondary schools required. Credit is given for Instrumental Music Methods for the Choral Teacher (MU-362) or Instrumental Music Methods (MU-363), not both. Prerequisite: Practicum in Music Education (MU-205). (Offered Spring Term) - **MU 364 ChrlMusMethInstTeach** Objectives, problems, and methods of teaching choral music in the schools. General survey of elementary and secondary choral music curricula. Students are introduced to the changing voice and to beginning, intermediate, and advanced choral techniques. Credit is given for Choral Music Methods (MU-361) or Choral Music Methods for the Instrumental Teacher (MU-364), not both. Prerequisite: Practicum in Music Education (MU-205). (0.5 course credit) (Offered Spring Term) - **MU 385 Conducting II**

Continuation of Conducting I. Prerequisite: Conducting I (MU-285). - **MU 409 Theory of Music IV** Further investigation of tonal music, including jazz harmony, harmonic and formal analysis, the rudiments of 18th-century counterpoint, and an introduction to contemporary music. Prerequisite: Theory of Music III (MU-309) or consent of instructor. - **+++MISSING INFO: c.mu409L.long +++** +++MISSING INFO: c.mu409L.desc +++ - **MU 421 Student Teaching Elementary Music** Directed observation and student teaching in the first six grades. Scheduled daily for seven weeks, approximately six hours per day. Prerequisite: satisfactory completion of all other requirements for the Bachelor of Music in Music Education. (2.0 course credits) (Offered Fall Term) - **MU 422 Student Teaching Secondary Music** Directed observation and student teaching in middle school and high school. Scheduled for seven weeks, approximately six hours per day. Prerequisite: satisfactory completion of all other requirements for the Bachelor of Music in Music Education. (2.0 course credits) (Offered Fall Term) - **MU 444 Ind Study-Music** Independent work on a selected project in music under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: background courses and consent of department chair. - **MU 458 Music History & Literature III** Study of the composers and musical developments in Europe and America in the 20th-century, together with the influences of music from other world cultures. Prerequisite: Theory of Music II (MU-125) or consent of instructor.

MUA Prefix - **MUA 100 Concert Band** Open to all woodwind, brass, and percussion players. The ensemble offers students the opportunity to perform some of the great band repertoire of the 20th and 21st centuries, as well as carefully selected transcriptions of orchestral repertoire. A select Wind Ensemble within the Concert Band occasionally performs additional selections from the contemporary repertoire. The Concert Band tours on a regular basis. (0.3 course credit) - **MUA 101 Jazz Ensemble** Membership determined by an audition of interested saxophone, trombone, trumpet, piano, bass, guitar, drum set, and auxiliary percussion players. The ensemble offers students the opportunity to perform varied selections from the jazz repertoire of the 20th and 21st centuries, as well as the opportunity to improvise in the jazz idiom. The Jazz Ensemble tours on a regular basis and performs with three to five guest artists each year. (0.2 course credit) - **MUA 102 Jazz & Improvisation Lab** Open to all interested musicians. The ensemble offers students the opportunity to perform varied selections from the jazz repertoire of the 20th and 21st centuries, as well as the opportunity to improvise in the jazz idiom. The Lab gives students an outlet to practice a secondary instrument and also allows music education majors the opportunity to rehearse and conduct a jazz ensemble. (0.1 course credit) - **MUA 103 Symphony Orchestra** Membership determined by an audition of interested string, woodwind, brass, and percussion players. The ensemble offers students the opportunity to perform varied selections from the symphonic repertoire of the 18th through the 21st centuries, in both full orchestra and string orchestra formats. The Symphony Orchestra also occasionally performs works that feature soloists or combines with the Concert Choir to present masterworks. (0.3 course credit) - **MUA 104 Concert Choir** Membership determined by audition. The ensemble offers students the opportunity to perform a wide variety of repertoire covering many styles from the Renaissance through the 21st centuries. The Concert Choir also occasionally combines with the Symphony Orchestra to present large masterworks, and tours on a regular basis. (0.3 course credit) - **MUA 105 Crimson Singers** Presents concerts each term, on and off campus. Open to all interested musicians who sing. The Crimson Singers is a small auditioned, mixed singing ensemble. Previous singing experience is preferable, it is not required. Students in the Crimson Singers are also encouraged to be members of the Concert Choir. Registration for this course is by audition and the consent of the instructor. (0.2 course credit) - **MUA 110 Vocal Jazz Ensemble** Membership determined by audition. The Vocal Jazz Ensemble offers students the opportunity to perform in a wide variety of vocal and choral styles, with an emphasis on repertoire for smaller vocal ensemble including vocal jazz, madrigals, pop, and music of other cultures. The Vocal Jazz Ensemble may perform either on or off campus and tours on an occasional basis. (0.2 course credit) - **MUA 111 Coe Handbell Ensemble** Provides students the unique opportunity to play English Handbells in a team-ensemble experience. The course focuses on basic through advanced ringing techniques, music-reading skills, rhythmic skills, and coordination skills. Prerequisites: Music Fundamentals (MU-055) or Theory of Music I (MU-115), prior experience in a handbell or other music ensemble, or consent of instructor. (0.20 course credit) - **+++MISSING INFO: c.mua130V.long +++** +++MISSING INFO: c.mua130V.desc +++ - **+++MISSING INFO: c.mua131V.long +++** +++MISSING INFO: c.mua131V.desc +++ - **+++MISS-**

ING INFO: c.mua133V.long +++ +++MISSING INFO: c.mua133V.desc +++ - **+++MISSING INFO: c.mua134V.long +++** +++MISSING INFO: c.mua134V.desc +++ - **MUA 211 Group Sight-Singing Lessons** Study of aural skills in a group setting. Develops ear training and sight-singing proficiencies. Prerequisite: Theory of Music II (MU-209). (0.2 course credit) - **MUA 284 Applied Music: Special Topics** Private study in Applied Music topics not offered in MUA course listings for music majors or other interested and qualified students. The course provides extended, yet tangible, instruction and/or research pertaining to the student's specific applied music specialty or related music interest area. Prerequisites: consent of instructor and department chair. (0.3 and 0.6 course credit) - **MUA 413 Orchestration** nan - **MUA 423 Saxophone (Adv Std)** nan - **MUA 490 Senior Recital** A full-length senior recital in composition or performance area. S/U basis only. Prerequisite: consent of instructor.

25.32 Neuroscience (Collateral Major)

Baker (Administrative Coordinator) Concurrent completion of a primary major in biology, chemistry, or psychology is required. A minimum of six course credits must be taken that do not count toward the student's primary major.

25.32.1 Collateral Major in Neuroscience

1. +++MISSING INFO: c.bio145/145L.long +++
2. +++MISSING INFO: c.bio155/155L.long +++
3. +++MISSING INFO: c.bio375/375L.long +++
4. +++MISSING INFO: c.chm121/121L.long +++
5. +++MISSING INFO: c.chm122/122L.long +++
6. PSY 100 Introductory Psychology
7. PSY 250 Biopsychology
8. PSY 350 Drugs & Behavior
9. PSY 450 Behavioral Neuroscience
10. **Four** courses chosen from the lists below. Unless explicitly listed, associated laboratories are recommended, but not required.

    a. Biology BIO 202 Topics in Evolution BIO 215 Human Anatomy BIO 235 Genetics +++MISSING INFO: c.bio285/285L.long +++ +++MISSING INFO: c.bio345/345L.long +++ BIO 415 Developmental Biology BIO 435 Cell Physiology +++MISSING INFO: c.bio455/455L.long +++
    b. Chemistry +++MISSING INFO: c.chm211/211L.long +++ CHM 221 Organic Chemistry I CHM 321 Organic Chemistry II CHM 421 Advanced Organic Chemistry +++MISSING INFO: c.chm431/431L.long +++ CHM 432 Protein Biochemistry
    c. Philosophy PHL 245 Minds, Brains, and Robots
    d. Psychology PSY 205 Developmental Psychology PSY 235 Abnormal Psychology PSY 315 Learning & Behavior +++MISSING INFO: c.psy325/325L.long +++ PSY 455 Advanced Experimental Psychology (when research topic is appropriate, as determined by the neuroscience administrative coordinator) PSY 464 Seminar in Psychology (when seminar topic is appropriate, as determined by the neuroscience administrative coordinator)

25.33 Nursing

Bursch (Chair), Dehner, Guthrie, Kittrell, Siems, Umbarger-Mackey

A description of policies unique to the nursing department is in the *Nursing Department Student Policies Manual*. Copies of the manual are available in the Nursing Department Office, Stuart Hall 415, and online.

25.33.1 The Bachelor of Science in Nursing Program

The baccalaureate nursing program is designed to prepare students for practice as professional nurses in a variety of settings. The upper division nursing courses draw upon broad and diverse knowledge gained from the liberal arts foundation to support the educational outcomes.

Clinical experiences in the program include working with clients across the age span in a wide spectrum of practice sites. Nurse preceptors are utilized at clinical sites to provide the maximum amount of individual supervision and educational opportunity to students. Coe College nursing faculty provide clinical expertise and education by overseeing student clinical experiences, evaluating and promoting preceptor performance, and engaging in ongoing dialogue with students regarding the application of theory into practice.

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the state board licensing examination for Registered Nurses. They are also eligible for admission to graduate programs in nursing and to advanced nurse practitioner programs. The Coe College nursing program is approved by the Iowa Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE).

Coe College offers two paths to enter the nursing program. Standard entry is for sophomore level (or higher) college students and direct entry is for selected high school seniors. Details for both plans are found in the *Nursing Department Student Policies Manual*. Copies of the manual are available in the Nursing Department Office. At the end of the sophomore year, a student must possess valid licensure, e.g. Licensed Practical Nurse (LPN) or Certified Nursing Assistant (Direct Care Worker). A student with a revoked license from any state will NOT be admitted into the nursing program. In addition, a clinical component may not be taken by a person: a) who had been denied licensure by the State Board of Nursing, b) whose licensure is currently suspended, surrendered or revoked in any United States jurisdiction, c) whose licensure/ registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

The nursing department Admission, Promotion, and Retention committee reviews applications and selects candidates who are best qualified to meet the standards of the nursing profession. Admission to the BSN degree program is competitive. Those applicants who appear to be the most qualified will be admitted. Standard and direct entry students are expected to maintain the eligibility requirements as outlined in the *Nursing Department Student Policies Manual*.

25.33.2 Departmental Notes:

In order to successfully complete a course and be promoted to successive courses, students must: + Achieve a minimum grade of C (2.0) in all nursing courses; a grade of C- (1.7) or lower requires the student to repeat the course. + Achieve a cumulative average of 72% on all exams in a given course.

Candidates for the **Bachelor of Science in Nursing** degree must satisfactorily complete:

1. The general education requirements (see **?@sec-general-education-requirement**).
2. **Eight** required supporting courses:

Biology

Chemistry

Psychology

Sociology

Statistics

BIO 145 Cellular & Molecular Biology BIO 195 Introduction to Microbiology +++MISSING INFO: c.bio215_215l.long +++ BIO 225 Human Physiology

+++MISSING INFO: c.bio111_111l.long +++

PSY 100 Introductory Psychology

SOC 107 Introductory Sociology

+++MISSING INFO: c.sta300.long +++ **or** STA 100 Statistical Reasoning I-Foundations (7 weeks) **and** STA 110 Stats IIA: Inferential Reasoning

Biology BIO 145 Cellular & Molecular Biology BIO 195 Introduction to Microbiology +++MISSING INFO: c.bio215_215l.long +++ BIO 225 Human Physiology

Chemistry +++MISSING INFO: c.bio111_111l.long +++

Psychology PSY 100 Introductory Psychology

Sociology SOC 107 Introductory Sociology

Statistics +++MISSING INFO: c.sta300.long +++ **or** STA 100 Statistical Reasoning I-Foundations (7 weeks) **and** STA 110 Stats IIA: Inferential Reasoning

3. NUR 100 Nursing Issues (0.2 course credit) (Pre-nursing students must enroll each term of the first year. A maximum of two seminars may be counted for credit toward graduation.)

4. NUR 200 Nursing Issues II (0.2 course credit) (Pre-nursing students must enroll each term of the sophomore year. A maximum of two seminars may be counted for credit toward graduation.)

5. **Nine** non-clinical theory course credits: NUR 300 Art & Science of Nursing NUR 305 Information Literacy & Management +++MISSING INFO: c.nur345_345l.long +++ NUR 360 Pharmacological Principles NUR 375 Legal & Ethical Issues in Nursing NUR 425 Nursing Research NUR 430 Community & Population Oriented Nur NUR 431 Wellness in Aging & Chronicity NUR 495 Maternal Newborn Nursing

6. **Four** two-course-credit clinical courses: +++MISSING INFO: c.nur315_315l.long +++ +++MISSING INFO: c.nur355_355l.long +++ +++MISSING INFO: c.nur415_415l.long +++ +++MISSING INFO: c.nur455_455l.long +++

7. A formal NCLEX review course (at the student's expense)

8. All required supporting courses and required nursing courses listed above, with no one specific course repeated more than once and with no more than two different courses repeated.

25.33.3 Courses in Nursing

- **NUR 100 Nursing Issues** +++MISSING INFO: c.dsnur100.desc +++

- **NUR 137 Human Sexuality** See also PSY 137 Human Sexuality , Section 25.39 See also Psychology (PSY-137), p. 170 Examines human sexuality from the psychosocial, biophysiological, and cultural perspective. Topics include, but are not limited to, cultural and historical influences on our current understanding and attitudes toward the human sexual experience; the development of gender roles as they impact upon political, work, and social relationships; cultural aspects of sexuality including intimacy, courtship, marriage, and procreation; and sexuality during developmental changes and alterations in health such as infertility, pregnancy, abortion, cancer, AIDS, and others. Prerequisite: sophomore standing.

- **NUR 200 Nursing Issues II** An introduction to the nursing profession. The seminar provides an opportunity for pre-nursing students to explore the profession of nursing through discussions regarding the domains of nursing knowledge, nursing roles, and nursing skills. May be taken for credit twice. Prerequisite: Nursing Issues (NUR-100) or sophomore standing. (0.2 course credits)
- **NUR 215 Devel Relationship** Investigates theories for successful relationships. The emphasis is on self learning and application of principles involved in healthy and dysfunctional relationships. The students critically review popular literature versus scientific research related to relationship theory. Prerequisite: sophomore standing.

- **NUR 268 Cult Diver & Health** A study of the health practices of diverse cultures within the United States. Culture guides problem solving with regard to life choices, including health. This course examines how culture affects decisions about health and health care. Prerequisite: sophomore standing.
- **NUR 297 Parent Child Relationships** A study of the historical, cultural, ethnic, and religious perspectives on parenting in America, the effects of stress and change on parenting ability, and the challenges and rewards of parenting as children and parents move across the lifespan and experience changes in family composition (blended, single-parent, gay and lesbian), health (sandwich generation and aging), and lifestyle. Prerequisite: sophomore standing.
- **NUR 300 Art & Science of Nursing** Introduces the nursing student to the nursing profession. The concepts of . professional responsibility, accountability, human development, spirituality, values and beliefs, diversity, and death and dying are discussed. Students learn to apply the nursing process, principles of teaching/learning, and therapeutic communication in the practice of individualized nursing care. Preventative nursing strategies in caring for individuals with reduced mobility are introduced. Prerequisite: admission to the Bachelor of Science in Nursing degree.
- **NUR 305 Information Literacy & Management** Introduces the student to the intellectual language, vocabulary, and expectations used in making nursing decisions in practice. Discusses concepts such as data gathering using search methods, organizing, synthesizing and critical evaluation Data information, knowledge, and standardized nursing language are discussed. Prerequisite: acceptance into the Bachelor of Science Nursing degree or consent of instructor. (0.5 course credits)
- **+++MISSING INFO: c.nur315_315l_315c.long +++** Provides the foundation for the integration of assessment data and pathophysiological concepts in the application of the nursing process. Focuses on comprehensive health assessment of diverse individuals across the lifespan. Assessment skills, health histories, and physical exams are practiced. Clinical component provides an opportunity to reinforce health assessment skills with diverse individuals across the lifespan as well as implementing safe, basic patient-centered care. Prerequisites: admission to the Bachelor of Science in Nursing degree; previous or concurrent registration in Art and Science of Nursing (NUR-300). (2.0 course credits)
- **NUR 345 Mental Health Nursing** Introduces the nursing student to the care of persons with at-risk behavioral responses to life processes. The student analyzes theoretical and empirical knowledge from liberal arts and sciences as it applies to diagnosing and treating at-risk behavioral responses to life processes. The students study such topics as alterations in cognition and thought processes, coping responses, self-perception and violence toward self and others. A major component is the use of therapeutic communication skills to provide support that reduce risk, promote positive coping, and reinforce accurate perceptions in patients with alterations in mental health. Prerequisite: Art and Science of Nursing (NUR-300).

- **+++MISSING INFO: c.nur355_335l_335c.long +++** Focuses on holistic care of diverse individuals and families across the life span. Applies the nursing process, emphasizing primary, secondary, and tertiary nursing interventions. in the care of individuals experiencing actual or risk for alterations in renal, gastrointestinal, and musculoskeletal systems. Surgical, dietary, and pharmacological management is integrated. Clinical components reinforce application of the nursing process in the delivery of safe, evidence-based, holistic care.. Prerequisites: Art and Science of Nursing (NUR-300); Pathophysiology and Assessment/Clinical Application (NUR-315); Information Management and Patient Care Technology (NUR-305). (2.0 course

credits)

- **NUR 360 Pharmacological Principles** Basic concepts and principles of administration, pharmacokinetics, pharmacodynamics, and application to basic biophysical concepts for specific pharmacological interventions. A brief overview of the mechanisms of action of select classifications of drugs is included. Prerequisite: acceptance into the Bachelor of Science in Nursing Degree or consent of instructor. (0.5 course credits)

- **NUR 375 Legal & Ethical Issues in Nursing** Focuses on the complexity of moral, legal, and ethical issues in health care. Topics include the legislative and regulatory processes governing healthcare, appraisal of legal risks, ethical principles, current ethical debates in healthcare, and developing trends and ethical conflicts. Students examine and explore one topic in depth. Prerequisite:acceptance into the Bachelor of Science Nursing Degree or consent of instructor .
- **NUR 387 Alternative Therapies for Hlth/Heal** Examines available alternative and complimentary therapies. Risks and benefits of these modalities are assessed to determine if there are solid, scientific rationales for them. Therapies include dietary supplements, mind-body interventions (e.g., meditation), body based methods (e.g., massage), and energy therapies (e.g., Reiki). Prerequisite: sophomore standing.
- **+++MISSING INFO: c.nur415_415l_415c.long +++** Advances and continues the focus of holistic care for diverse individuals, families, groups, and populations across the life span. Applies the nursing process, emphasizing primary, secondary and tertiary nursing interventions, in care of individuals experiencing actual or risk for alterations in integumentary, pulmonary, cardiovascular, endocrine, sensory/neurological, and immune systems. Surgical, dietary and pharmacological management is integrated. Clinical components reinforce application of the nursing process in the delivery of safe, evidence-based, holistic, patient-centered care. Prerequisites: Introductory Concepts in Nursing/Clinical Application (NUR-355). (2.0 course credits)
- **NUR 425 Nursing Research** Study of the research process, the language of research, hypothesis formulation and testing, data collection, and analysis as they relate to the profession of nursing. Discussion of the nurse as a consumer of research with critical evaluation of selected research endeavors. Nursing research project required. The intent of this learning experience is to expose the student to the basic steps of the research process and their relationship to nursing. Prerequisites: R.N., junior, or senior standing in the nursing program, and Statistical Methods in the Behavioral Sciences (PSY-215) or Statistical Reasoning-Statistical Foundations (STA-100) (7 weeks) and Statistical Reasoning IIA (STA-110) (7 weeks).
- **NUR 430 Community & Population Oriented Nur** Focuses on community and population health promotion, and disease/injury prevention. Community oriented nursing roles are discussed. Topics include levels of prevention, risk analyses, harm reduction, causality, epidemiology, biostatistics, study designs, and sources of data applied to population health. Current issues related to disease control and surveillance, screening programs, clinical decision-making, health planning, and evaluation are addressed. Clinical application includes community observation experiences. Prerequisite: previous or concurrent registration in Nursing Research (NUR-425).
- **NUR 431 Wellness in Aging & Chronicity** Examines normal versus abnormal aspects of the aging process. Common health problems of the elderly are discussed. Addresses evidence-based strategies to promote wellness and to assist those living with chronic illnesses. Explores community resources to meet the holistic health needs of diverse individuals, groups, and families. Topics include the impact of culture, gender, stigma, and socioeconomic status on communication and care. Clinical application includes well elderly visits in the community. Prerequisite: Advanced Concepts in Nursing: Clinical Application (NUR-415) or Community and Population Oriented Nursing (NUR-430).
- **NUR 444 Ind Study-Nursing** Guided study of individually chosen topic in nursing with a nursing department faculty member. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: junior standing and consent of instructor.
- **NUR 455 Leadership & Cont Issues in Nursing** +++MISSING INFO: c.nur455_445c.desc +++
- **NUR 494 Internship in Nursing** A clinical practicum on an inpatient health care unit supervised by a faculty member of the department and a professionally prepared R.N. preceptor. A minimum of 140 hours

on-site experience is required. S/U basis only. Prerequisite: Introductory Concepts in Nursing/Clinical Applications (NUR-355/-355L) and consent of department chair.

- **NUR 495 Maternal Newborn Nursing** Analyzes previously learned nursing knowledge and skills to provide safe, holistic patient-centered care for diverse individuals and families during normal and high risk pregnancy, labor, delivery, and the postpartum-neonatal period of life. Includes concepts and issues in reproductive health of men and women using a developmental framework. Surgical, dietary, and pharmacological management are integrated. Clinical component includes patient simulation experiences. Prerequisite: Advanced Concepts in Nursing/Clinical Application (NUR-415).

25.34 Organizational Science (Collateral Major)

Farrell (Administrative Coordinator)

The Organizational Science major is a collateral and interdisciplinary program of study designed to acquaint students with human behavior in organizations from both theoretical and applied perspectives. The program aims to prepare students to carry out various human resources, organizational development, customer service, and institutional research functions in a variety of organizational settings. It also prepares students for graduate study in the fields of Industrial/Organizational (I/O) Psychology, Human Resources, Quantitative Methods, and other similar fields. Required courses in quantitative methods form the core of the major, complemented by required and elective coursework on relevant topics within the disciplines of Psychology and Business Administration that are central to the field. An internship or research experience is also required.

25.34.1 Collateral Major in Organizational Science

A major in organizational science requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

Concurrent completion of a primary major in psychology is required.

1. **All** of the following quantitative/methodological core courses: BUS 340 Applied Regression Analysis PSY 475 Testing & Measurement

2. **All** of the following organizational core courses: BUS 300 Human Resource Management BUS 315 Business Law I PSY 245 Organizational Psychology PSY 465 Industrial Psychology

3. **Four** elective courses to be chosen as indicated from the two lists below.

a. **At least two** of the following courses: BUS 250 Principles of Management BUS 375 Business Ethics BUS 387 Adv Top:Human Res Mgt BUS 395 Organizational Behavior BUS 410 Business Law II BUS 437 Strategic Compensation BUS 457 Employment and Discrimination Law BUS 464 Seminar in Management

b. **No more than two** of the following courses: PSY 255 Social Psychology PSY 315 Learning & Behavior +++MISSING INFO: c.psy355_355l.long +++ PSY 464 Seminar in Psychology (if topic is appropriate)

4. **One** of the following, subject to prior approval by the Organizational Science administrative coordinator: BUS 454 Research in Business (with business administration departmental approval) BUS 494 Internship in Business (with business administration departmental approval) PSY 455 Advanced Experimental Psychology PSY 494 Internship in Psychology

25.35 Philosophy

Hoover, Lemos.

The philosophy and religion department offer courses designed to lead students to reflect on their views concerning fundamental issues in life and thought. Since both the philosophical and religious traditions have had a central place in and an enormous influence upon the development of human culture, any student seeking a liberal education, whatever the major discipline, will profit from the departmental offerings.

25.35.1 Philosophy Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in philosophy.

1. **Two** of the following, one of which must be either PHL 240 Early Modern Philosophy or PHL 335 Late Modern Philosophy: PHL 220 Ancient Greek Philosophy PHL 230 Medieval Philosophy PHL 240 Early Modern Philosophy PHL 335 Late Modern Philosophy
2. **Three** additional 300-level philosophy courses
3. **Five** additional philosophy courses, at least two of which must be numbered 200 or above
4. PHL 490 Philosophy Colloquium (non-credit bearing)

NOTE: *The recommended beginning course in philosophy for those contemplating a major in philosophy is PHL 105 Introduction to Philosophy:. However, any of the other 100-level courses are also suitable first courses. Some courses numbered between 200 and 299 may be suitable first courses for students with sophomore standing.*

25.35.2 Philosophy Minor

1. **Two** of the following, one of which must be either PHL 240 Early Modern Philosophy or PHL 335 Late Modern Philosophy : PHL 220 Ancient Greek Philosophy PHL 230 Medieval Philosophy PHL 240 Early Modern Philosophy PHL 335 Late Modern Philosophy
2. **One** additional 300-level philosophy course
3. **Three** additional philosophy courses

25.35.3 Courses in Philosophy

Introductory courses

Category A: General Introductions

The following courses, all numbered PHL-105, are different versions of the same course. They share overlapping content and focus on the development of the same skills. Students can receive credit for only one PHL 105 Introduction to Philosophy: course. - **PHL 105 Introduction to Philosophy:** Minds: Examines what philosophers think about some of the most basic questions in life. What is real? What does it mean to have a mind? Could minds have an existence independent from our bodies? Is there anything we can know with absolute certainty? Are there objective moral values, and if so, could we know what they are? May not be taken more than once for credit. God: Focuses on questions about the nature and existence of God, human nature, personhood, and free will. Is there evidence for the existence of God and is the presence of suffering inthe world consistent with God's existence? Are human beings merely material beings or might we have non-physical minds or souls? What are persons and what constitutes personal identity over time? What does it mean to have free will? Do we possess

free will? May not be taken more than once for credit. Masterworks: Central philosophical debates encountered though the examination of important classical and modern texts from the history of philosophy. Readings in the course focus on several major works from philosophers such as Plato, Descartes, Hume, Marx, and Sartre who discuss the meaning of life, belief in God, the mind-body problem, relativism of truth, and other important philosophical concerns. May not be taken more than once for credit. Science Fiction: Uses science fiction as a springboard for thinking about classic issues and problems in philosophy. Sci-fi classics such as The Matrix, Bladerunner, and Surrogates, raise fundamental philosophical questions such as: What the difference between appearance and reality and how can we distinguish between them? What is it to be a person? Should we think that all and only human beings can be person? What is a good human life? Is a pleasant life sufficient for living a good life? In this course such questions are examined through the lens of both philosophy and science fiction. May not be taken more than once for credit.

- **PHL 105 Introduction to Philosophy:** Minds: Examines what philosophers think about some of the most basic questions in life. What is real? What does it mean to have a mind? Could minds have an existence independent from our bodies? Is there anything we can know with absolute certainty? Are there objective moral values, and if so, could we know what they are? May not be taken more than once for credit. God: Focuses on questions about the nature and existence of God, human nature, personhood, and free will. Is there evidence for the existence of God and is the presence of suffering inthe world consistent with God's existence? Are human beings merely material beings or might we have non-physical minds or souls? What are persons and what constitutes personal identity over time? What does it mean to have free will? Do we possess free will? May not be taken more than once for credit. Masterworks: Central philosophical debates encountered though the examination of important classical and modern texts from the history of philosophy. Readings in the course focus on several major works from philosophers such as Plato, Descartes, Hume, Marx, and Sartre who discuss the meaning of life, belief in God, the mind-body problem, relativism of truth, and other important philosophical concerns. May not be taken more than once for credit. Science Fiction: Uses science fiction as a springboard for thinking about classic issues and problems in philosophy. Sci-fi classics such as The Matrix, Bladerunner, and Surrogates, raise fundamental philosophical questions such as: What the difference between appearance and reality and how can we distinguish between them? What is it to be a person? Should we think that all and only human beings can be person? What is a good human life? Is a pleasant life sufficient for living a good life? In this course such questions are examined through the lens of both philosophy and science fiction. May not be taken more than once for credit. - **PHL 105 Introduction to Philosophy:** Minds: Examines what philosophers think about some of the most basic questions in life. What is real? What does it mean to have a mind? Could minds have an existence independent from our bodies? Is there anything we can know with absolute certainty? Are there objective moral values, and if so, could we know what they are? May not be taken more than once for credit. God: Focuses on questions about the nature and existence of God, human nature, personhood, and free will. Is there evidence for the existence of God and is the presence of suffering inthe world consistent with God's existence? Are human beings merely material beings or might we have non-physical minds or souls? What are persons and what constitutes personal identity over time? What does it mean to have free will? Do we possess free will? May not be taken more than once for credit. Masterworks: Central philosophical debates encountered though the examination of important classical and modern texts from the history of philosophy. Readings in the course focus on several major works from philosophers such as Plato, Descartes, Hume, Marx, and Sartre who discuss the meaning of life, belief in God, the mind-body problem, relativism of truth, and other important philosophical concerns. May not be taken more than once for credit. Science Fiction: Uses science fiction as a springboard for thinking about classic issues and problems in philosophy. Sci-fi classics such as The Matrix, Bladerunner, and Surrogates, raise fundamental philosophical questions such as: What the difference between appearance and reality and how can we distinguish between them? What is it to be a person? Should we think that all and only human beings can be person? What is a good human life? Is a pleasant life sufficient for living a good life? In this course such questions are examined through the lens of both philosophy and science fiction. May not be taken more than once for credit. - **PHL 105 Introduction to Philosophy:** Minds: Examines what philosophers think about some of the most basic questions in life. What is real? What does it mean to have a mind? Could minds have an existence independent from our bodies? Is there anything we can know with absolute certainty? Are there objective moral values, and if

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Category B: Ethical and Political Issues - **PHL 128 Morality & Moral Controversies** A critical examination of important moral issues facing contemporary society. The course uses a variety of common ethical theories. Possible topics include environmental ethics, euthanasia, animal rights, humanitarian aid, abortion, and capital punishment.

- **PHL 138 Freedom, State, and Society** Addresses questions of our relation to society and to the state in particular. How much freedom should individuals be given over their own lives? What would an ideal society look like? What demands could social and political institutions legitimately make on us in the name of social order? Works from such philosophers as Plato, Rousseau, and Marx may be considered alongside literary texts such as Utopia or Brave New World. - **PHL 165 Bio-medical Ethics** Addresses a variety of issues in medical ethics and introduces various moral frameworks for thinking about these issues. Students are introduced to ethical theories, such as utilitarianism and Kantianism, and how they can be applied in the context of medical ethics. Topics addressed in the course are likely to include: abortion, euthanasia, peternalism, and patient autonomy, organ transplats and scarce medical resources, and genetic screening, among others. - **PHL 205 Environmental Ethics** Serves as a general introduction to environmental ethics. Students receive instruction in ethical theory and how it can be applied to issues in environmental ethics. Some topics likely to be addressed in the course are: defining our obligations to future generations, the definition of wilderness, sustainable agriculture, animal rights, anthropocentrism, the nature of the value of wilderness, environmental holism, and ecofeminism.

Category C: Logic - PHL 115 Logic An introduction to the discipline of logic on an elementary level. This course introduces skills that are essential to good critical reasoning 2014how to detect forms of arguments, how to test for validity, and how to construct valid arguments. This course focuses on both formal and informal logic.

25.35.3.0.1 * Intermediate courses

- **PHL 206 Buddhist Thought** See also REL 206 Buddhist Thought , Section 25.40 A survey of major issues in Buddhist philosophy, including ethics, emptiness, idealism, the nature of mind, and the nature of reality. The course focuses on Indian Buddhist philosophical schools and also explores distinctive philosophical ideas from Buddhist traditions in China, Japan, and Tibet. Prerequisite: Eastern Religions (REL-036), or Buddhism (REL-116), or consent of instructor.

- **PHL 210 Topics in Philosophy** An examination of a selected topic in philosophy. Topics vary depending on the instructor. May be taken more than once for credit, provided the topics are substantially different.
- **PHL 220 Ancient Greek Philosophy** A survey of the central ideas and figures in the philosophy of the ancient Greek world. Figures studied include the pre-Socratic philosophers, Socrates, Plato, and Aristotle.
- **PHL 230 Medieval Philosophy** A survey of the major philosophical and theological ideas of the Middle Ages. Special emphasis is placed on the writings of such thinkers as Augustine, Anselm, and Thomas Aquinas. (This course is also applicable to the major in Religion.)
- **PHL 235 Philosophy of Science** An examination of the nature of scientific activity and theory. Views of scientific method are considered, in addition to the ways in which scientific theories develop. Both classical theories of science focusing on the structure of scientific explanation and more recent views focusing on the dynamic nature of science are considered. Attention is also given to the question of whether different branches of science have different types of explanation. Some previous experience with science helpful.
- **PHL 240 Early Modern Philosophy** An examination of the metaphysical and epistemological theories of major European philosophers of the 17th and 18th centuries. Readings are drawn from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.
- **PHL 245 Minds, Brains, and Robots** An examination of the central issues in the philosophy of mind. The primary focus of this course is on the nature of consciousness and its relation to the physical processes of the body. Questions to be addressed include the following: are the mind and brain distinct entities? Can awareness be produced by non-brain-like things, particularly machines? Does it make sense to think of the self as a unitary entity that underlies one 2019s many experiences? In what sense, if any, do persons possess free will?
- **PHL 255 Existentialism** An examination of the writings of major figures representing modern existentialist views. This course includes both philosophical and literary texts, primarily from authors of the 20th century, such as Heidegger, Sartre, and Camus, and also traces the origins of this movement from 19th century figures, such as Kierkegaard and Nietzsche. Readings will explore themes such as finitude, authenticity, the absurd, bad faith, freedom and responsibility.
- **PHL 265 Political Philosophy** An investigation of the central issues in social and political philosophy concerning the individual 2019s relation to society and to the state in particular. Questions may include: on what basis can states legitimately exercise authority over individuals? What are the proper ends and limits of state authority? What principles should our society pursue in allocating goods such as property, education, health, and welfare?
- **PHL 270 Ethical Theory** An examination of central normative and meta-ethical theories. Some questions that may be addressed in the course are: should we seek to maximize the happiness of the universe in whatever we do? Are some actions good in themselves regardless of their consequences? Are there absolute moral truths? Or, are all moral truths relative? What justifies our moral claims, if anything does? Prerequisite: at least one previous course in philosophy or consent of instructor.
- **PHL 277 Philosophy of Gender & Race** An examination of various issues involving the manner in which gender and race have been conceptualized in Western thought. This course considers ways in which

gender and race pose problems for traditional conceptions of justice and equality will explore a variety of responses to these challenges by social and political theorists.

- **PHL 285 Law, Morality & Punishment** An introduction to the central issues in the philosophy of law. This course includes a survey of central theories on the nature of law, such as natural law, positive law, and legal realism. It also covers such topics as the relationship between law and morality and various philosophical views on the nature and justification of punishment.

25.35.3.0.2 * Advanced seminars

- **PHL 305 Contemporary Continental Philosophy** An examination of central philosophical topics and themes of philosophy on the European continent since 1900 e.g., structuralism, critical theory, and post-structuralism. Readings are drawn from such philosophers as Saussure, Habermas, Derrida, Foucault, and Lyotard. Prerequisite: two courses in philosophy or consent of instructor.
- **PHL 315 Advanced Topics in Philosophy** An examination of a selected topic in philosophy. Topics vary depending on the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: two courses in philosophy or consent of instructor.
- **PHL 320 Seminar in Ethics** An advanced research seminar dealing with central topics in normative ethics and/or metaethics. Topics addressed may include: utilitarianism, Kantianism, Aristotelian virtue theory, moral realism, ethical relativism, etc. In this course emphasis is placed on the development of student research projects on central topics in ethical theory. Prerequisite: two courses in philosophy or consent of instructor.
- **PHL 335 Late Modern Philosophy** An examination of the works of influential European thinkers of the late 18th and 19th century. The course begins with the study of German idealism, a movement that includes philosophers such as Kant, Fichte, and Hegel, followed by an examination of later 19th-century figures such as Marx and Nietzsche. Prerequisite: at least one previous course in philosophy or consent of instructor.
- **PHL 345 Philosophy of Language** Questions how linguistic signs allow us to communicate meaning. Does meaning become established by reference to objective content that is independent of individual speakers? Or, is meaning a function of private mental states in the minds of language users? These questions belong to the field of semantics or philosophy of language, which studies the nature of meaning and reference in linguistic systems. Course materials primarily consists of works from contemporary philosophy. Prerequiste: two courses in philosophy or consent of instructor.
- **PHL 355 Seminar in Metaphysics** An advanced research seminar dealing with cetral topics in metaphysics. Topics addressed may include: the nature and existence of God, the nature of the self and personal identity, free will, etc. In this course emphasis is placed on the development of student research projects on central topics in metaphysics. Prerequisite: two courses in philosophy or consent of instructor.
- **PHL 365 Philosophy of Art and Aesthetic Exp** nan
- **PHL 394 Directed Readings in Philosophy** A course of readings selected by the student and instructor to fit the individual student 2019s particular interests and educational needs. Readings may focus on either a philosophical problem or one or more philosophers. Prerequisite: consent of instructor.
- **PHL 444 Ind Study-Philos** Independent study in some philosophical problem or the thought of some major philosopher, under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.
- **PHL 464 Seminar in Philosophy of Religion** An advanced research seminar dealing with central topics in the philosophy of religion. Topics addressed may include: the evidence for God, non-evidential defenses of the rationality of religious belief, miracles, the problem of evil, etc. In this course emphasis is placed on the development of student research projects on central topics in the philosophy or religion. Prerequisites: two courses in philosophy or consent of instructor.
- **PHL 490 Philosophy Colloquium** Majors are required to submit 10-15 pages of finished philosophical prose, and present their work orally to students and faculty. Although the Colloquium is usually taken during Spring Term of the senior year, it is open to all juniors and seniors with appropriate background in

philosophy. Satisfactory completion of the Colloquium is required for graduation with a major in philosophy. S/U basis only.

- **PHL 494 Internship in Philosophy** Exploration of a career area related to the student 2019s interest in philosophy supervised by a faculty member of the department in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in philosophy. Prerequisites: declared major in philosophy, junior standing, and consent of department chair.

25.36 Physics

Affatigato (Chair), Akgun, Baehr, Bragatto, Duru, Feller, Wetzel

The physics department serves a variety of students with a balanced program, giving equal emphasis to the needs of the technically and the non-technically oriented.

25.36.1 Physics Major

A major in physics requires a minimum cumulative 2.0 GPA in all courses counted toward the major.

1. +++MISSING INFO: c.phy185_185l.long +++
2. +++MISSING INFO: c.phy195_195l.long +++
3. PHY 231 Mathematical Methods for Physicists
4. +++MISSING INFO: c.phy235_235l.long +++
5. PHY 265 Electromagnetism
6. **Two** of the following courses: PHY 275 Mechanics Formulations PHY 315 Thermodynamics & Stat Mech PHY 335 Quantum Mechanics PHY 425 Solid State Physics
7. **Four** additional physics courses, all of which must be numbered 150 or above.
8. Comprehensive evaluation Satisfactory completion of written and oral examinations

Recommended: CS 125 Computer Science I +++MISSING INFO: c.chm121_121l.long +++

25.36.2 Physics Major

A minor in Physics requires a cumulative 2.0 GPA in all courses counted toward the major.

1. +++MISSING INFO: c.phy185_185l.long +++ or +++MISSING INFO: c.phy165_165l.long +++
2. +++MISSING INFO: c.phy195_195l.long +++ or +++MISSING INFO: c.phy175_175l.long +++
3. +++MISSING INFO: c.phy235_235l.long +++
4. PHY 265 Electromagnetism
5. **Two** additional physics course approved by the department, both of which must be numbered 150 and above.

25.36.3 Courses in Physics

- **PHY 105 Physics: An Historical Approach** A course emphasizing important developments in physics from the time of Aristotle to the 20th century. Special attention is given to significant conceptual developments and major technological advances. Readings are selected from writings of some of the major figures in the history of physics, as well as modern commentators. The class experience includes reenactments of some historically significant experiments.
- **PHY 114 Modern Astronomy** An introduction to the objects and phenomena found in the universe, including the solar system, planets, moons, comets, meteors, the sun, stars, birth and death of stars, neutron stars, pulsars, black holes, galaxies, quasars, and cosmological evolution. Laboratory activities required. This course satisfies the general education laboratory science requirement. Prerequisite: competence in algebra.

- **PHY 121 Everyday Physics** Covers the principle of physics we use in our daily life. Examples from everyday experience are used to explain the fundamental principles of linear and rotational motion, momentum, forces, energy, as well as electricity, magnetism, and medical applications.
- **+++MISSING INFO: c.phy155_155l.long +++** +++MISSING INFO: c.phy155_155l.desc +++
- **PHY 161 Energy: Science and Technology** The physics and technology of energy generation, consumption, and conservation. Covers a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, bioenergy, and nuclear energy. Surveys the efficiencies and environmental impacts of energy use in transportation, manufacturing, and buildings.

- **+++MISSING INFO: c.phy165_165l.long +++** +++MISSING INFO: c.phy165_165l.desc +++
- **+++MISSING INFO: c.phy175_175l.long +++** +++MISSING INFO: c.phy175_175l.desc +++
- **PHY 181 Materials Science I** Introduces the relationship of atomic arrangement with microscopic and macroscopic material properties using fundamental of physics and chemistry. Covers the crystalline and amorphous structures, the defects and grain boundaries. The emphasis is placed on relating the chemical composition, structure, and the material properties.
- **+++MISSING INFO: c.phy185_185l.long +++** +++MISSING INFO: c.phy185_185l.desc +++

- **+++MISSING INFO: c.phy195_195l.long +++** +++MISSING INFO: c.phy195___195l.desc +++
- **PHY 201 Materials Science 2** Incorporates the time dependent phenomena in solids: phase transformation, crystal nucleation and growth. Strong focus is placed on the phase diagrams and the technical methods on instrumental analysis of solid materials. Common material properties presented with focus on practical measurements: mechanical, thermal, optical, magnetic, and electrical properties. Prerequisite: Materials Science 1 (PHY-181) or consent of instructor.
- **PHY 211 Glass Science** Introduces the physics and chemistry behind the formation and study of glassy materials. The course covers glass making, glass structure and surfaces, property characterization, a wide array of industrial and scientific applications, as well as modern experimental techniques. It is especially suitable in preparation for glass research, and for students interested in a possible career in materials research and/or condensed matter physics. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.
- **+++MISSING INFO: c.phy221.long +++** +++MISSING INFO: c.phy221.desc +++

- **PHY 231 Mathematical Methods for Physicists** Studies areas of mathematics which are of fundamental importance in the physical sciences. Topics include complex variables, Fourier analysis, eigenvalue problems, and vector calculus. Includes one computer laboratory session per week. Previous experience in calculus recommended. Prerequisite: Calculus II (MTH-145), or consent of instructor.
- **PHY 235 Modern Physics** Introductory study of the phenomena, techniques, and models of modern physics including quantum phenomena, special relativity physics, and their interpretive models. Laboratory

activities required. Prerequisites: Calculus II (MTH-145) and General Physics II (PHY-225) or consent of instructor.

- **PHY 235L Modern Physics Lab** Introductory study of the phenomena, techniques, and models of modern physics including quantum phenomena, special relativity physics, and their interpretive models. Laboratory activities required. Prerequisites: Calculus II (MTH-145) and General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.
- **PHY 241 Introduction to Astrophysics** Covers the fundamental concepts in astrophysics: The tools of astronomy, celestial mechanics, interaction of light and matter, telescopes, nature of the stars and their classifications. Other topics include the general overview of the solar system, and the binary systems. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.
- **PHY 251 Stars & Galaxies** Focuses on the star formation and evolution, as well as the galactic evolution. The formation of the solar system and its implications, the degenerate remnants, and the Milky Way galaxy are covered. Prerequisite: General Physics II & Laboratory (PHY-195/-195L) or consent of instructor.
- **+++MISSING INFO: c.phy255_355.long +++** +++MISSING INFO: c.phy255_355.desc +++
- **PHY 265 Electromagnetism** Electromagnetic phenomena at the intermediate level, including circuits, static and quasi-static fields, Maxwell 2019s equations, radiation, and selected topics in properties of materials. Special topics in vector algebra, scalar and vector point functions, and differential vector calculus are developed and used. Prerequisites: General Physics II & Laboratory (PHY-195/-195L) and Calculus II (MTH-145) or consent of instructor.
- **PHY 275 Mechanics Formulations** The Newtonian, Lagrangian, and Hamiltonian formulations of the laws of motion. Applications to systems of particles, extended objects, and oscillatory systems. Prerequisites: General Physics II & Laboratory (PHY-195/-195L) and Calculus II (MTH-145) or consent of instructor.
- **PHY 301 Optics & Waves** A treatment of the theory of modern optics, wave theory, as well as mechanical and electromagnetic oscillations. Introducing a variety of topics, including geometrical and physical optics, mathematics of wave motion, propagation, reflection, refraction, phenomenon of resonance in oscillations, and Fourier formalism. Prerequisites: Electromagnetism (PHY-265) or consent of instructor.
- **PHY 311 Renewable Energy (WE)** Reviews the scientific fundamentals of renewable energy production. Basic thermodynamic principles of the heat engines, the hydrogen production and storage methods are covered. Renewable energy sources including solar, biomass, wind, and ocean engine designs are discussed in detail. Also includes some hands-on experiments on solar, wind, and fuel cell systems. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.
- **PHY 315 Thermodynamics & Stat Mech** An introduction to fundamental concepts such as temperature, phase transitions, the First, Second, and Third Laws of thermodynamics, and the work/ entropy relationship. The Statistical Mechanics half covers a mathematical treatment of partition functions, thermal properties of solids, and critical-point transitions. Prerequisites: General Physics II (PHY-225) and Calculus III (MTH-255) or consent of instructor.
- **PHY 321 Health Physics** Studies the use of physics in medicine. The basic principles of the medical physics applications, such as radiation therapy, dosimetry, computed tomography (CT), positron emission tomography (PET), single photon emission spectroscopy (SPECT), Magnetic Resonance Imaging (MRI), Nuclear Magnetic Resonance (NMR), and crystallography are covered. Prerequisite: General Physics II & Laboratory (PHY-195/-195L), or consent of instructor.
- **PHY 335 Quantum Mechanics** An introduction to the formal treatment of quantum mechanics. This course covers the Schrodinger wave equation, the Dirac Braket notation, operator formalism, spin and angular momentum, the wave equation in one and three dimensions, and perturbation theory. Prerequisites: Modern Physics (PHY-235) and Calculus III (MTH-255) or consent of instructor.
- **PHY 341 Space Plasma Physics** Focuses on the behavior of plasma in space environment. Covers the plasma parameters, waves, the planetary atmospheres, ionospheres, and magnetospheres. Prerequisite: Introduction to Astrophysics (PHY-241) or consent of instructor.
- **PHY 411 Robotics & Advanced Electronics** Covers both software and hardware techniques in physics. The software portion includes sophisticated operations datasets, such as Fourier transforms, nonlinear fits,

residual analysis, statistical and characterization. Most of the course is dedicated to advanced electronics, microcontrollers, and computer-control of data acquisition. This hardware portion starts with discussions of operational amplifiers, bandpass filters, transducers, and other advanced analog electronic concepts. The course then moves on to the use of microcontrollers to acquire data and to perform actions in response to the inputs. Stepping and servo motors, sensors, and other input/output devices are some of the topics that are covered during this stage. Project-based work is an important part of the course. Electronics (PHY-125) and some background in programming are also recommended. Prerequisite: General Physics II & Laboratory (PHY-195/-195L),

- **PHY 425 Solid State Physics** Study of the structure and properties of crystalline and amorphous solids. The main topics include crystal structure and quantized vibrations (phonons); electronic band structure and its relation to electrical, thermal, and optical behavior; semiconductors and superconductors. Prerequisites: Modern Physics & Laboratory (PHY-235/-235L) and Calculus III (MTH-255) or consent of instructor.
- **PHY 441 Relativity and Cosmology** An introduction to Einstein 2019s general theory of relativity, as well as the intervals, geodesics, black holes, and close binary star systems. The course starts with an introduction to tensor calculus, then covers the Newtonian, relativistic and observational cosmology, and the physics of the early Universe. Prerequisite: Modern Physics (PHY-235) and Mathematical Methods for Physical Sciences (PHY-365), or consent of instructor.
- **PHY 444 Ind Study-Physics** Independent study of topics under the guidance of the department: experimental or pedagogical research on a problem predefined by the student in consultation with the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: demonstrated initiative and self-discipline, four courses in physics, and consent of department chair.
- **PHY 451 Particle Physics** Reviews the Standard Model, particle detection techniques, and the particle physics experiments. The nuclear weak, strong, and the electromagnetic interactions, Feynman diagrams, quark model, relativistic kinematics are also covered. Prerequisite: Modern Physics PHY-235, or consent of instructor.
- **PHY 454 Summer Research** May be taken more than once for credit for a maximum of 2.0 credits. Prerequisite: consent of instructor.
- **PHY 464 Junior-Senior Seminar I** Presentations and discussions of advanced topics unavailable through the regular catalog offerings, and appropriate to students enrolled. Prerequisites: Electromagnetism (PHY-265) and consent of instructor.
- **PHY 484 Advanced Topics in Physics** Covers several instructional modules. The content corresponds to material usually covered in the second-semester of an advanced, year-long course. Core modules include quantum mechanics (e.g., Bell 2019s theorem) and electromagnetism (e.g., stress tensor). The four remaining modules are chosen from topics that include optics, fluid dynamics, experimental techniques, nuclear physics, geophysics, advanced classical mechanics, waves, statistical mechanics, and atomic physics. Prerequisite: Quantum Mechanics (PHY-335) and Electromagnetism (PHY-265), or consent of instructor.
- **OCC 365 Study & Research at Oak Ridge Lab** See description, p. 28

25.37 Political Science

Barrow, Lanegran (Chair), B. Nesmith.

The department of political science emphasizes the breadth of political science and presents politics as a worldwide phenomenon. The department nurtures active and responsible habits of citizenship, encouraging service learning and the development of political values, while offering students a variety of opportunities to study politics outside the classroom.

25.37.1 Political Science Major

A major in political science requires a cumulative 2.0 GPA in all courses counted toward the major.

A major in political science requires ten courses, including at least three 300- or 400-level courses.

1. POL 108 Introduction to Politics
2. POL 115 American National Gov & Pol
3. **One** political theory course: POL 405 Contemporary Political Theory POL 435 Ancient & Medieval Pol Thry POL 445 Modern Political Theory
4. **One** additional American government course: POL 207 Religion & American Politics POL 245 Political Parties & Elections POL 277 Women & Poltics in US POL 325 The American Congress POL 345 American Presidency POL 350 US Social Policy Process
5. **Two** comparative or international politics courses: POL 248 Political Violence and the Violent POL 258 World Politics POL 266 Latin American Politics POL 276 African Politics POL 286 Asian Politics POL 298 European Politics POL 305 Terrorism POL 310 International Organizations
   POL 365 American Foreign Policy POL 386 International Development POL 398 Religion & World Politics
6. **Four** additional political science courses

Satisfactory work in Topics in Political Science (POL-284/-296) may be used, with consent of department chair, to satisfy any departmental requirement.

25.37.2 Political Science Minor

A minor in political science requires six courses, including at least two 300- or 400-level courses.

1. POL 108 Introduction to Politics
2. POL 115 American National Gov & Pol
3. **One** political theory course: POL 405 Contemporary Political Theory POL 435 Ancient & Medieval Pol Thry POL 445 Modern Political Theory
4. **One** additional American government course: POL 207 Religion & American Politics POL 245 Political Parties & Elections POL 277 Women & Poltics in US POL 325 The American Congress POL 345 American Presidency POL 350 US Social Policy Process
5. **One** comparative or international politics course: POL 248 Political Violence and the Violent POL 258 World Politics POL 266 Latin American Politics POL 276 African Politics POL 286 Asian Politics POL 298 European Politics POL 305 Terrorism POL 310 International Organizations POL 365 American Foreign Policy POL 386 International Development POL 398 Religion & World Politics
6. **One** additional political science course

Satisfactory work in Topics in Political Science (POL-284/-296) may be used, with consent of department chair, to satisfy any departmental requirement.

25.37.3 Courses in Political Science

- **POL 108 Introduction to Politics** Compares societies and states across regions, cultures, and time spans, in an attempt to understand what governments have in common, how they differ, and why. Includes such specific topics as democracy and fascism, nationalism, human rights, post-communist states, and post-cold war international politics. Challenges students to look beyond the day 2019s headlines, learn from other peoples 2019 politics, and develop political self-awareness.

- **POL 115 American National Gov & Pol** Constitutional, institutional, and political dimensions, and principal contemporary problems of the government of the United States.
- **POL 207 Religion & American Politics** Examines several points of tension at the intersection of the religious and political spheres. Explores the connections between religious movements and political beliefs in American history, evolving understandings of the Constitution 2019s religious freedom clauses, and the complicating effects on politics of America 2019s increasing religious and cultural diversity.

- **POL 210 Environmental Politics** Brings multiple perspectives to bear and provides a solid foundation for understanding the politics and complexities of environmental issues. Examines actors and issues in environmental policy-making at various levels of government, from the local to the national to the global. Analyzes the reasons for and hindrances to collective action. Students will acquire some tools of 201cpractical politics, 201d including political communications. No prerequisites, but Introduction to Politics (POL-108) is recommended.
- **POL 245 Political Parties & Elections** The development and nature of political parties; state, local, and national party organizations; parties in government; voting behavior; campaigns and nominations. The course includes an introduction to election data sets and original research using quantitative research methods. Prerequisite: American National Government and Politics (POL-115) or consent of instructor. (Offered alternate years)

- **POL 248 Political Violence and the Violent** Focuses on politically motivated violence by and against states, groups, and individuals, with attention to theories that explain the persistence of such violence. Examines such phenomena as traditional warfare, guerrilla warfare, coups d 2019 00e9tat, rebellions, torture, and terrorism and the people, politics, ideals, and ideologies behind them. Prerequisite: Introduction to Politics (POL-108) or consent of the instructor. (Offered alternate years)

- **POL 258 World Politics** Survey of the basic factors of international politics, including the character of the state system and international economic relations, the role of force, the role of diplomacy and negotiation, and an examination of the formulation of foreign policy within domestic political systems.

- **POL 266 Latin American Politics** Focuses on two of the most exciting and dynamic features of contemporary Latin American politics: the 201cwave 201d of democratization that is washing over the region and the changing relationship between religion and politics. Topics include political culture, political economy, political violence, the impact of U.S. policies, the Catholic church 2019s role in politics, and how the rise of Protestantism affects church-state relations. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)
- **POL 276 African Politics** An introductory survey of post-independence political patterns and processes in Africa. Similarities and differences across the continent are highlighted while a small number of select countries are studied indepth. Attention is given to the legacy of the colonial period, democratization, the challenges of violence and illegitimate governance, and the impact of the modern global economy on life in Africa. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

- **POL 277 Women & Poltics in US** Examines three aspects of the dynamic between women and the

US political process: women as political leaders, women as voters and activists, and the impact of policies on women and their everyday lives. The course addresses general theories of elections, feminist politics, and political behavior and discusses a number of specific policy issues such as reproductive health and international affairs. Prerequisite: American National Government and Politics (POL-115) or consent of instructor. (Offered alternate years)

- **POL 284 Topics in Political Science** Intensive reading, study, writing, and discussion dealing with various political science subjects. Examples of recent and proposed topics include political violence, environmental politics, Mexican politics, totalitarianism, revolution, and the politics of United Nations diplomacy. This course may count toward a political science major, depending on course content, as either an American government course or as a comparative or international politics course.
- **POL 286 Asian Politics** Examines the broad variety of Asian political systems through case studies of selected countries that are authoritarian, communist, transitioning, or established democracies. Issues confronted include: the East Asian economic miracle, the character of Asian democracies, and the role of ethnicity and religion in politics. The tension in the region between economic growth and political control receives particular attention. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

- **POL 296 Topics Pol Sci: Non-West Persp** Same as Topics in Political Science (POL-284) except the course focuses on topics related to non-Western cultures.

- **POL 298 European Politics** Addresses political and economic continuities, changes, and challenges in modern Europe. The course examines the political structures and policy challenges of select states in the region including Great Britain, Germany and France. Other topics are the political dynamics of the expanding European Union as well as transitions to democracy and capitalism in Russia and Central and Eastern European states. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

- **POL 305 Terrorism** An advanced-level examination of terrorism and global responses to it. Topics include the history of terrorism, a variety of domestic and international terrorist groups, and how terrorism is changing in the post-Cold War era. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)
- **POL 310 International Organizations** Examines the role of international organizations in international relations. The central question is whether organizations like the United Nations and the European Union are tools of their member states or actors that rival the power of nation-states in international relations. Students participate in simulations of international organizations. Prerequisite: Introduction to Politics (POL-108) or consent of instructor.

- **POL 325 The American Congress** Examines the American legislative process at the national level, with special attention to the constitutional origins of Congress, consideration of legislation by Congress, and the relationship of Congress to other political actors, as well as current policy issues. Prerequisite: American National Government and Politics (POL-115) or consent of instructor.
- **POL 335 Constitution & Roles of Govt** Examination of original court opinions and political writings focusing on the nature and sources of Supreme Court authority; the structure of government; judicial review; commerce, taxing, spending, and war powers; with special emphasis upon separation of powers: the President, Congress, and the Court. Prerequisite: junior standing or consent of instructor. (Offered alternate years)
- **POL 345 American Presidency** The President as chief executive, commander-inchief, chief diplomat, chief legislator, party leader, head of state; the institutionalized presidency. The course includes doing original research using historical case studies. Prerequisite: American National Government and Politics (POL-115) or consent of instructor.
- **POL 350 US Social Policy Process** Familiarizes students with the bureaucratic process through

which national-level public policy is formulated in the United States, and gives students expertise in the challenges, history, successes, and shortcomings of select social policies. Policies examined may include education, public health, social security and welfare. Students participate in primary research examining the implementation of national policies in Iowa. Prerequisite: American National Government and Politics (POL-115) or consent of instructor. (Offered alternate years)

- **POL 365 American Foreign Policy** Examination of the institutional setting in which foreign policy is formulated, the political dynamics of policy formulation, and case studies of American foreign policy since World War II. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

- **POL 375 Constitution & Individual Liberties** Examination of original court opinions and political writings focusing upon the procedural contents of due process, equal protection under the law, post-Civil War amendments, and civil rights legislation, with special emphasis upon freedoms of religion and expression. Prerequisite: junior standing or consent of instructor. (Offered alternate years)

- **POL 386 International Development** Addresses controversies in international development, such as what is to be developed, for whom, and whether development means Westernization. Topics include how we measure development; foreign aid and debt; the roles of the World Bank, International Monetary Fund and USAID, as well as non-governmental organizations; and conflicting theories of development. Readings and discussions also touch on pressing ethical issues, most basically whether citizens have any moral responsibility to people who live beyond the nation 2019s borders. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)
- **POL 398 Religion & World Politics** Seminar addressing such issues as the ways in which religion enters world politics (and vice versa), when and where religion has been a force for peacemaking or for conflict, and why religion is so often ignored or misunderstood by Western foreign policy theorists and practitioners. Includes student research projects. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

- **POL 405 Contemporary Political Theory** Survey and argumentative analysis of the ideas of major political thinkers since 1900. Selections are made from such authors as Hannah Arendt, John Dewey, Sigmund Freud, Martin Luther King Jr., Robert Nozick, John Rawls, and Jean-Paul Sartre. Prerequisites: Introduction to Politics (POL-108) and junior standing, or consent of instructor.
- **POL 435 Ancient & Medieval Pol Thry** Historical survey and argumentative analysis of the ideas of great political thinkers from the 5th century B.C.E. to the 15th century C.E. Selections are made from such authors as Plato, Aristotle, Confucius, the Biblical writers, Augustine, and Thomas Aquinas. Prerequisites: Introduction to Politics (POL-108) and junior standing, or consent of instructor.

- **POL 444 Ind Study-Pol Sci** Independent study and research, under the direction of a faculty member of the department, in some area of political science. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: two completed courses in the relevant area at the 300- or 400-level and consent of department chair.
- **POL 445 Modern Political Theory** Historical survey and argumentative analysis of the ideas of the most important political thinkers from the 16th to the 19th centuries. Selections are made from such authors as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. Prerequisites: Introduction to Politics (POL-108) and junior standing, or consent of instructor.
- **POL 494 Internship in Political Science** Substantial work or participation in an office, organization, or activity concerned with government and politics, such as a congressional, federal, state, or local government office, a political campaign, or an active interest group. A minimum of 140 hours on-site experience is required. S/U basis only. One course credit toward a political science major for successful completion, unless

The Washington Experience (WSH-494) is completed for credit toward a major. Prerequisite: consent of department chair.

- **WSH 284 Topics in Washington DC** See description, @washington-term
- **WSH 286 Topics in Washington, D.C:NWP** See description, @washington-term
- **WSH 464 Internship Seminar** See description, @washington-term
- **WSH 494 Washington Experience** See description, @washington-term

25.38 Public Relations (Collateral Major)

Carstens (Administrative Coordinator).

The Public Relations major prepares students for a career in public relations and related communication fields. The major integrates course work in business administration, professional writing, graphic arts, and other disciplines relevant to public relations. The curriculum encourages the development of skills and perspectives desirable for learning to manage the successful communication between an organization and its publics.

Students wishing to complete this major must consult with the Public Relations administrative coordinator no later than the first term of their junior year. Students wishing to register for any of the art courses that count toward this major should consult with the art and art history department prior to course registration.

25.38.1 Collateral Major in Public Relations

A major in Public Relations requires a cumulative 2.0 GPA in all courses counted toward the major.

Concurrent completion of any of the majors listed on p. of the Catalog is required.

1. **One** of the following: ART101 Art Appreciation ART 145 Digital Studio ART 155 Photography: Light Writing ART 363 Graphic Design Studio
2. PR 205 Public Relations
3. BUS 330 Principles of Marketing
4. BUS 460 Advertising
5. **One** of the following: COM 241 Intro to Multimedia Journalism RHE 225 Journalism/Media Wtg Wksp
6. **One** of the following (producing a portfolio of writings related to the field of public relations): BUS 461 Marketing Decision Making/Analysis RHE 415 How Writers Write
7. **One** of the following: BUS 494 Internship in Business (with public relations or advertising as a major component INT 499 Summer Internship (0.0 credit) (with public relations as a major component PR 494 Internship in Public Relations
8. **Three** of the following. No more than two courses may be selected from within any one department. (Students majoring in Business Administration may select no more than one course with either a BUS or an ACC prefix. Students majoring in Communication Studies or in Writing may select no more than one course with either a COM or an RHE prefix.) ACC 171 Principles of Accounting I ART101 Art Appreciation (if not used to satisfy #1) ART 145 Digital Studio (if not used to satisfy #1) ART 155 Photography: Light Writing (if not used to satisfy #1) ART 363 Graphic Design Studio (if not used to satisfy #1) BUS 250 Principles of Management BUS 250 Principles of Management BUS 375 Business Ethics BUS 461 Marketing Decision Making/Analysis (if not used to satisfy #6) BUS 464 Seminar in Management , subject to topic approval by PR administrative coordinator BUS 465 Advanced Topics in Marketing , subject to topic approval by PR administrative coordinator COM 125 Fundamentals of Public Speaking COM 157 Introduction to Media

Analysis COM 337 Persuasion COM 341 Digital Storytelling RHE 225 Journalism/Media Wtg Wksp (if not used to satisfy #5) RHE 265 Professional Writing RHE 415 How Writers Write (if not used to satisfy #6)

25.38.2 Courses in Public Relations

- **PR 205 Public Relations** A study of the key concepts and processes of public relations used in corporate, not-for-profit, and government organizations. Topics include planning, research, communication/ media channels, campaigns, crisis communication, and public relations ethics. The historical development of public relations, current trends in public relations, and international issues in public relations are also coverd. This course does not satisfy any of the requirements for a major in business administration. Prerequisite: sophomore standing.

- **PR 494 Internship in Public Relations** An internship with a focus on public relations supervised by the Public Relations administrative coordinator or by faculty teaching in the public relations major. A minimum of 140 hours on-site experience is required. S/U basis only. One credit may be counted toward a major in public relations with consent of the Public Relations administrative coordinator. Prerequisite: junior standing and consent of the public relations administrative coordinator.

25.39 Psychology

Baker, Brown, Castillo, Chihak, Farrell (Chair, Fall), Kelly (Chair, Spring), Lee, Recker, Stephenson

Psychology is the scientific study of behavior and mental processes—the basis for both a field of scientific knowledge and of professional application. Both required and elective courses in psychology are grounded in the scientific approach. As an important tool for the understanding of both theory and data, the study of basic statistical and methodological concepts is included among courses required of all students majoring in psychology.

In addition to a major in **Psychology**, the College also offers collateral majors in **Neuroscience** (see Section 25.32) and **Organizational Science** (see Section 25.34).

25.39.1 Secondary Education Certification in Psychology

Students seeking certification to teach psychology at the secondary level are strongly encouraged to speak with an advisor in Education as early as possible in their program of studies.

25.39.2 Psychology Major

A major in Psychology requires a cumulative 2.0 GPA in all courses counted toward the major. 1. PSY 100 Introductory Psychology

2. PSY 200 Research Methods
3. PSY 215 Topics in Diversity & Inclusion (7 weeks) (0.5 credits)
4. PSY 295 Applied Contemporary Psychology
5. PSY 300 Stat Methods and Data Analysis
6. PSY 464 Seminar in Psychology
7. **One**of the following: PSY 455 Advanced Experimental Psychology PSY 494 Internship in Psychology

8. **One** of the following: PSY 205 Developmental Psychology PSY 235 Abnormal Psychology
9. **One** of the following: PSY 245 Organizational Psychology PSY 255 Social Psychology
10. **One** of the following: PSY 205 Developmental Psychology PSY 260 Cognitive Psychology
11. **One** of the following: +++MISSING INFO: c.psy325_325l.long +++ +++MISSING INFO: c.psy335_335l.long +++ +++MISSING INFO: c.psy355_355l.long +++
12. **One** of the following: PSY 315 Learning & Behavior PSY 350 Drugs & Behavior PSY 415 Counseling Psychology PSY 450 Behavioral Neuroscience PSY 465 Industrial Psychology PSY 475 Testing & Measurement

25.39.3 Courses in Psychology

- **PSY 100 Introductory Psychology** Basic concepts, theories, and methods in the study of behavior and mental processes. Provides a basic understanding of psychology for interested students, who may take this as their only course in psychology, as well as for future majors.

- **PSY 137 Human Sexuality** See also Nursing (NUR-137), p. 154 This course does not satisfy any of the requirements for a major in psychology.
- **PSY 200 Research Methods** Discussion of and experience in designing research studies, collecting and analyzing data, and preparing research reports in psychology. Coverage includes descriptive, correlational, quasi-experimental, and experimental methods, and basic statistical analysis using SPSS. Prerequisites: Introductory Psychology (PSY-115).

- **PSY 205 Developmental Psychology** Consideration of the major principles of maturation from conception to death. Critical evaluation of contemporary theories in physical, sensory, cognitive, emotional, and social development. Special attention to empirical, experimental, and theoretical literature related to the developmental process. Prerequisite: Introductory Psychology (PSY-100).
- **PSY 208 Gender Psychology** Psychological perspectives on the differences and similarities between females and males. Examination of theory and research includes topics such as: hormones and brain structure, intelligence, education, social roles, stereotypes, emotion, health, employment, and relationships. Prerequisite: Introductory Psychology (PSY-100). (Offered on an occasional basis)

- **PSY 215 Topics in Diversity & Inclusion** Introduces the critical role of socio-cultural context in the understanding of human behavior, emotion, and thought processes. Addresses issues related to diversity and inclusion within a particular subfield of psychology. Topics may include sexuality, health, power & prejudice, discrimination, and cultural development. May only be taken once for credit. Prerequisite: Introductory Psychology (PSY-100).
- **PSY 235 Abnormal Psychology** Study of the diagnosis, etiology, explanation, and treatment of major mental disorders. Focus is on understanding the interplay of biological and psychological forces in the development and treatment of disorders, with emphasis on research findings. Appropriate for first-year students and sophomores. Prerequisite: Introductory Psychology (PSY-115).

- **PSY 245 Organizational Psychology** Scientific study of how human attitudes and behavior are affected by organizational characteristics. Involves the application of psychological research and theories in organizational settings. Major topics include motivation, leadership, team performance, job attitudes, organizational justice, and organizational culture. Prerequisite: Introductory Psychology (PSY-115).
- **PSY 250 Biopsychology** Introduces students to the biological bases of behavior and mental processes. This course emphasizes the cell biology of neurons, neural communication, and the organization of the nervous system. The neurological basis of psychological processes such as sensation, learning, memory, and

cognition are discussed. Prerequisite: Introductory Psychology (PSY-100).

- **PSY 255 Social Psychology** Examination of individual human behavior as it is influenced by social variables. Topics covered include person perception, conformity, attitudes, prejudice, persuasion, helping, aggression, and group processes. Experimental research methods and findings are given emphasis. Prerequisite: Research Methods (PSY-200) or consent of instructor.
- **+++MISSING INFO: c.psy60.long +++** Explores current theories, research findings, and applications in the areas of attention, perception, consciousness, knowledge representation, memory processes, language comprehension and production, inductive and deductive reasoning, evaluation and decision making, human and artificial intelligence, problem solving and creativity, and cross-cultural cognition. Prerequisite: Introductory Psychology (PSY-100).
- **PSY 295 Applied Contemporary Psychology** Addresses complex interpersonal, cultural, ethical, and legal issues that may arise in psychology-related professional settings, using established theoretical and practical frameworks. Taken prior to Internship in Psychology (PSY-494), this course allows students to explore various psychology-related careers and develop some of the applied knowledge necessary for entry into such careers. Prerequisites: Introductory Psychology (PSY-100), a declared major in psychology, or consent of instructor.

- **PSY 300 Stat Methods and Data Analysis** Core topics include the theoretical foundations of estimation, variability, and inferential statistics critical for statistical literacy. Focus is on the development of proficiency in data analysis using SPSS, interpretation of analyses, graphical representation of data, and written communication of results. Prerequisite: Research Methods (PSY-200).
- **PSY 315 Learning & Behavior** Discussion of how behavior changes as a result of our experiences. The course focuses on roles of respondent and operant learning in the development and expression of adaptive and maladaptive behaviors and emotional responses. Students are provided opportunities to discover how learning principles are applied in contemporary behavior modification and behavior therapy. The role of learning is discussed in contexts such as health-related behaviors, sex and love, self-control, drug addiction, and psychological disorders. Prerequisites: Introductory Psychology (PSY-100) and sophomore standing.

- **PSY 325 Health Psychology** An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include stress, coping, compliance with medical advice, health promotion, disease prevention, pain, chronic illness (e.g., cardiovascular disease, cancer, AIDS), and health behaviors (e.g., smoking, diet, exercise). Prerequisites: Research Methods (PSY-200) and Introduction to Biopsychology (PSY-250) or consent of instructor.
- **PSY 335 Sensation & Perception** Explores current theories, research findings, and laboratory applications related to how individuals detect and perceive sensory information in the environment. An overarching theme is how organisms appear to generate accurate percepts despite the limited and ambiguous nature of incoming sensory information. While the primary focus is on human vision, the most extensively studied of the senses, other systems are discussed. Course material covers basic biological structures (e.g. photoreceptors) that detect and transduce environmental energy into electrical impulses transmitted throughout the nervous system. Three hours of lecture and three hours of laboratory per week. Prerequisites: Statistical Methods and Data Analysis (PSY-300).

- **PSY 350 Drugs & Behavior** Explores how psychoactive drugs affect the nervous system. Concepts particularly relevant to a wide variety of psychological, sociological, and health-related careers in which clients are commonly taking drugs, therapeutically or recreationally. Course focuses on factors that influence the variability of drug effects, including neural, pharmacological, and psychological mechanisms. Major topics include the problem and implications of categorizing drugs, basic neural function, principles of pharmacology, and physiological and psychological aspects of addiction. Selected psychotherapeutic drugs and legal and illegal drugs of abuse are surveyed. Prerequisite: Introduction to Biopsychology (PSY-250) or Integrated

Human Physiology (BIO-375).

- **PSY 354 Research Participation** Research and investigation of an area of interest supervised by a faculty member of the department. The student must obtain approval of a specific plan and complete the necessary arrangements prior to the term of registration for the course. S/U basis only. Prerequisites: Research Methods (PSY-200) and consent of instructor.
- **PSY 355 Personality** Explores current theories, research findings, and laboratory applications related to the structure, development, and dynamic processes underlying the differences in how people act, think, and feel. Includes methods of constructing and evaluating personality assessment techniques. Three hours of lecture and three hours of laboratory per week. Prerequisite: Statistical Methods and Data Analysis (PSY-300).

- **PSY 415 Counseling Psychology** A general introduction to the field of counseling. Topics include ethical principles of the counseling profession, legal issues and licensing, counseling in a diverse and multicultural society, and effectiveness of various forms of therapy. Major theoretical approaches including psychoanalytic, humanistic, existential, cognitive-behavioral, couples and family systems are covered. Prerequisite: Abnormal Psychology (PSY-235).
- **PSY 444 Ind Study-Psychology** Independent reading and the preparation of a proposal, with consent of psychology department faculty required prior to the term of registration. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Research Methods (PSY-200), a declared major in psychology and consent of instructor.

- **PSY 450 Behavioral Neuroscience** Further explores relationship between the nervous system and behavior begun in Introduction to Biopsychology (PSY-225). The course provides a more in-depth study of neural function and explores many new areas. Focuses on development of the nervous system, neural communication, neuroanatomy, hierarchical and parallel organization, neural plasticity, sensorimotor function, and neurohormonal influences on sexual development and behavior. Prerequisites: junior standing and either Introduction to Biopsychology (PSY-250) or Integrated Human Physiology (BIO-375).
- **PSY 455 Advanced Experimental Psychology** A capstone course for students interested in conducting psychological research. Topics include legal and ethical responsibilities in psychological research, conducting literature reviews, research design, use of statistical software (e.g., SPSS and SAS), interpretation of statistical results, and clear communication and presentation of scientific information. Students also present their research findings in a public forum. S/U basis only. May be taken more than once for credit. A maximum of one course credit may be counted toward a major in psychology. Prerequisites: Research Methods (PSY-200) and a declared major in psychology.
- **PSY 464 Seminar in Psychology** Intensive study of a topic selected by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Statistical Methods and Data Analysis (PSY-300) or consent of instructor.

- **PSY 465 Industrial Psychology** The scientific study of making decisions about and developing people within organizations. Examines psychological perspective, procedures aimed at improving productivity and fairness in work settings. Students in the course complete multiple applied projects. Major topics include job analysis, employee selection, performance evaluation, and employee training and development. Prerequisite: junior standing and Research Methods (PSY-200), or one term of college-level statistics.
- **PSY 475 Testing & Measurement** Investigation of classical measurement theory, focusing on issues of reliability, validity, and item characteristics, and of some of the most commonly used tests in educational, industrial, and clinical settings. Covers appropriate methods of constructing and evaluating classroom measurement instruments and explores ethical, legal, and financial issues in testing. Prerequisite: Research Methods (PSY-200) or one term of college-level statistics.
- **PSY 494 Internship in Psychology** On-site work experience in psychology under the direction of the on-site supervisor and a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. One course credit of Internship in Psychology may be counted toward a major in

psychology. Prerequisites: Applied Contemporary Psychology (PSY-295), a declared major in psychology, and consent of instructor.

25.40 Religion

Chaplin, Hatchell (Chair), Kensky.

The philosophy and religion department offer courses designed to lead students to reflect on their views concerning fundamental issues in life and thought. Since both the philosophical and religious traditions have had a central place in and an enormous influence upon the development of human culture, any student seeking a liberal education, whatever the major discipline, will profit from the departmental offerings.

25.40.1 Religion Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in religion. 1. **One** of the following: REL 101 Introduction to Religion REL 103 Belief & Unbelief

2. REL 106 Eastern Religions
3. REL 108 Western Religions
4. **One** of the following: REL 105 Introduction to Hebrew Bible REL 115 Introduction to New Testament
5. **One** of the following: REL 116 Buddhism REL 136 Religions of China REL 196 Hinduism
6. **Five** additional religion courses, at least three of which are numbered 300 or above

25.40.2 Religion Minor

1. **One** of the following: REL 106 Eastern Religions REL 108 Western Religions
2. **Four** additional religion courses

25.40.3 Courses in Religion by Content area

Special attention should be given to the numerical ordering of the courses listed below: 1. Courses numbered between 100 and 199 include general introductions to religion (REL 101 Introduction to Religion , REL 103 Belief & Unbelief , REL 106 Eastern Religions , and REL 108 Western Religions as well as introductory courses focused on specific traditions. 2. Courses numbered 200-299 are topical courses especially suitable for sophomore level and above. 3. Courses numbered 300-399 are advanced courses with prerequisites.

Recommended beginning courses for those contemplating a major in religion are: REL 101 Introduction to Religion , REL 103 Belief & Unbelief , REL 106 Eastern Religions , or REL 108 Western Religionsm. However, other courses numbered below 200 are also suitable introductory courses.

Survey courses
REL 101 Introduction to Religion REL 103 Belief & Unbelief REL 106 Eastern Religions REL 108 Western Religions

Individual traditions REL 116 Buddhism REL 128 Judaism REL 136 Religions of China REL 138 Modern Judaism REL 148 Islam REL 178 Christianity REL 196 Hinduism REL 206 Buddhist Thought REL 215 The Rise of Christianity REL 226 Religions of China:Daoism REL 236 Zen Buddhism REL 336 Tibetan Buddhist Cultrue

Judeo-Christian scriptures REL 105 Introduction to Hebrew Bible REL 115 Introduction to New Testament REL 310 Early Christian Gospels REL 330 Topics in Hebrew Bible REL 365 The Letter of Paul

Topical courses REL 217 Religion in America REL 295 Topics in Religion REL 296 Topics in Religion NWP REL 338 Modern Religious Thought REL 385 Advanced Topics in Religion +++MISSING INFO: c.rel386.long +++ REL 394 Directed Readings in Religion REL 444 Ind Study-Relig REL 494 Internship in Religion

Survey courses
REL 101 Introduction to Religion REL 103 Belief & Unbelief REL 106 Eastern Religions REL 108 Western Religions

Individual traditions REL 116 Buddhism REL 128 Judaism REL 136 Religions of China REL 138 Modern Judaism REL 148 Islam REL 178 Christianity REL 196 Hinduism REL 206 Buddhist Thought REL 215 The Rise of Christianity REL 226 Religions of China:Daoism REL 236 Zen Buddhism REL 336 Tibetan Buddhist Cultrue

Judeo-Christian scriptures REL 105 Introduction to Hebrew Bible REL 115 Introduction to New Testament REL 310 Early Christian Gospels REL 330 Topics in Hebrew Bible REL 365 The Letter of Paul

Topical courses REL 217 Religion in America REL 295 Topics in Religion REL 296 Topics in Religion NWP REL 338 Modern Religious Thought REL 385 Advanced Topics in Religion +++MISSING INFO: c.rel386.long +++ REL 394 Directed Readings in Religion REL 444 Ind Study-Relig REL 494 Internship in Religion

25.40.4 Courses in Religion

- **REL 101 Introduction to Religion** Introduces students to thinking about religion as a category of human experience, both in terms of foundational beliefs and how those beliefs are situated in practice. The course examines methods of studying religion as well as essential questions regarding the nature of religion.

- **REL 103 Belief & Unbelief** Discussion oriented course focusing on the dynamics of faith and of atheism. Special attention to traditional proofs for God 2019s existence, the problems of evil and the afterlife, and the nature of religious experience.
- **REL 105 Introduction to Hebrew Bible** A literary and theological overview of the first five books of the Hebrew Bible (the Pentateuch or Torah) in the context of their historical development and their formative impact on the rest of Israelite scripture (the Prophets and Writings). It is recommended that this course be taken prior to other Biblical studies courses.

- **REL 106 Eastern Religions** An introductory survey of some of the major religions of the Indian subcontinent and the Far East. Religions to be discussed include Hinduism, Buddhism, Confucianism and Taoism.
- **REL 108 Western Religions** An introductory survey of the three major Abrahamic religions (Judaism, Christianity and Islam), both in their historical development and their contemporary expressions.

- **REL 115 Introduction to New Testament** A literary and theological overview of the Christian scriptures (the Gospels and Acts, the Pauline, Johannine and catholic epistles, and the Apocalypse of John) in the context of the origins and early historical development of Christianity.
- **REL 116 Buddhism** An introduction to the Buddhist religion, including its history, philosophy, ritual, meditation, and popular practice. Course materials include Buddhist histories and religious texts, as well as contemporary anthropological materials and film.
- **REL 128 Judaism** The basic beliefs and practices of Judaism, from the prophetic period to the present. This course and the Modern Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.

- **REL 136 Religions of China** An introduction to religion in China, with particular focus on the three major traditions of Confucianism, Taoism, and Buddhism. Course materials include readings from major texts of each tradition, as well as histories, anthropological studies, literature, and film.

- **REL 138 Modern Judaism** A study of selected issues in Enlightenment or post Enlightenment Judaism as reflected, for example, in the history of the Jewish people, rabbinic teachings and Jewish theological scholarship, or Jewish literature. This course and the Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.
- **REL 148 Islam** An introductory overview of Islam as an Abrahamic faith, a global civilization, and an integral facet of the American religious experience.

- **REL 178 Christianity** A study of the beliefs and practices of Christianity from its earliest formulations to the modern world. Special attention is paid to essential tenets of Christian faith, elements of Christian practice, and divergences between Catholic, Protestant, and Orthodox Christianities.
- **REL 196 Hinduism** An introduction to the Hindu religion, including its history, philosophy, ritual, meditation, and popular practice. Course materials include Hindu histories and religious texts, as well as contemporary anthropological materials, literature, and film.
- **REL 206 Buddhist Thought** A survey of major issues in Buddhist philosophy, including ethics, emptiness, idealism, the nature of mind, and the nature of reality. The course focuses on Indian Buddhist philosophical schools and also explores distinctive philosophical ideas from Buddhist traditions in China, Japan, and Tibet. Prerequisite: Eastern Religions (REL-036), or Buddhism (REL-116), or consent of instructor.
- **REL 215 The Rise of Christianity** An examination of how Christianity grew from a small band of Jewish followers of Jesus to the dominant religion in the Roman Empire. Attention is paid to crucial figures such as Paul of Tarsus, Irenaeus of Lyons, and Augustine of Hippo, among others.

- **REL 217 Religion in America** Examines the varieties of American religious experience, from the religion of the Puritans to the 21st century. Attention is paid both to normative and minority traditions, with a look at the growing Evangelical and Muslim communities in America today.
- **REL 226 Religions of China:Daoism** An introduction to China's Daoist tradition of Buddhism, beginning with its early literature like the Dao-de-jing and the Zhuang-zi and examining several later Daoist movements in China. The course also examines other Chinese religions and intellectual traditions that have influenced Daoism, including Confucianism and Buddhism. Course materials include histories, translations of Daoist literature, accounts of contemporary Daoists, and film.

- **REL 236 Zen Buddhism** An introduction to the Zen tradition of Buddhism beginning with its origins in China and also examining its traditions in Japan. The course examines other Chineses religious and intellectual traditions that helped shape the Zen tradition, with particular influence on Daoism. Course materials include histories, translations of Zen literature, autobiography, and film.
- **REL 295 Topics in Religion** An examination of a selected topic in religious studies. Content varies from year to year. May be taken for credit more than once.
- **REL 296 Topics in Religion NWP** Same as Topics in Religion REL295, except the course focuses on topics related to non-western cultures. Content varies from year to year. May be taken for credit more than once.
- **REL 310 Early Christian Gospels** An examination of the literary genre in early Christianity, focusing on both canonical (Mark, Matthew, Luke, John) and non-canonical Gospels, including the Gospel of Truth and the Gospel of Thomas. Why did early Christians utilize this genre to communicate traditions about Jesus of Nazareth? Prerequisite: Introduction to Hebrew Bible (REL-105) or Introduction to New Testament (REL-115) or consent of instructor.
- **REL 330 Topics in Hebrew Bible** An advanced course in an aspect of critical study of the Hebrew Bible. Potential topics include Prophecy, Wisdom Literature, and Women in the Bible. Prerequisite: Introduction

to Hebrew Bible (REL-105) or consent of instructor.

- **REL 336 Tibetan Buddhist Cultrue** Introduces students to the lived experience of Buddhists on the Tibetan plateau and in Nepal. THe course discusses the history of religion in Tibet, as well as the major doctrines of Tibetan Buddhism. Particular attention is also paid toTibetan religious culture and popular religious practices. Course materials include Tibetan literature, histories, biographies, and film, as well as anthropological studies of Tibetan societies.
- **REL 338 Modern Religious Thought** A survey of the religious thinkers and themes of the 20th century. Various religious outlooks, ranging from conservative to radical, are explored, as are alternative conceptions of God, religion, and salvation. Prerequisite: one course in religion or consent of instructor.
- **REL 365 The Letter of Paul** An examination of the 13 letters attributed to Paul of Tarsus in the New Testament as well as biblical and extra-biblical sources for the life of this crucial figure who spread Christianity around the Roman Empire. Prerequisite: Introduction to Hebrew Bible (REL-105) or Introduction to New Testament (REL-115) or consent of instructor.
- **REL 385 Advanced Topics in Religion** Seminar examining a selected topic in religious studies. Content varies from year to year. May be taken for credit more than once. Prerequisite: one course in religion or consent of instructor.

- **+++MISSING INFO: c.rel386.long +++** +++MISSING INFO: c.rel386.desc +++
- **REL 394 Directed Readings in Religion** A course of directed readings designed by the student and instructor to fit the individual student 2019s particular interests and educational needs. Prerequisite: consent of instructor.
- **REL 444 Ind Study-Relig** Independent study under the direction of a faculty member of the department in an area selected by the student. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of instructor.
- **+++MISSING INFO: c.re494.long +++** Exploration of a career area related to the student 2019s interest in religion supervised by a Religion faculty member in cooperation with the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in Religion. Prerequisites: declared major in Religion, junior standing, and consent of department chair.

25.41 Rhetoric

Carr (Chair), Donofrio, Harmsen, J. Nesmith, Opayemi, Spikes The Rhetoric Department offers a major and a minor in both **Communication Studies** (see **?@sec-communication-studies**) and **Writing** (see **?@sec-writing**) and is responsible for offering courses in the study and practice of academic prose, non-fiction writing, journalism, and communication studies.

25.42 Social & Criminal Justice

L. Barnett, J. Christensen, Lemos, McNabb (Administrative Coordinator).

The Social & Criminal Justice Program offers students an opportunity to immerse themselves in an interdisciplinary major that draws from Coe's rich tradition in the liberal arts, as well as the pre-professional opportunities at the college. Core courses in the major address multifaceted questions surrounding restorative, retributive, procedural, and distributive justice. While many programs addressing such issues are housed in the field of criminal justice studies, the SCJ faculty teach topics within the major from varying perspectives and disciplines, introducing students to the ways in which matters of justice are at work in — and essential to — many areas of study.

The major is both local and global in nature, exhibiting the possibilities and limitations of social and criminal justice initiatives in the Cedar Rapids community, while also navigating matters of human rights and comparative justice systems that reveal our connections to the broader world.

Through interdisciplinary engagement and a required practicum, the SCJ program demonstrates for students how a multiplicity of voices and viewpoints can help to shape new ideas about the impact of social justice initiatives upon the criminal justice system, and the foundations of individual and collective community engagement.

25.42.1 Social & Criminal Justice Major

A major in Social & Criminal Justice requires a cumulative 2.0 GPA in all courses counted toward the major.

1. SCJ 101 Intro to Social & Criminal Justice
2. SCJ 201 Law Enforcement & Corrections
3. +++MISSING INFO: c.scj235.long +++
4. PHL 285 Law, Morality & Punishment
5. SCJ 350 Human Rights & Comparative Justice
6. SOC 351 Criminology
7. **One** of the following: STA 100 Statistical Reasoning I-Foundations (7 weeks) **and** STA 110 Stats IIA: Inferential Reasoning (7 weeks) STA 100 Statistical Reasoning I-Foundations (7 weeks) **and** STA 130 Stats IIB: Experimental Design (7 weeks) +++MISSING INFO: c.sta190.long +++ PSY 300 Stat Methods and Data Analysis
8. **Three** courses, chosen from the following, in consultation with the student's advisor and/or the Social & Criminal Justice administrative coordinator. No more than two courses may be selected from the same prefix. ACC 313 Fraud Examination ARH 107 Gender and Art COM 237 Interpersonal Communication COM 357 Sex, Race, & Gender in Media COM 361 Communication & Social Change COM 362 U.S. Public Address ECO 115 Intro Political Econ EDU 187 Human Relations ENG 127 Social Justice and Literature ENG 146 Intro Postcolonial Literature GS 107 Intro Gender & Sexuality Studies HIS 145 History of United States to 1865 HIS 155 History of United States since 1865 HIS 347 African American History HIS 257 Native American History HIS 297 Women in America HIS 325 Recent American History I IS 126 HumanRightsBurmeseMigrant PHL 128 Morality & Moral Controversies PHL 205 Environmental Ethics PHL 265 Political Philosophy PHL 270 Ethical Theory PHL 277 Philosophy of Gender & Race POL 305 Terrorism POL 350 US Social Policy Process POL 375 Constitution & Individual Liberties PSY 235 Abnormal Psychology PSY 245 Organizational Psychology PSY 255 Social Psychology PSY 315 Learning & Behavior PSY 350 Drugs & Behavior PSY 415 Counseling Psychology REL 217 Religion in America SCJ 190 Topics in Social & Criminal Justice SCJ 220 Juvenile Delinq & the Justice Sys SCJ 301 Criminal Law & the 4th, 5th & 6th SCJ 390 Adv Topics in Soc & Crim Just SOC 207 Sociology of the Family SOC 247 Sociology of Race SOC 207 Sociology of the Family SOC 247 Sociology of Race SOC 328 Urban Sociology SOC 338 Political Sociology SOC 355 Deviant Behavior SOC 425 Social Change A course approved by the Social & Criminal Justice administrative coordinator
9. **One** of the following capstone projects: SCJ 444 Independent Study in Social and Cri SCJ 494 Internship in Social and Criminal J OCC 323 OCC Chicago: Urban Studies (if internship/independent study has SCJ focus) WSH 464 Internship Seminar (if internship has SCJ focus) As a capstone experience, it is expected that students will carry out the project during the junior or senior year, after completing the majority of the required coursework. Students are expected to consult with the SCJ administrative coordinator prior to beginning their projects.
10. SCJ 490 Social & Criminal Just Colloquium – Non-Credit Bearing

25.42.2 Courses Social & Criminal Justice

- **SCJ 101 Intro to Social & Criminal Justice** Explores components of justice. Focus is on understanding the nature and goals of social and criminal justice issues and policies including an analysis of globalization, consumer culture, and social privilege. Considers the history, structure, functions, and philosophy of justice. This course includes a required civic engagement component.

- **SCJ 190 Topics in Social & Criminal Justice** A focused examination of an issue, problem, theory, or methodology related to social and criminal justice. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different (0.5 or 1.0 course credit).
- **SCJ 201 Law Enforcement & Corrections** Examines the structure and function of law enforcement policies and techniques along with practices, policies, and agencies involved in corrections systems. Review the histrical development of law enforcement and corrections, including challenges facing correctional populations. Explores the principles and practices of treatment accorded to suspects and offenders in various settings. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).

- **SCJ 220 Juvenile Delinq & the Justice Sys** Overview of delinquent behavior and juvenile justice system responses to delinquency. Addresses historical precedents and philosophical reasons for treating juveniles differently from adults. Also considers methodological problems and theoretical controversies in delinquency research, and the goals and effectiveness of juvenile justice systems. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101).
- **SCJ 301 Criminal Law & the 4th, 5th & 6th** Study of criminal law including the general elements of crime, the specific criminal offenses, legal justification defenses, and conspiracy. Additionally, the course offers a general understanding of accused rights under the Fourth, Fifth, Sixth Amendments of the U.S. Constitution. Prerequisite: junior standing or consent of instructor.

- **SCJ 350 Human Rights & Comparative Justice** Introduces philosophical and legal questions surrounding "human rights", analyzing the ways that the language of human rights permeates questions of civil rights and social justice in both international and domestic settings.
- **SCJ 390 Adv Topics in Soc & Crim Just** Advanced study of an issue, problem, theory, or methodology related to social and criminal justice. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantally different. Prerequisite: Introduction to Social and Criminal Justice (SCJ-101) and Methods of Sociological Research (SOC-235). 0.5 or 1.0 course credit.

- **SCJ 444 Independent Study in Social and Cri** Independent study under faculty guidance of a research problem chosen by the student. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Methods of Sociological Research (SOC-235), junior standing, and declared major in Social & Criminal Justice.
- **SCJ 490 Social & Criminal Just Colloquium** Majors discuss and present their work that is a requirement of their capstone projects. It is expected that Colloquium is taken during or following the completing of the capstone internship/independent study. Satisfactory completion of the Colloquium is required for graduation with a major in Social & Criminal Justice. S/U basis only. (0.0 course credit)
- **SCJ 494 Internship in Social and Criminal J** Investigation of a career area related to the student 2019s interest in social and criminal justice supervised by a faculty member in cooperation with the Center for Creativity and Careers. A minimum 140 hours of on-site experience is required. S/U basis only. Prerequisites: junior standing, declared major in Social & Criminal Justice, and consent of Social & Criminal Justice administrative coordinator.

25.43 Secondary Education (Minor Only)

See Education , Section 25.9

25.44 Sports Management (Courses Only)

See Sports Management Concentration in Business, **?@sec-sports-management-concentration**

25.44.1 Courses in Sports Management

- **SMT 100 Introduction to Sports Management** An introductory course in sports management. This course provides an overview of the historical, legal, economic, political, and social-cultural issues that shape the field of sports management. The skills needed for managing sports organizations, from recreational to collegiate and professional, are also introduced. The course will look at the key functional areas of sport management such as marketing, communication, finance and economics and facility and event management.

- **SMT 300 Sport/Recreation Event Management** An introduction to the principles and procedures for preparing, planning, operating, managing, and evaluating events and venues in sports settings. Students will gain a greater understanding of event and venue management and the total operation of sports organizations. Prerequisite: SMT-100: Introduction to Sports Management
- **SMT 454 Seminar in Sports Management** A lecture/discussion-based course in which relevant and current research and industry trends are thoroughtly reviewed and analyzed. Students are encouraged to take this course near the end of their careers as undergraduate students in the sports management concentration.
- **SMT 494 Internship in Sports Management** An internship with a focus on sports management supervised by a faculty member teaching within the sports management concentration. A minimum of 140 hours on-site experience is required. Students must document and analyze the experience through a journal and final report or through other written work as assigned by the faculty supervisor. S/U basis only. A maximum of one credit may count toward the concentration with the approval of the administrative coordinator(s) of the concentration. Prerequisites: junior standing and consent of administrative coordinator(s).

25.45 Sociology

L. Barnett, Boguslaw, Fairbanks (Chair, Fall), K. Rodgers (Chair, Spring).

The sociology department, which also offers a minor in anthropology, offers a rigorous curriculum in support of Coe's mission of providing students with a high-quality liberal arts education and preparing students intellectually, professionally, and socially to lead productive and satisfying lives in the global society of the 21st century. The department serves this mission through an integrated series of courses designed to promote students' awareness and understanding 21st century social problems, including the enduring presence of social inequality.

25.45.1 Sociology Major

A major in Sociology requires a cumulative 2.0 GPA in all courses counted toward the major.

1. SOC 107 Introductory Sociology
2. SOC 235 Methods of Sociological Research
3. SOC 450 Sociological Theory
4. SOC 464 Capstone Seminar in Sociology

5. **Five** additional sociology courses, including at least one course numbered 400–449 (not including SOC-444 Independent Study, which does not count towards the major)

6. **One** of the following: STA 100 Statistical Reasoning I-Foundations (7weeks) and STA 110 Stats IIA: Inferential Reasoning (7 weeks) +++MISSING INFO: c.staa100.long +++ (7weeks) and STA 130 Stats IIB: Experimental Design (7 weeks)

25.45.2 Sociology Minor

1. SOC 107 Introductory Sociology

2. SOC 235 Methods of Sociological Research

3. SOC 450 Sociological Theory

4. **Three** additional sociology courses, including at least one course numbered 400–449 (not including SOC 444 Ind Study-Soc , which does not count towards the major) The following courses do not satisfy any of the requirements for a major or minor in sociology: SOC 275 Directed Readings in Sociology SOC 365 Research Participation I or SOC 375 Research Participation II SOC 444 Ind Study-Soc SOC 494 Internship in Sociology SOC 499 Career Related Independent Invest

25.45.3 Courses in Sociology

- **SOC 107 Introductory Sociology** An introduction to sociology, the scientific study of human social behavior. The course explores the place of the discipline in the social sciences and the interplay of theory and empirical evidence in building an understanding of society, and it provides exposure to a wide range of research topics and results from different areas of study in the field.

- **SOC 207 Sociology of the Family** Sociological description and analysis of the family as a major social institution. Topics covered may include, but are not limited to: the various ways in which 201cfamilies 201d are defined, and the different forms that families take; the relationship of family life to social processes such as socialization, stratification, and modernization, and the role of families in the interdependent network of social institutions. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.
- **SOC 217 Sociology of Religion** Examines the ways in which religion affects 2014and is affected by 2014the social context in which it occurs. Although the primary emphasis is on religion in the contemporary United States, considerable cross-cultural and historical material is included as well. The concept of secularization (that both the public and private impact of religion decline as societies modernize) is examined in light of empirical evidence. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor. (Offered on an occasional basis)

- **SOC 226 Gender and Globalizaton** Examines processes of globalization through a gendered lens. Focus on the ways global issues such as labor, intimacy, poverty, pop culture, and environmental degradation affect people of different genders in various ways. Also notes how people respond to the forces of globalization and addresses the effects of globalization on the lives of people in the non-Western world. Prerequisite: Introductory Sociology (SOC-107), or consent of instructor.
- **SOC 235 Methods of Sociological Research** An exploration of the various strategies researchers employ to gather information and test hypotheses about the social world. Topics include data collection, sampling, conceptualization and measurement, and both qualitative and quantitative methods of analysis. Prerequisite: Introductory Sociology (SOC-107), sophomore standing or consent of instructor.

- **SOC 236 Topics in Sociology NWP** Same as Topics in Sociology (SOC-237) except topic(s) relate to non-Western cultures. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.
- **SOC 237 Topics in Sociology:U S Pluralism** A course of selected focus that centers on a particular sociological issue, problem, theory, or methodology related to United States Pluralism. Content varies and is determined by the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor. (Offered on an occasional basis)

- **SOC 238 Topics in Soc Div West Perspectives** Same as Topics in Sociology (SOC-237) except topic(s) relate to diverse Western cultures. Prerequisite: Introductory Sociology (SOC 107)
- **SOC 247 Sociology of Race** The purpose of this course is twofold: first, students will develop an understanding of the social, political, and economic pressures shaping definitions of 2018race 2019 over time; second, we will explore the intersections of 2018race 2019 with ethnicity, gender, class, and sexuality. Students will examine these via in-depth evaluations of the following topics: the historical emergence of 2018race, 2019 contemporary and historical whiteness, harmonious and discordant inter-racial interactions, stereotyping, discrimination, racism, race and crime, economic inequality, and changing racial demographics. Efforts will be made throughout the course to make the material relevant to students 2019 lives.
- **SOC 275 Directed Readings in Sociology** Study of major literature on a selected topic in sociology directed by a sociology department faculty member. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: declared sociology major, minor, or elementary education emphasis, sophomore standing, or consent of department.

- **SOC 328 Urban Sociology** Analysis of cities as they affect social behavior, and the study of the urban form as it is produced and modified by wider changes in the world economy. Emphasis is theoretical, historical, and comparative. Problems addressed include restructuring, poverty, and underdevelopment. Prerequisites: Introductory Sociology (SOC-107), sophomore standing or consent of instructor.
- **SOC 338 Political Sociology** Examines the interconnections between politics and society. Emphasis is on the relationship between the state and social structures of capatalist societies. Theoretical, historical, and comparative materials are considered. Topics may include polititcal power, the polititcs of the welfare state, policy-making, and political participation. Prerequisite: Introductory Sociology (SOC 107) or consent of the instructor.

- **SOC 351 Criminology** Examines the social meaning of criminal behavior. Looks at the relationship between crime and society - in particular, how the production and destribution of economic, political, and cultural resources shape the construction of "law" and "crime". Includes a comparison of different types of crime, criminals, and victims, as well as at efforts to understand and control them. Prerequisite: Introductory Sociology (SOC-107).
- **SOC 355 Deviant Behavior** Emphasis on theories and research in understanding deviant behaviors and deviant careers. Approaches include learning, strain, conflict, and labeling theories. Prerequisite: Introductory Sociology (SOC-107), consent of instructor.
- **SOC 365 Research Participation I** Individual or group investigation with a sociology department faculty member on a research topic or topics of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: Introductory Sociology (SOC-107) and consent of instructor. (Offered by arrangement)

- **SOC 375 Research Participation II** A continuation of Research Participation I. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: Research Participation I (SOC-365) and consent of instructor. (Offered by arrangement)
- **SOC 417 Sociology of Sex & Sexuality** Examines how social contexts in the United States shape

sexuality. Gender is a significant theme throughout the course, with a focus on topics such as past and current research about sexual behavior and identities; the social construction of sexual orientations; connections among thnicity, race, and sexulaity; domestic and international sex work; sexual violence. Prerequisite: Methods of Sociological Research (SOC 235) or consent of instructor.

- **SOC 425 Social Change** Theories of change applied to substantive areas (for example, modernization, economic development or restructuring, social values, and social definitions), selected by the instructor. The course addresses the differential experiences of the consequences of change among various social groups. Prerequisite: Methods of Social Research (SOC-235) or consent of instructor. (Offered alternate years)
- **SOC 435 Advanced Topics in Sociology** Examines a particular sociological issue, problem, theory, or methodology. Content varies and is determined by the instructor. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Methods of Sociological Research (SOC-235) or consent of instructor.
- **SOC 444 Ind Study-Soc** nan

- **SOC 445 Small Groups** Theory and research on the processes of social interaction and social psychology with special application to studies of groups. Prerequisite: Methods of Social Research (SOC-235) or consent of instructor.
- **SOC 450 Sociological Theory** Examines the major paradigms and theories in contemporary sociology. The course places particular emphasis on the ways in which those paradigms and theories affect 2014and are affected by 2014the process of empirical research. Prerequisites: Methods of Sociological Research (SOC-235) and three other sociology courses above the introductory level or consent of instructor.

- **SOC 464 Capstone Seminar in Sociology** Concepts, theories, and methodologies learned in previous sociology courses are applied to the intensive study of a topic selected by the instructor. Prerequisite: Sociological Theory (SOC-450), and senior standing, or consent of department chair.
- **SOC 494 Internship in Sociology** A field placement with a career-related organization. A minimum of 140 hours on-site experience is required. P/NP basis only. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: declared major in sociology, junior standing, or consent of department chair.

25.46 Spanish/Spanish Studies

Peach, Muñoz Pérez, Rodríguez Moreno (Program Coordinator).

25.46.1 Spanish Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in Spanish.

Students who major in Spanish complete a minimum of eight courses in Spanish beyond SPA 225 Intermediate Spanish II , though SPA 148 Spanish Literature in Translation may be taken as one of the eight. SPA 115 Elementary Spanish I , SPA 125 Elementary Spanish II , SPA 135 Spanish Review & Preparation , SPA 215 Intermediate Spanish I , and SPA 225 Intermediate Spanish II are regarded as skill-building courses, and do not count toward the major in Spanish. Spanish students are urged to substitute study abroad in a program approved by the College and the department for up to three courses for the major. One Hispanic literature course (SPA-336 or above) must be taken in the senior year.

+++MISSING INFO: c.spa464.long +++ is required during the final spring term before graduation. Students selecting Spanish as a second teaching field should complete a minimum of four Spanish courses numbered 315 or

above. Any advanced courses taken for the second teaching field should include SPA 315 Spanish Composition & Conversation .

25.46.2 Spanish Minor

A grade of "C" (2.0) or higher must be earned in all courses counted toward a minor in Spanish.

The minor in Spanish requires the completion of four courses beyond SPA 225 Intermediate Spanish II , though with the consent of department chair, SPA 148 Spanish Literature in Translation may be taken as one of the four. SPA 115 Elementary Spanish I , SPA 125 Elementary Spanish II , SPA 135 Spanish Review & Preparation , SPA 215 Intermediate Spanish I , and SPA 225 Intermediate Spanish II are regarded as skill-building courses, and do not count toward the minor in Spanish.

25.46.3 Spanish Studies Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in Spanish Studies.

The Spanish Studies major requires: 1) successful completion of four courses beyond SPA 225 Intermediate Spanish II , with SPA 336 Hispanic Life/Cult-Latin America or SPA 338 Hispanic Life/Culture:Europe recommended as one of the four; and 2) successful completion of a departmentally approved list of five courses proposed by the student which exhibits both internal coherence and relevance to the course work in Spanish. Typically, application to the department for the approval of the interdisciplinary elected courses is to be made no later than the Spring Term of the junior year. SPA 115 Elementary Spanish I , SPA 125 Elementary Spanish II , SPA 135 Spanish Review & Preparation, SPA 215 Intermediate Spanish I , and SPA 225 Intermediate Spanish II are regarded as skill-building courses, and do not count toward the major in Spanish Studies.

25.46.4 Courses in Spanish

- **+++MISSING INFO: c.spa115_125.long +++** +++MISSING INFO: c.spa115_125.desc +++

- **+++MISSING INFO: c.spa129.long +++** +++MISSING INFO: c.spa129.desc +++
- **SPA 135 Spanish Review & Preparation** Designed to prepare students who have had some limited experience in Spanish to enter SPA-215 the following term. Strong students with one year of secondary school Spanish should enter this course. This class is also appropriate for students with two years of secondary school Spanish or for those for whom some time has elapsed since their earlier study of Spanish. This course provides review and elementary college-level preparation in Spanish grammar, vocabulary, speaking, and writing.

- **SPA 148 Spanish Literature in Translation** Reading, in translation, of a selection of works by major Hispanic authors. Content varies from term to term. In most cases selections center on a theme, a time period, or a genre. Contact the instructor for specific information about course content. Students preparing a Spanish major or minor must write a paper in Spanish. Taught in English.
- **SPA 215 Intermediate Spanish I** Continuation of Elementary Spanish, with emphasis on oral practice and a review of grammatical structures. Prerequisite: Elementary Spanish II (SPA-125) or Spanish Review and Preparation (SPA-135) or consent of instructor.

- **SPA 258 Spanish Lang Learn in Spain** Features immersive leaning of Spanish in the context of a study abroad course supervised by a Coe faculty member. It includes three hours of daily instruction in Spanish with an additional hour studying the culture and traditions of the country. Prerequisite: consent of instructor. (Offered May Term only)
- **SPA 315 Spanish Composition & Conversation** A course stressing the skills of speaking and writing. Some third-year grammar is studied, with an emphasis on the key problematic structures of the Spanish language. Students write frequent compositions, and class time concentrates on conversational activities. Prerequisite: Intermediate Spanish II (SPA-225).

- **SPA 325 Spanish Language & Literature** Continuation of Spanish Composition and Conversation, with an emphasis on speaking and writing. A wide range of short literary texts is also studied. Prerequisite: Intermediate Spanish II (SPA-315).
- **SPA 330 Spanish for Heritage Speakers** Focuses on the specific linguistic and communicative needs of heritage speakers of Spanish in the context of exploring issues of identity, immigration and community in contemporary Latino communities in the U.S. Assessments based on an exit interview and a portfolio of formal writing. Prerequisite: Spanish placement test or approval of the instructor.

- **SPA 336 Hispanic Life/Cult-Latin America** An interdisciplinary overview of the culture and civilization of Latin America as portrayed in literature, art, architecture, and film. Particular attention is given to the way the past has created and shaped contemporary Hispanic culture in Latin America. Prerequisite: Spanish Composition and Conversation (SPA-325).
- **SPA 338 Hispanic Life/Culture:Europe** Same as Hispanic Life and Culture (SPA-336) except focus of the course is European culture and civilization as portrayed in literature, art, architecture, and film. Particular attention is given to the way the past has created and shaped Hispanic culture in Spain.

- **SPA 339 Spanish for Health Care** Focuses on providing Spanish language proficiency for students planning careers in the area of healthcare. Emphasis is placed on the healthcare vocabulary and the culture of the Latino population living in the United States. Local outreach is a required component of this course. Students visit local health clinics, where they are able to volunteer, using their knowledge of Spanish and working as translators. Prerequisite: Intermediate Spanish II (SPA-225) or consent of instructor.
- **SPA 345 Introduction to Hispanic Literature** An introduction to the study of Peninsular and Spanish-American literary works, with an emphasis on basic critical concepts, terminology, and methods. A wide range of texts is studied, beginning with poems and short narratives, and ending with longer works. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325). (Offered alternate years)

- **SPA 349 Business Spanish** Focuses on providing Spanish language proficiency for students planning careers in business. Emphasis is placed on the different cultures of Spanish-speaking countries in the business world. Local outreach is a required component of this course. Students visit local businesses, where they learn about the culture of the Spanish-speaking business world. Prerequisite: Intermediate Spanish II (SPA-225) or consent of instructor.
- **SPA 394 Directed Reading** For students wishing to investigate a particular aspect of Spanish literature unavailable through the regular sequence of courses offered. Periodic conferences and papers are required. May be taken more than once for credit. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

- **SPA 412 Ecologies:Latin America Environ Lit** Ecologies: Latin American Environmental Literature and Cultural Works (WE) Examines Latin American writers and artists who have long focused on nature as a means to address pressing political, social, and ethical issues through literature, ethnographic texts, film and the visual arts. Readings in this class will trace connections between environmental thought and

the region's long and multi-layered history of colonialism. Prerequisite: Introduction to Hispanic Literature (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

- **SPA 418 Gender & Sexuality in Hispanic Wrld** Examines constructions and representations of gender, sexuality, and power in Latin American and/or Spanish literature and cultures with particular emphasis on intersections with race/ethnic positioning, sexual identity, and social class. The course adopts an interdisciplinary approach to explore the role and contributions of artists, as well as the reception of their work, with regard to issues surrounding cultural representations of race and ethnicity, masculinity and femininity, gender and sexual identities and LGTBQ+ communities, nationalism and citizenship, and social movements. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 421 Nation, History, and Literature** Focuses on the literature and culture of one nation in the Hispanic world, highlighting their relationship to the specific national history of the country. This class will study a variety of genres: short stories, poetry, and theater. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 428 Indigeneity, Blackness, & EthnicLit** Examines voices of ethnic cultures that have creatively responded to their social and political contexts through literary analysis as well as visual, musical, and other symbolic and representational literacies. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 431 Hispanic Graphic Novel:Theory& Prac** Focuses on providing students with the knowledge to understand cartoons and graphic novels produced in Spanish as a particular medium in relation to a historical context. The class will study theory of comics, the tradition of Hispanic comics, and will hold a workshop where the students learn techniques to develop their own story in a comic format. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338)
- **SPA 432 Representations of Violence** Explores the relationships between a variety of cultural productions (film, literature, poetry, painting, theater, performance, TV productions, etc.) and specific accounts of personal and collective violence in socio-political conflicts in the Hispanic world. Concepts such as memory, trauma, mourning, and pain will be a central part of this course. Prerequisite: Introduction to Hispanic Literature (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA338).
- **SPA 442 Popular Culture, Media, & Cultural** Focuses on popular culture with an emphasis on the role of visual and material culture in the Hispanic world as contested territory between power structures and resistance movements. A variety of cultural productions may be included: film, literature, music, internet blogs, YouTube videos, publicity, folklore, dance, TV productions, comic strips, etc. This class will focus on a selected time period and/or geographical region of the Spanish-speaking world. May be taken more than once for credit, if focused on a different region or period. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 443 Cinema & Politics of Representation** Provides a historical and thematic overview of cinema in a selected time period and/or geographical region of the Spanish-speaking world to deepen understanding of and engagement with important and complex cultural issues in relation to both aesthetics and politics, and offers both offers tools and guidance for discussing and writing about film. May be taken more than once for credit, if focused on a different region or period. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

- **SPA 444 Ind Study-Spanish** Independent investigation of a selected project in Spanish under the direction of a faculty member of the department. May be taken for an X status grade with consent of instructor prior to registration. Prerequisite: consent of department chair.
- **SPA 446 Latin Am. & Spanish Short Stories** Focuses on the rich and varied literary production of the short story in Latin America and/or Spain. Readings may include a wide range of short narratives with an emphasis on those of the 20th and 21st century. Prerequisite: Introduction to Hispanic Literature (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 451 Hispanic Cross-Over Literature** Focuses on literature that is designed for children or for

both adults and children. Texts for this class will intersect with notions of memory, education, censorship, and the dialogue between image and written text. The class will emphasize the picture-book (00e1lbum ilustrado), and it will hold a workshop where the students learn techniques to develop their own. Prerequisite: Introduction to Hispanic Literature (WE) (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).

- **SPA 455 Spanish Drama** Same as Hispanic Drama (SPA-455) except focus of course is Latin American theatre. An introduction to Spanish theatre and the various techniques, themes, and images used to express, criticize, or romanticize Hispanic society and life. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).
- **SPA 457 US LatinX Literature** Focuses on the major trends of LatinX literature that highlight the experiences of LatinX people within the US. Topics will include bilingualism, code-switching, identity, borders, immigration, and exile in LatinX groups such as Chicano/a, Nuyorican, Boricuas, Dominicans, etc. Their cultural productions will be analyzed within their social and political context and texts assigned will be in English, Spanish or mixed. Prerequisite: Introduction to Hispanic Literature (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 458 Travel Writing & Transatlantic Lit** Explores the varying perceptions of life, history, culture, traditions, and customs in Spain and Latin America across time and space through the accounts of travel narratives through interdisciplinary perspectives. Prerequisite: Introduction to Hispanic Literature (SPA-345) or Hispanic Life and Culture (SPA-336 / SPA-338).
- **SPA 475 Topics in Hispanic Literature** A course of narrowed focus that centers on a theme, region, time period, or genre of Hispanic literature. Approach and content varies from term to term as determined by the instructor. May be taken twice, provided the topics are substantially different. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).
- **SPA 476 Topics in Hispanic Lit:Latin Amer** Same as Topics in Hispanic Literature (SPA-475, -485) except the focus of the course is Latin American culture.
- **+++MISSING INFO: c.spa464.long +++** +++MISSING INFO: c.spa464.desc +++
- **SPA 494 Internship in Spanish** Exploration of a career area related to Spanish. Application and supervision through the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major or minor in Spanish. Prerequisites: junior standing and consent of department chair.

25.47 Statistics (Courses Only)

Cross.

25.47.1 Courses in Statistics

- **STA 100 Statistical Reasoning I-Foundations** A hands-on introduction to the use of statistical techniques. Provides a foundation for statistical analysis and introduces the basic concepts involved in data collection and presentation. (0.5 course credit) (Offered first 7 weeks of Term)

- **STA 105 Probability: A World of Chance** An introduction to probability and its applications in our world. This hands-on course examines how probability techniques can be used to understand topics in science, government, recreation, and communication. Bizarre events in everyday life are also discussed. This course is appropriate for a varied audience. Some ability in arithmetic and elementary algebra is assumed. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences.
- **STA 110 Stats IIA: Inferential Reasoning** A continuation of Statistical Reasoning I (STA-100), presenting a broad range of data analysis techniques. Topics covered include hypothesis testing, confidence intervals, Chi-square tests, and regression. Emphasis is on a project-based approach to analyzing data. Prerequisite:

Statistical Reasoning I (STA-100) or consent of instructor. (0.5 course credit) (Offered second seven weeks of Term)

- **STA 130 Stats IIB: Experimental Design** +++MISSING INFO: c.smt130.desc +++
- **STA 315 Probability & Statistics I** A calculus-based introduction to the mathematical theory of probability and statistics. Topics include enumeration techniques, Bayes 2019 theorem, random variables, discrete and continuous distributions, expectation, moment-generating functions, and sampling distribution theory. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.
- **STA 325 Probability & Statistics II** +++MISSING INFO: c.smt325.desc +++

25.48 Theatre Arts

D. Barnett, Charipar, Ganfield, Hahn, Rezabek, Schmidt, Steffens, Wolverton (Chair)

The Theatre Arts program is designed to provide a balance between academic and experiential learning for all interested students. The goal is to offer opportunities for student participation in all aspects of theatre, on stage and in the classroom, and to enrich the cultural and academic life of the College.

The program accommodates both majors and minors through courses focused on theatrical history, theory and literature, as well as through training in acting, directing, design, and theatrical production. This foundation prepares students for graduate study and for any field that values high-level communication skills, as well as for careers in theatre as teachers, artists, technicians, or managers.

As a means of helping students prepare for graduate study and/or a professional career, all majors are required to present an audition piece or a portfolio for annual review beginning in their second year. The senior seminar provides a capstone experience, giving students an opportunity to reflect on their development as theatre artists, and to examine theatre as a collaborative art form.

For the campus community at large, as audience members or as occasional participants, the program offers a wide range of drama selected both to educate and to entertain.

25.48.1 Theatre Arts Major

A major in Theatre Arts requires a cumulative 2.0 GPA in all courses counted toward the major.

Theatre Arts Core Courses (required of all students majoring in theatre arts): 1. THE 102 Theatre Production Lab

2. THE 130 Technical Production I
3. THE 140 Design for the Stage
4. THE 150 Acting I
5. THE 228 History of Theatre and Drama I
6. THE 238 History of Theatre and Drama II
7. THE 290 Directing I
8. THE 464 Senior Seminar

25.48.2 Theatre Arts Minor

The minor in Theatre Arts consists of six course credits of Theatre Arts.

Theatre Arts students select one of the following **emphases**: general, acting, directing, musical theatre, and technical theatre/design.

General

1. **Eight** core courses (see Section 25.48.1)
2. **Three** additional course credits of Theatre Arts, chosen with departmental approval.

Acting

1. **Eight** core courses (see Section 25.48.1)
2. THE 170 Voice & Diction
3. THE 250 Acting II
4. **One** of the following: THE 160 Movement for the Stage THE 260 Acting for the Camera THE 270 Musical Theatre Acting THE 350 Advanced Acting:Shakespeare

Strongly recommended: Any dance course (DAN-101 through DAN-152) THE 162 Stage Make-Up THE 452 Advanced Projects in Acting PHL 105 Introduction to Philosophy: PSY 100 Introductory Psychology

Directing

1. **Eight** core courses (see Section 25.48.1)
2. THE 250 Acting II
3. THE 390 Directing II WE
4. **One** additional course in acting or design

Strongly recommended: ARH 118 History of Western Architecture COM 237 Interpersonal Communication THE 220 Tech Theatre Lab
THE 242 Scene Design THE 280 Costume Design THE 350 Advanced Acting:Shakespeare THE 462 Advanced Projects in Directing Any other art history course

Musical Theatre

1. **Eight** core courses (See Section 25.48.1)
2. MU 109 Theory of Music I
3. THE 170 Voice & Diction
4. THE 270 Musical Theatre Acting
5. **Four** terms of MUA 202V Voice (0.6 cc)
6. **One** additional course credit in practical musical theatre chosen from a combination of the following: MUA 130V MusicalTheatreProductionExperience (0.5 cc) MUA 131V Song Interpretation Workshop (0.2 cc) A musical theatre internship approved by the Music or Theatre Arts department
7. **Six** seven-week dance courses (DAN-101 through DAN-142) (0.2 cc)

Technical Theatre/Design

1. **Eight** core courses (see Section 25.48.1)

2. **Three*** of the following: THE 220 Tech Theatre Lab THE 230 Technical Production II THE 232 Computer Aided Drafting and Design THE 242 Scene Design THE 280 Costume Design THE 288 History of Dress

Strongly recommended: ARH 118 History of Western Architecture Any other Art History course ART 115 Drawing: Observation and Interpret ART 145 Digital Studio ART 364 The Human Form PHY 155 Electronics and PHY 155L Electronics Lab
THE 442 Adv Proj-Design/Tech Production

25.48.3 Courses in Theatre Arts

- **THE 100 Introduction to Theatre** A study of the art of theatre, emphasizing theatre 2019s place among the humanities; its relationship to the other arts; and its cultural and social influences in our society. Students derive a foundation for discriminating theatregoing through analysis of dramatic form and of selected playtexts; consideration of the methods and techniques employed by theatre artists and crafts persons; and a brief survey of theatre and drama, both in their historical context and as they have been manifested through related media. As part of the study, students are required to attend some evening events. This course does not satisfy any of the requirements for a major in theatre arts.

- **THE 102 Theatre Production Lab** Applied skills in one of the theatre production crews. Students assist with set construction, costuming, lighting, painting, publicity, sound, or run-crew positions for productions during a term. No previous experience is required. Lab meets four hours per week. Theatre arts majors are required to take four labs. (0.25 course credit)
- **THE 112 Production Experience** Practical involvement in a mainstage production as an actor (in a leading or secondary role), stage manager, assistant director, dramaturge, technical crew head (property master, master electrician, wardrobe master, etc.), or in another capacity as approved by the faculty (excluding run-crew positions). May be taken more than once. Prerequisite: consent of department chair. (0.5 course credit)

- **THE 118 Theatre & Arts in Serbia** Explores the recent history and political realities of Belgrade, Serbia, through the lens of Theatre and other art forms, as well as visits to multiple cultural formations: museums, churches, monuments and schools. Offered May Term only. Prerequisite: consent of instructor.
- **THE 130 Technical Production I** An introduction to the technical aspects of theatre production. Topics covered include safety, mechanical drawing, stage carpentry, craft techniques, stage lighting and electricity, costume construction, scene painting, and production organization. Class includes lecture-demonstration and practical application. Additional time outside of class is necessary to complete projects. (Offered Fall Term)

- **THE 140 Design for the Stage** Examines the design process for all aspects of theatre design (costume, scenery, and lighting). Specific topics include the design elements, script analysis, research, basic drawing, basic drafting, and presentation techniques. A series of projects and readings introduce students to the basic language of visual story telling. Additional time outside of class is necessary to complete projects. (Offered Spring Term)
- **THE 145 Viewpoints Ensemble Work** A course designed to provide students with a comprehensive understanding of Viewpoints Technique for actors. Viewpoints is a "philosophy translated into a technique for training performers, building ensemble and creating movement for the stage." Students working within a group dynamic learn to access acutely their centers of awareness and intensify their ability to work in the "here and now." Hands-on training is supplemented by readings, quizzes and journal writing. (Offered Fall Term, alternate years)

- **THE 150 Acting I** Stanislavsky-based, comprehensive introduction to the elements of acting for the stage. Through theatre games, improvisations, exercises, and partnered work on scenes grounded in realism, students learn to identify and personalize a character 2019s 201cobjectives 201d and the 201cobstacles 201d that stand in the way of attaining them, and to engage themselves (via voice, body, mind, and spirit) in specific 201cactions 201d undertaken in pursuit of those identified goals. Emphasis is placed on 201cinteractive 201d skills and on character-specific listening. Additional rehearsal time outside of class is required.
- **THE 160 Movement for the Stage** Designed to help students learn the effective use of the body as a component of the acting process. Physical expression in movement and gesture is developed by way of in-class exercises and improvisations, leading to the solo and collaborative creation of movement pieces for performance. Skills of concentration, breath control, partner awareness, and physical characterization are also fostered in this work.

- **THE 162 Stage Make-Up** The theory and practice of designing and creating make-up for the stage actor. Lecture/demonstration plus laboratory experience.
- **THE 170 Voice & Diction** Designed to help students learn how to use the voice as a component of the acting process. The mechanics of vocal production and of speech are examined, along with various approaches for their improvement. A number of performance projects supplement a wide range of vocal exercises and drills. Students are introduced to the International Phonetic Alphabet (IPA) as the basis for determining correct pronunciation, both in standard speech and in preparing dialects and accents. Additional rehearsal time outside of class is required.

- **THE 185 Production and Performance** A 201ctheatre company 201d consisting of actors, designers, a stage manager, costume, set, and lighting crew (plus an accompanist and choreographer, if needed). The company has as its goal the mounting of the chosen production in a fully-collaborative atmosphere. In addition to fulfilling their various creative functions, company members may be asked to take on, under the supervision of a faculty member of the department, dramaturgical assignments designed to provide research and study on selected aspects of the play or musical. This material is presented to the Coe community in the form of public displays throughout the campus. Company members need to audition prior to spring registration. The basis for student evaluation is completion of assigned duties and quality of work. May be taken more than once for credit. A maximum of two course credits may be counted toward a major or minor in theatre arts. (Offered Spring Term)
- **THE 220 Tech Theatre Lab** A study of the equipment, mechanics, and theories used by lighting designers to produce lighting for theatre, dance, concerts, and architecture. Specific topics include design research and conceptualization, color, angle, cueing, and methods of presentation (sketches, storyboards, light plots, and associated paperwork). Class includes lecture/demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Design for the Stage (THE-140) and Technical Production I (THE-130) or consent of instructor. (Offered Spring Term, alternate years)

- **THE 228 History of Theatre and Drama I** A writing intensive course that provides students with an overview of World Theatre and Drama from cultures where oral traditions were the dominant forms of communication through and including those wherein the written word presented a new paradigm. The course provides a practical investigation of current critical discourses that examine dramatic literature and performance traditions from around the world. (Offered Fall Term in rotation with History of Theatre and Drama II (THE-238))
- **THE 230 Technical Production II** A full-term study of the techniques and practical applications in a specific area of technical theatre. Possible course topics include stage management, drafting, sketching and rendering, scene painting, millinery, costume crafts, or fabric design. Prerequisite: Technical Production I (THE-130) or consent of instructor. (Offered by arrangement)

- **THE 232 Computer Aided Drafting and Design** An introduction to the use of the computer as

a drafting and design tool. Using theatre-related examples and projects, students create two- and three-dimensional drawings. Further work involves 3-D modeling and creating perspective images of virtual stage settings. Class includes lecture/demonstration and laboratory. Additional time outside of class is necessary to complete projects. (Offered Spring Term, alternate years)

- **THE 238 History of Theatre and Drama II** A writing intensive course that provides students with an overview of World Theatre and Drama, focusing primarily on cultures and periods wherein new forms of technology, from the camera to the computer, have become determining factors in systems of communication. The course provides a practical investigation of current critical discourses that examine dramatic literature from around the world. (Offered Fall Term in rotation with History of Theatre and Drama I (THE-228))

- **THE 242 Scene Design** A study of the aesthetic, historical, and technical aspects of stage design. Projects emphasize research, drawing, drafting, problem solving, model building, and rendering. Class includes lecture/demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Technical Production I (THE-130) and Design for the Stage (THE-140) or consent of instructor.
- **THE 250 Acting II** A performance-based studio course designed to expand upon the work begun in Acting I by assisting students in the development of intermediate-level acting skills. Scenes and monologues progress beyond realism with an introduction to a number of other styles. Significant emphasis is placed on character development and on detailed analysis of dramatic action. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150). (Offered Spring Term)

- **THE 255 Playwriting Workshop I** See CRW 255 Playwriting Workshop I , **?@sec-couses-in-creative-writing** Explores the basics of playwriting through the study of dramatic structure, creative exercises, and reading and analysis of existing play scripts, with emphasis on the one-act play. Students complete a one-act play script of their own creation.
- **THE 260 Acting for the Camera** Development of basic acting techniques essential for work in film and television. The course is designed to help students become comfortable in front of the camera by way of breaking down their physical and internal inhibitions. The instructor helps the student find the most effective personal resources for the creation of truthful characters, given the unique pressures of a film or television shoot. The course also focuses on audition techniques and culminates in the shooting of a scripted scene. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150).

- **THE 270 Musical Theatre Acting** See MU 270 Musical Theatre Acting , **?@sec-couses-in-music** A performance-based studio course focusing on the development of basic skills necessary for musical theatre performance. Students become familiar with the specialized requirements necessary for the merging of singing with dramatic action. Periodic performance projects (solos, duets, and ensemble numbers 2014some including dialogue) are supplemented by student research projects. The course is also designed to introduce students to a wide-ranging repertoire of available audition material. Additional rehearsal time outside of class is required.
- **THE 280 Costume Design** A study of the aesthetic, historical, and technical aspects of costume design. Projects emphasize research, character analysis, figure drawing, textile selection, and rendering. Class includes lecture-demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Technical Production I (THE-130) and Design for the Stage (THE-140) or consent of instructor.

- **THE 288 History of Dress** Traces the history of dress from ancient to modern times, with a special emphasis on dress as it relates to gender roles, social issues, cultural practices and beliefs, politics, and economic patterns within an historical context.
- **THE 290 Directing I** Offers students an introduction to the fundamental tools of directing plays for the stage. Analysis of playtexts is undertaken to demonstrate how a director develops the vision of a play that

serves as an interpretive guide throughout the production process. In-class exercises, improvisations, and staged 201cimage 201d pieces focus on the acquisition of skills for communicating effectively with actors. Scene projects are rehearsed outside of class for in-class presentation, and comprehensive promptbooks are prepared in conjunction with each. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150). (Offered Spring Term)

- **THE 350 Advanced Acting:Shakespeare** A performance-based studio course aimed at the development of advanced-level acting skills specifi- cally related to performing the playtexts of William Shakespeare. An eclectic approach to this complex material is offered, with emphasis divided between its verbal, physical, and psychological demands. Students prepare and perform several scenes and monologues throughout the term. Exercises and improvisations related to characterization and written character analyses are also components of this course. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150).
- **THE 355 Playwriting Workshop 2** See also CRW 355 Playwriting Workshop 2 , **?@sec-couses-in-creative-writing** Focuses on the analysis and creation of play scripts of two acts or more. Emphasis is placed on the writing and marketing of the student 2019s own creative work, culminating in the completion and public reading of a full-length script. Prerequisite: Beginning Playwriting (CRW/THE-255).

- **THE 390 Directing II WE** An intermediate-level course or independent study expanding upon the work begun in Directing I by developing more complex analytical tools and deepening the work of conceptualization for production. Assigned readings guide the directing student to knowledge and understanding of a wide variety of 20th-century and contemporary directing theories and methodologies. The course culminates in the analysis and preparation with actors of a short one-act play or an extended scene from a full-length play that allows the student director to work in a non-realist style. Prerequisite: Directing I (THE-290). (Offered by arrangement)
- **THE 442 Adv Proj-Design/Tech Production** Individual work in a specific aspect of theatrical production: lighting design, costume design, scene design, sound design, technical direction, or stage management. A written proposal, conceptual statement, documentation of process, and self-evaluation are components of this upper-level course. May involve actual work for a departmental production. May be taken more than once, provided the emphasis varies. Prerequisite: consent of department chair. (Offered by arrangement)

- **THE 444 Ind Study-Theatre** The faculty-supervised staging of an extended one-act or a full-length play as an advanced project. The production is staged in the Mills Experimental Theatre and may receive modest technical and design support, when appropriate. Comprehensive playtext analysis and documentation of process are components of this course. Prerequisite: Design for the Stage (THE-140), Directing II (THE-390), or consent of department chair. (Offered by arrangement)
- **THE 452 Advanced Projects in Acting** A senior acting recital designed to demonstrate the proficiency level of majors with an acting emphasis. The recital may take the form of a one-person performance or a selection of scenes, monologues, and /or musical numbers demonstrating the student 2019s range and versatility. The project requires conceptualization, organization and selection of performance material, and adherence to a pre-arranged rehearsal process. Written components include a detailed proposal, a comprehensive statement of concept, thorough documentation of process, and analytical self-evaluation. Prerequisites: senior standing and consent of department chair. (Offered by arrangement)

- **THE 455 Playwriting Workshop 3** See also CRW 455 Playwriting Workshop 3 , **?@sec-couses-in-creative-writing** Continued advanced writing, with an emphasis on producing finished poems. Prerequisite: Poetry Workshop 2 (CRW-380).
- **THE 462 Advanced Projects in Directing** The faculty-supervised staging of an extended one-act or a full-length play as an advanced project. The production is staged in the Mills Experimental Theatre and may receive modest technical and design support, when appropriate. Comprehensive playtext analysis and

documentation of process are components of this course. Prerequisite: Design for the Stage (THE-140), Directing II (THE-390), or consent of department chair. (Offered by arrangement)

- **THE 464 Senior Seminar** Capstone course for theatre arts majors that requires students to synthesize their study of dramatic theory and literature and their experiences in theatre performance and production. Assignments center on dramaturgy, dramatic theory and criticism, and on the current state of the art. Required of theatre arts majors in their senior year. (Offered Fall Term)
- **THE 486 Spc Top Theatre or Film: NWP** nan

- **THE 488 Special Topics in THE/ FLM** Focuses on specific aspects of theatre or film. Possible topics include: Eastern European Theatre, Post-War Eastern European Cinema, Queer Cinema, Feminist Theatre. May be taken more than once, provided the topics are substantially different. With departmental approval, this course may be used to satisfy the requirements for a major in theatre arts.
- **THE 494 Internship in Theatre Arts** An experience in professional or community theatre under the direction of an on-site supervisor in cooperation with a faculty member of the department and the Internship Specialist. A minimum of 140 hours on-site experience is required. S/U basis only. One internship credit may be used to satisfy the requirements for a major in theatre arts. Prerequisites: junior standing, declared major in theatre arts, and consent of department chair.

25.49 Workshops (Courses Only)

Hughes, Rogers.

Workshops (0.25 and 0.5 course credit) are designed to allow hands-on, experiential learning in a practice-based context. WKS courses can be interdisciplinary explorations, or offer opportunities to learn, refine, or apply a skill set within a specific discipline.

- **WKS 201 Workshop: Studio Lighting/Portrait** An introduction to studio lighting for photography. Following a review of the history of the photographic portrait, students learn the basics of studio lighting for expressive portraits. (0.5 course credit).

- **WKS 202 Workshop: Encaustic Painting** An introduction to encaustic painting. Encaustic, one of the oldest painting mediums, is pigment suspended in wax. Projects help students learn the technical process and explore the expressive potential of the medium. (0.5 course credit).
- **WKS 203 Workshop: Egg Tempera Painting** An introduction to egg tempera painting. Egg tempera was the most common painting medium before the introduction of oil paint. Projects help students learn the technical process and explore the expressive potential of the medium. (0.5 course credit).

- **WKS 204 Workshop: Digital Toolbox** An introduction to Adobe Photoshop as an art-making tool through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. (0.5 course credit).
- **WKS 211 Workshop: Design Thinking Project** Learn to solve real world problems using design thinking processes. (0.5 course credit).

- **WKS 212 Workshop: 3D Modeling & Output** An introduction to 3D modeling software. Course culminates in outputting the final project by means of a 3D printer or other means appropriate to the project. (0.5 course credit).
- **WKS 213 Workshop: Vector Graphics** An introduction to vector graphics programs such as Adobe Illustrator as art-making tools though a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. (0.5 course

credit).

- **WKS 214 Workshop: Stop Motion** An introduction to stop-motion animation as an art-making tool, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstration and assignments. (0.5 course credit).
- **WKS 221 Innovation Lab I** A workshop for students to engage in collaborative, innovative projects in the Center for Creativity. Students can work on smaller initiatives for 7 weeks (Innovation Lab I) or tackle more complex problems for an entire semester (Innovation Lab I and II)

- **WKS 241 Workshop: Topics** Investigates specific topics and/or tools in art-making. (0.5 course credit).
- **WKS 251 Workshop: Sound** An introduction to sound as an art medium, using recording devices, software and installation, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. Prerequisite: Illuminated Pixels (ART-145), or Movement (ART-170), or Narratives (ART-251), or SpaceTime (ART-203). (0.5 course credit).

- **WKS 252 Workshop: Motion Graphics** An introduction to digital kinetic graphics programs, specifically Adobe AfterEffects among others, as art-making tools, through a series of self-directed creative projects (not tutorials). Students learn through hands on experience, guided with interactive demonstrations and assignments. Prerequisite: Illuminated Pixels (ART-145), or Movement (ART-170), or Narratives (ART-251), or SpaceTime (ART-203), or Vector Graphics (WKS-213). (0.5 course credit).
- **WKS 253 Workshop: Competitions** This 7-week workshop is designed to prepare artists for submission, be that galleries, grants, festivals or graduate schools. Learn about what makes submissions attractive and improve your submission materials, including artist resumes, proposals, statements, etc. To be most successful, students should have a project in mind or already near completion. Prequisite: at least two ART- courses or consent of instructor.
- **WKS 291 Workshop: Advanced Topics** This course will investigate specific topics and/or tools in art-making. Prerequisite: at least two ART- courses or consent of instructor. (0.5 course credit).

25.50 Writing

The writing major (within the Rhetoric department) is designed to help students become skilled, reflective writers capable of composing texts in a variety of genres, responding effectively to diverse rhetorical situations.

25.50.1 Writing Major

A major in Writing requires a cumulative 2.0 GPA in all courses counted toward the major.

1. RHE 200 Rhetorical Theory and Practice
2. **One** of the following: RHE 225 Journalism/Media Wtg Wksp RHE 255 The Essay
3. **One** of the following: RHE 377 Cultural Studies COM 382 ResearchMethods:Rhetorical/Critical **or** RHE 382 Research Methods:Rhetorical/Critica
4. **Six** credits, including any course with an RHE prefix not already fulfilling another requirement, or any of the courses from the list below. No more than two courses with the CRW or COM prefix may count toward the major. COM 241 Intro to Multimedia Journalism COM 341 Digital Storytelling COM 361 Communication & Social Change COM 362 U.S. Public Address COM 382 ResearchMethods:Rhetorical/Critical or RHE 382 Research Methods:Rhetorical/Critica (if not used to fulfill requirement #3) +++MISSING INFO: c.com462.long +++ +++MISSING INFO: c.com115.long +++ +++MISSING INFO: c.com255.long +++

+++MISSING INFO: c.com280.long +++ +++MISSING INFO: c.com290.long +++ +++MISSING INFO: c.com355.long +++ +++MISSING INFO: c.com380.long +++ +++MISSING INFO: c.com390.long +++

5. **One** of the following: RHE 415 How Writers Write (If not used to satisfy requirement #4) RHE 425 AdvTop Writing & Rhetorical Studies (if not used to satisfy requirement #4) RHE 444 Independent Study in Writing (WE) An Honors Thesis

6. A portfolio of works completed in the major (minimum 3, maximum 4), preceded by a preface that synthesizes major threads/themes of learning, and reflects on programmatic learning outcomes and on what takeaways from the major the student anticipates being most important as they prepare for their post-baccalaureate life. The portfolio should be submitted by the end of the term prior to the student's intended graduation date, unless circumstances suggest it should be submitted later (confer with advisor and department chair).

25.50.2 Writing Minor

A minor in Writing requires five credits, including RHE 200 Rhetorical Theory and Practice and one RHE course numbered 300 or above. Any course with an RHE prefix or chosen from the list below may count toward the five credits; no more than two courses with CRW or COM prefix may count toward the minor. A cumulative 2.0 GPA is required in all courses counted toward the minor. COM 241 Intro to Multimedia Journalism COM 341 Digital Storytelling +++MISSING INFO: c.rhe361.long +++ +++MISSING INFO: c.rhe362.long +++ RHE 382 Research Methods:Rhetorical/Critica **or** RHE 382 Research Methods:Rhetorical/Critica +++MISSING INFO: c.com462.long +++ CRW 115 Exploring Creative Writing CRW 255 Playwriting Workshop I CRW 280 Poetry Workshop I CRW 290 Fiction Workshop I CRW 355 Playwriting Workshop 2 CRW 380 Poetry Workshop II CRW 390 Fiction Workshop II

25.50.3 Courses in Rhetoric

- **RHE 100 Directed Summer Reading** Provides incoming students an opportunity to practice the academic reading and writing skills necessary for successful college work. Students read three books, prepare written responses to each book, and discuss the assignments with a faculty member during a conference in the first four weeks of the Fall Term. S/U basis only. (0.3 course credit)

- **RHE 112 Intro to Writing Center Theory** Introduces foundations of writing center theory and pedagogy. Designed for Writing Center consultants who are concurrently beginning work at the writing center. Instruction takes place in weekly group meetings and individual conferences. Offered fall semesters only. (0.3 course credit)
- **RHE 135 Writers Colony** An intensive writing workshop taught off campus; students engage in individual and collaborative writing projects. (Offered May Term only)

- **RHE 137 Creative Nonfiction U.S.-Pluralism** Introduces the field of creative nonfiction and examines how authors have portrayed and interpreted U.S.-based economic, ethnic, racial, social, political, and cultural tensions through a diverse blend of nonfiction genres. Students compose their own texts in creative nonfiction genres such as journals, essays, short memoirs, literary journalism, and personal narratives.
- **RHE 146 Creative Nonfiction:Global Perspect** Introduces students to the field of creative nonfiction and the use of personal narrative to explore and represent social and cultural issues. Course readings center international writers. Writing assignments encourage students to examine their own personal and cultural experiences.

- **RHE 175 Writers Studio** A small-group workshop to help students develop basic writing, revising, and editing skills. May be taken for credit twice. Note: No more than 1.0 credit may be earned by enrolling in RHE-175 and RHE-375. (0.5 course credit)
- **RHE 200 Rhetorical Theory and Practice** Explores the forms and functions of written and spoken language, including the study of classical rhetoric (Plato, Aristotle, Quintilian) and recent developments in rhetorical theory.

- **RHE 210 Journalism Practicum** For Cosmos staff members. Introduction to college newspaper production, with discussions on professionalism, news gathering, ethics, advertising, layout, and computer skills. May be repeated each term a student serves on the Cosmos staff. Advanced students assist with instructing beginners. To receive credit, students complete a term of service to the Cosmos and participate in the workshops at the level agreed upon among the instructor, the editor-in-chief, and the staff member. S/U basis only. A maximum of one credit may be applied to a writing minor and no more than one credit may count toward graduation. Credit for Journalism Practicum is regarded as internship credit . (0.2 course credit)
- **RHE 225 Journalism/Media Wtg Wksp** Introduces and analyzes several forms of writing for media in a digital age. In addition to print format, students create and analyze interactive and web-based texts while acquiring a systematic approach to compositions in a variety of media.

- **RHE 230 Grammar & Style Workshop** nan
- **RHE 255 The Essay** Practice in writing a variety of essay forms in non-fiction prose. Students read and discuss essayists chosen to represent a range of prose styles and subjects. Students also practice writing, workshopping, and revising nonfiction essays.

- **RHE 257 Environmental Rhetoric** Examines how authors and organizations have attempted to define and influence the political, economic, social, and ethical debates on key environmental issues with particular attention to the birth and progress of global environmental movements. Students engage in close reading and analysis of a range of arguments and messaging pertaining to such movements.
- **RHE 265 Professional Writing** Planning, drafting, revising, and presenting documents for business and professional audiences; focus on effective writing and document design. Students compose a variety of texts 2014resum 00e9s, memos, letters, manuals, public relations materials, and/or reports 2014working both independently and collaboratively; students also give at least one oral presentation, based on a major writing assignment.

- **RHE 275 Advanced Writers Studio** A small group, multi-genre workshop for experienced writers. May be taken more than once for credit for a maximum of 1.0 credit. No more than 1.0 credit may be earned by enrolling in RHE-175 and RHE-275. (0.5 course credit)
- **RHE 284 Topics in Writing and Rhetoric** Offers selected topics on specific concerns, problems, or trends in writing and rhetoric. Content varies as determined by instructor. May be taken more than once for credit, provided topics are distinct.

- **RHE 285 Technical Writing & Info Design** Introduction to the effective communication of scientific and technical information for both specialist and non-expert audiences. Instruction in audience analysis, writing processes, research strategies, integration of graphics and visual information, and the designing, composing, revising, editing, and assessment of technical documents.
- **RHE 312 Writing Center Theory & Practice** Explores current topics in writing center research. Students plan and complete a project informed by research and share with writing center peers. Offered fall and spring terms. May be taken more than once for credit for a maximum of 0.9 credits. Prerequisite: Introduction to Writing Center Theory & Practice (RHE-112) (0.3 course credit)

- **RHE 345 Writing Wilderness** An immersive writing workshop in which students write about their wilder-

ness travel experiences in original prose and poetry. The focus of the student work will be the intersection of self and place. The class considers the idea of wilderness 2014as a concept, a place, a political designation, and a state of mind 2014through the lens of diverse environmental writers, theorists and poets across generations. Representative authors include Sigurd Olson, Annie Dillard, Terry Tempest Williams, Lorine Niedecker, Kimberly Blaeser, William Cronon, Robin Wall Kimmerer and Drew Lanham. Students in the class gain experience, confidence, and proficiency in wilderness travel and ethics. (Offered summers at the Wilderness Field Station)

- **RHE 377 Cultural Studies** An exploration of American culture as a series of 201ctexts 201d to be read, analyzed, and interpreted from a variety of rhetorical perspectives. Subjects for analysis may include media, art, architecture, lifestyles, entertainment, music, film, theatre, and a wide range of literary genres.

- **RHE 382 Research Methods:Rhetorical/Critica** Explores rhetorical/critical research methodologies. Students gain experience conducting research in the discipline, honing their analytical skills, and improving their communication competencies. Prerequisite: Rhetorical Theory & Practice (RHE-200).
- **RHE 394 Drtd Readings in Writing & Rhetoric** Completion of specialized study under the direction of a faculty member. Registration by consent of instructor and after submission of a written project proposal to the rhetoric department. May be taken more than once for credit with consent of department chair. Prerequisite: RHE-200 Rhetorical Theory and Practice, consent of instructor.
- **RHE 415 How Writers Write** Focuses on established and emergent theories about writing from the disciplines of rhetoric and writing studies. Students will apply relevant theory and/or research in a self-study. Students will also undertake and independent writing project of their own design, to be included with the self-study and other documents in a portfolio of polished work. Prerequisites: RHE-200 Rhetorical Theory & Practice, and either RHE-377 Cultural Studies or COM-382/RHE-382 Research Methods: Rhetorical/Critical

- **RHE 425 AdvTop Writing & Rhetorical Studies** Exploration of a topic in writing and rhetorical studies. May be taken more than once for credit with consent of department chair. Exploration of a topic in writing and rhetorical studies. May be taken more than once for credit with consent of department chair. Prerequisites: RHE-200 Rhetorical Theory & Practice and either RHE-377 Cultural Studies or COM-382/RHE-382 Research Methods: Rhetorical/Critical
- **RHE 444 Independent Study in Writing (WE)** Independent projects in writing and rhetoric, culminating in a substantial artifact such as a thesis or a work/collection of works suitable for publication. May be taken more than once for credit for a maximum of 2.0 credits. A maximum of one course credit may count toward a writing major or minor. P/NP basis only. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: senior standing, written consent of instructor and departmental petition form. (0.5 or 1.0 course credit)

- **RHE 490 Publications Practicum** A student may receive practicum credit while holding the position and performing the duties of the main editor of: The Cosmos, The Acorn, Colere, or The Pearl, or a comparable publication sponsored by the rhetoric department. Students must arrange with a supervising faculty member the amount of credit and a practicum agreement specifying skill development goals and the projects to be undertaken for the development of those skills. S/U basis only. No more than 2.0 course credits may be applied to graduation requirements. A maximum of one course credit may be applied to a writing major or minor. (0.5 or 1.0 course credit per term) 2014SECONDARY EDUCATION (MINOR ONLY) See Education, p. 100 2014SOCIAL & CRIMINAL JUSTICE L. Barnett (Administrative Coordinator) The Social & Criminal Justice Program offers students an opportunity to immerse themselves in an interdisciplinary major that draws from Coe 2019s rich tradition in the liberal arts, as well as the pre-professional opportunities at the college. Core courses in the major address multifaceted questions surrounding restorative, retributive, procedural, and distributive justice. While many programs addressing such issues are housed in the field of criminal justice studies, the SCJ faculty teach topics within the major from varying perspectives and

disciplines, introducing students to the ways in which matters of justice are at work in 2014 and essential to 2014 many areas of study. The major is both local and global in nature, exhibiting the possibilities and limitations of social and criminal justice initiatives in the Cedar Rapids community, while also navigating matters of human rights and comparative justice systems that reveal our connections to the broader world. Through interdisciplinary engagement and a required practicum, the SCJ program demonstrates for students how a multiplicity of voices and viewpoints can help to shape new ideas about the impact of social justice initiatives upon the criminal justice system, and the foundations of individual and collective community engagement.

- **RHE 494 Internship in Writing** An internship with a focus on writing supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. A maximum of one credit may count toward a major or minor in communication studies or writing with the consent of department chair. Prerequisites: junior standing and consent of department chair.

26 RESERVE OFFICER TRAINING CORPS

26.1 Aerospace Studies

Clark, Spyker.

26.1.1 Air Force ROTC Courses

The Air Force Reserve Officers' Training Corps (AFROTC) program at Coe College is administered through a cross-enrollment agreement with the Department of Aerospace Studies at the University of Iowa in Iowa City. Classes are held at the University of Iowa or at Coe College. Information on the Air Force ROTC program is available by contacting the Department of Aerospace Studies at 319-335-9222.

Air Force ROTC is typically a four-year program divided between the General Military Course (first two years), field training, and the Professional Officer Course (last two years). Enrollment in the General Military Course is open to all students and carries no service obligation. Students can join the program any time during their first or freshman year. Students who complete the General Military Course attend a paid two-week field training course. Normally, students attend the camp between the sophomore and junior years of college. Successful completion of field training and the Professional Officer Course culminates in the student receiving a commission as an officer in the United States Air Force. Opportunities are available in approximately 100 career fields.

Students are supplied all AFROTC books, uniforms, and necessary materials free of charge. All students in the Professional Officer Course receive a monthly stipend of either $450 or $500. Veterans continue to draw both the AFROTC stipend plus any GI Bill benefits to which they are entitled. General Military Course Students are eligible to apply for AFROTC two- and three-year scholarships which provide tuition, books, fees, and between $300-$500 tax-free monthly stipend.

- **MSA 110 Air Force Heritage and Values I** A survey course designed to introduce students to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: structure of the U.S. Air Force, the Air Force 2019s capabilities, career opportunities, benefits, Air Force installations, core values, leadership, teambuilding, and communication skills. Prerequisite: first-year or sophomore standing. (0.25 course credit)

- **MSA 110L AFROTC Leadrshp Lab I** A progression of experiences designed to develop leadership ability; includes military customs and courtesies, drill and ceremonies, military professional development, and the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Corequisite: Foundations of the U.S. Air Force I (MSA-110); Prerequisite: first-year or sophomore standing. (0.25 course credit)
- **MSA 120 Air Force Heritage and Values II** A survey course designed to introduce students to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC). Spring semester featured topics include: Evolution of the U.S. Air Force/Air Force history, Principles of War/Tenets of Air Power, What the Air Force Brings to the Joint Fight and a look at the Department of the Air Force and Air Force Major Commands. It will also introduce several leadership concepts, to include ethical decision-making, communication, and professional speaking opportunities. Prerequisite: first-year or sophomore standing. (0.25 course credit)

- **MSA 120L AFROTC Leadrshp Lab II** See MSA-110L. Corequisite: Air Force Heritage and Values II (MSA-120) (0.25 course credit)
- **MSA 210 Team and Leadership Fundamentals I** Provide the foundation for both leadership and team building. The concepts will be applied in team building activities and class discussion to include demonstration of basic verbal and written communication. Featured topics include: listening, followership, and problem solving efficiently. (0.25 course credit)
- **MSA 210L AFROTC Leadrshp Lab ASP I** See MSA-110L. Corequisite: Team and Leadership Fundamentals I (MSA-210). (0.25 course credit)
- **MSA 220 Team and Leadership Fundamentals II**
- **MSA 220L AFROTC Leadrshp Lab ASP II**
- **MSA 310 Leadership Studies: I** Course is designed to build on the leadership fundamentals taught in AERO 2100 and AERO 2200. The class studies leadership and leadership skills to use in your future Air Force environment. You will study the profession of arms, communications skills, and ethics. Case studies will be used to examine Air Force leadership situations, and to demonstrate and exercise practical application of the concepts you study. (0.75 course credit)
- **MSA 310L AFROTC Leadrshp Lab AFLS I** See MSA-110L. Corequisite: Leadership Studies: Leading People and Effective Communication I (MSA-310). (0.25 course credit)
- **MSA 320 Air Force Leadership Studies II** Class studies leadership and leadership skills used in your future Air Force environment. You will continue to study the profession of arms, communications skills, and ethics taught in AERO 3100, in addition to learning more about creating a vision, mentoring, and other leadership fundamentals. Additionally, you will continue to hone your reading, writing, and speaking skills via several communication studies applications. Case studies will be used to examine Air Force leadership situations, and to demonstrate and exercise practical application of the concepts you study. The goal is to instill a more in-depth understanding of how to effectively lead people and organizations. (0.75 course credit)
- **MSA 320L AFROTC leadrshp Lab AFLS II** See MSA-110L. Corequisite: Leadership Studies: Leading People and Effective Communication II (MSA-320). (0.25 course credit)
- **MSA 410 National Security / Leadership I** Class will introduce you to the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. It will focus specifically on current Air Force organization, leadership and practical knowledge needed for your future as an Air Force officer. Additionally, you will improve your oral and written communication skills and delve into military professionalism and ethics. (0.75 course credit)
- **MSA 410L National Security Leadership I** See MSA-110L. Corequisite: National Security / Leadership Responsibilities and Commissioning Preparation I (MSA-410). (0.25 course credit)
- **MSA 420 National Security / Lead II** National Security / Leadership Responsibilities and Commissioning Preparation I (MSA-340) introduced the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. This class will expand your knowledge to comprehend the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system. It is designed to prepare cadets for life as a second lieutenant. Additionally, you will continue to improve your oral and written communication skills. (0.75 course credit)
- **MSA 420L National Security Lab** See MSA-110L. Corequisite: National Security / Leadership Responsibilities and Commissioning Preparation II (MSA-420). (0.25 course credit)

26.2 Military Science

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26.2.1 Army ROTC Courses

The Army Reserve Officers' Training Corps (ROTC) program at Coe College is administered through a cross-enrollment agreement with the Department of Military Science at The University of Iowa in Iowa City. Classes are held either at The University of Iowa or at Coe College, depending upon the size of class enrollment. Information on the Army ROTC program is available by contacting the Department of Military Science at (319) 399-8297 or the website at ARMY ROTC

All students are eligible to apply for ROTC two-, three-, and four-year scholarships which cover tuition and fees, books and supplies, and a tax-free monthly stipend during the academic year. The Army National Guard and Army Reserve also provide financial assistance through membership with a respective unit.

Basic courses

The ROTC Basic Course is primarily for first- and second-year students. It provides the fundamentals of leadership and management and introduces the roles of the military as influenced by national and foreign policy. Enrollment in the Basic Course is open to all students and carries no service obligation. Students with prior military training normally are exempt from the Basic Course requirements.

Students may complete the Basic Course requirements over a one- or two-year period, or during a four-week fully-paid summer training session, the Leader's Training Course (LTC), held at Fort Knox, Kentucky. Students normally attend the camp between the sophomore and junior years of college.

- **MIL 101 Leadership & Pers Devel** Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. (0.25 course credit) (Offered Fall Term; Spring Term by arrangement)
- **MIL 102 Intro Tactical Leadership** Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the class. (0.25 course credit) (Offered Spring Term; Fall Term by arrangement)
- **MIL 103 Innovative Team Leadership** Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier 2019s Creed and Warrior Ethos as they apply in the contemporary operating environment (COE). Prerequisites: MIL-101, MIL-102, or consent of instructor. (0.5 course credit) (Offered Fall Term; Spring Term by arrangement)
- **MIL 104 Foundations of Tactical Leadership** Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into Adaptive Tactical Leadership (MIL-105). Students develop greater self-awareness as

they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisites: MIL-101, MIL-102, and MIL-103 or consent of instructor. (0.5 course credit) (Offered Spring Term; Fall Term by arrangement)

Advanced courses

The ROTC Advanced Course is open to any student who meets the prerequisites. Its design is primarily for students who wish to pursue a commission as a lieutenant in the U.S. Army upon graduation. Most students in the advanced course incur an obligation to the military via the Active Army, Army National Guard, or Army Reserve. Students agreeing to serve in the armed forces, through a contractual obligation with the ROTC program, receive a tax-free monthly stipend.

To enter the Advanced Course, students must fulfill the requirements of the Basic Course, attain junior status, and earn a minimum cumulative GPA of 2.00. Students must complete the Leadership Development and Assessment Course (LDAC), a six-week course held at Fort Lewis, WA, usually during the summer between the third and fourth years of instruction. The course may be delayed until the summer following the final ROTC class with permission of the professor of military science.

Students in the Advanced Course complete the following list of courses: - MIL 209 Leadership Lab - MIL 220 Adaptive Tactical Leadership - MIL 305 Leadership in Changing Environs - MIL 350 Developing Adaptive Ldrshp - MIL 360 Leadership in Complex World In addition, students choose **one** course in history from the following list: - HIS 145 History of United States to 1865 - HIS 155 History of United States since 1865 - HIS 217 American War in Vietnam - HIS 227 American Civil War - HIS 387 American Colonial History

Students earning a degree in nursing normally are exempt from this requirement, and students may, with the approval of the professor of military science, use other courses to meet the requirement.

- **MIL 209 Leadership Lab** Hands-on training of basic soldier skills, such as customs and courtesies, drill and ceremony, first aid, weapons employment, and troop movement techniques. In addition, students learn the application of leadership dimensions to improve students 2019 abilities to perform as officers in the U.S. Army. This course is designed to enhance the training received in the classroom. (0.0 course credit).
- **MIL 215 Adv Military Fitness Training** Developed around the army physical fitness training program. This course covers aerobics and running, muscular strength and endurance, flexibility, and nutrition. Students also learn how to evaluate and measure fitness improvement. This course models the use of ability groups to improve the fitness levels of all individuals from the unfit to the tri-athlete or bodybuilder. Lab fee required. Course may be repeated up to three times. (0.5 course credit)
- **MIL 220 Adaptive Tactical Leadership** Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. Students 2019 tactical leadership abilities are developed to enable them to succeed at ROTC 2019s summer Leadership Development and Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103) and Foundations of Tactical Leadership (MIL-104) or completion of Army Basic Training or the Leaders Training Course. (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)
- **MIL 305 Leadership in Changing Environs** Uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability, and support operations Military briefings are conducted and proficiency is developed in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making,

persuading, and motivating team members in the contemporary operating environment (COE). Students are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Leadership and Personal Development MIL-101, Introduction to Tactical Leadership MIL-102, Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leaders Training Course (LTC) and Adaptive Tactical Leadership (MIL-220). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement.)

- **MIL 350 Developing Adaptive Ldrshp** Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare students to make the transition to Army officers. Students in this course analyze, evaluate, and instruct students at lower levels. Both the classroom and battalion leadership experiences are designed to prepare students for their first unit of assignment. Responsibilities of key staff are identified, staff roles are coordinated, and situational opportunities are used to teach, train, and develop subordinates. Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Adaptive Tactical Leadership (MIL-220) and Leadership in Changing Environs (MIL-305). (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)
- **MIL 360 Leadership in Complex World** Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are also explored. Significant emphasis is placed on preparing students for their first unit of assignment. Case studies, scenarios, and 201cWhat now, Lieutenant? 201d exercises are used to prepare students to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Adaptive Tactical Leadership (MIL-220), Leadership in Changing Environs (MIL-305), Developing Adaptive Leaders (MIL-350). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement)
- **MIL 380 Readings Contmp Miitary Issues** Designed for cadets with an interest and experience in military science and to generate interest in the participating students 2019 knowledge of current military and worldwide events. Students prepare novel reviews from a reading list provided by the instructor. The list contains topics ranging from historical battles and campaigns to the global impact of US political policies. Students may opt to write an operations order (OPORD) as it relates to an ROTC event or similar project as it relates to the historical significance of the ROTC Department (the student must work in conjunction with instructor). This course can be taken for 0.25 to 0.75 credit hours based upon the number of reviews completed or the length and value of the final project. Prerequisites: : Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leader 2019s Training Course. (0.25 to 0.75 course credit)

27 FINANCIAL INFORMATION

27.1 FEES

Rates subject to change.

The Coe College annual fees and student accounts policies can be found in the **Coe Student Accounts Handbook** located at https://www.coe.edu/student-life/student-life-resources/business-office/student-accounts-handbook .

27.1.1 Full-time and Part-time Students

A student is full-time in the Fall or Spring Terms if registered for three or more course credits per term. Students who are taking fewer than three credits are considered part-time.

Part-time students may not participate in the complete program of College activities unless they pay the activity fee. A part-time student cannot be an on-campus resident student, unless special written permission has been granted by the Office of Residence Life.

27.1.2 Enrollment Fee

A $300 non-refundable enrollment fee is paid to the College by the accepted candidate.

27.1.3 Comprehensive Fee

Coe College charges tuition, room, board, and student fees. The student fees include Health Services and an Activity Fee which is allocated to the Student Senate for apportionment among various student activities such as the student newspaper, literary magazine, and social events. Expenses not covered by the Comprehensive Fee include some music lessons, books, linen service, personal expenses, certain specific campus events, and health and accident insurance.

Table 27.1: Comprehensive Fee 2022-23 (For Full-Time Students)

Tution	$50,314
Board	$5,726
Room	$5,194
Student Fees (Health Services & Activity Fee)	$350
Total On-Campus Resident	$61,584

27.1.4 On-Campus and Off-Campus Resident Students

As a residential, liberal arts college, we seek to provide an environment where learning by all members of the community occurs in and out of the classroom and where curricular and co-curricular activities reinforce our commitment to the life of the mind. Such experiences occur best when students are living and learning full-time on campus. The residential life program is an integral part of the education program and support services at Coe College. Residence halls and hall staff provide a structure by which the experience of the classroom is joined with the out-of-class learning experience of the student.

Full-time students are required to live in residence and take meals in the college dining hall and, thereby, are charged for room and board unless exempt for one or more of the following reasons: 1. Married students – must provide copy of signed marriage license 2. Live with parent(s)/guardian(s) within 25 miles of campus (address on file with College is verified) 3. Dependent child (person must provide copy of child's birth certificate) 4. Completed 8 semesters living on campus 5. Students who are 25 years or older.

Other exceptions to the residence requirement must be applied for in writing to the Dean of Students. Approval or denial is determined on a case-by-case basis following evaluation of the extenuating circumstances provided for review. Students are notified in writing of the decision. Permission to live off campus must be on file in the Residence Life Office and must be renewed each year. Students who violate the residence requirement are charged full room and board costs for the entire year. Coe funded scholarships and grants will typically be reduced by approximately 10 percent when a student moves off campus.

27.1.5 ACM and Other Off-Campus Study Programs

Students desiring to study off-campus must first obtain approval from the Director of Off-Campus study. In every case, students are responsible for their own transportation and living expenses. Each student is advised to check with the program's director as to the cost (and other details) of each program. This charge could vary significantly from the cost of remaining on campus. The tuition charged for Fall or Spring Term off-campus programs will be Coe's tuition or the tuition for the off-campus program if greater than Coe's tuition. In addition to tuition, Coe will charge the off-campus program fee as billed by the off-campus program. Students maintain their eligibility for federal and state financial aid; however, Coe financial aid availability is subject to approval by the Committee on Internationalization. Students registered for the optional May Term who desire to study off-campus (except Coe-sponsored programs) are billed a surcharge fee for tuition and/or program costs which are greater than 10% of Coe's annual tuition. Tuition and fees for ACM off-campus study programs or study programs sponsored by other colleges must be paid in full prior to attending the off-campus program.

NOTE: *Students on regular-term Coe-administered programs including exchanges are able to use their Coe College gift aid to pay tuition that term. Domestic students on other providers' programs may be able to utilize a portion of their Coe gift aid. International students may be able to utilize a portion of their Coe gift aid toward tuition for ACM or other providers' domestic but not international programs. In all cases, students in an off-campus program are not charged the student-activity or health fee.*

27.2 GENERAL FINANCIAL REGULATIONS

1. Registration is not completed and a student is not enrolled in classes until College charges are paid in full or satisfactory arrangements are made in writing with the Business Office.
2. At the discretion of the College administration, a student may be suspended for non-payment of indebtedness to the College. If the account is later paid, the student may seek reinstatement.
3. No diploma, certificate, official transcript, letter of honorable dismissal, is granted to any student failing to make a satisfactory settlement of any indebtedness to the College.

4. Residence halls are not open for student occupancy during winter and spring breaks. Students living some distance from the campus may make housing arrangements through the Office of Student Life. The residence halls are open during the fall break and Thanksgiving recess. Meals are served during the fall break but not during Thanksgiving recess.
5. The College does not carry insurance on personal property of students and is not responsible for the loss of or damage to such property. Information regarding student health and accident insurance is available through the Office of Student Life.
6. The College reserves the right to revise charges as conditions may warrant.

27.3 PAYMENT POLICY

The Net Comprehensive Fee, the Comprehensive Fee less financial aid (with the exception of the work study) is due and payable by August 1st for the Fall Term and January 10th for the Spring Term.

27.3.1 Monthly Payment Plan

The College offers a monthly payment plan for those parents/students who desire to budget the costs of tuition, room, and board in 5 monthly payments per term. Under this plan, the first payment for the Fall Term is due August 1st, and the final payment is due December 10th. The payment plan for the Spring Term begins January 10th and the final payment is due May 10th (graduating seniors' final payment is due the last Friday in April). There is a $50 non-refundable enrollment fee per term to be on the monthly payment plan. Students enroll in the monthly payment plan through CASHNet via their <my.coe.edu> account.

If, after enrolling in the monthly payment plan, the student's charges or financial aid changes, the student account and monthly payments are adjusted accordingly. All refunds are made in accordance with the refund policy as stated in the *Coe Student Accounts Handbook*. If a student on the monthly payment plan withdraws from Coe, charges and excess payments will be refunded in accordance with the College's refund policy. The $50 enrollment fee will not be refunded. Information on this plan is available on <my.coe.edu>.

To give parents/students as much time as possible to make arrangements for their financial obligation or to take advantage of Coe's monthly payment plan, the Business Office generates an online billing statement in mid-July. Any special fees, such as music lessons, are billed after the start of classes and are payable by the tenth of the following month.

27.3.2 Late Payments

If a student chooses to pay his/her college charges on the semester payment schedule (payment in full is due August 1st and January 10th) late payments are subject to a late fee/finance charge of 1.25% per month (or fraction thereof) on the full amount that is past due. This is equivalent to an annual rate of 15%.

27.4 FINANCIAL IMPACT OF WITHDRAWING OR CEASING ATTENDANCE IN ALL COURSES

27.4.1 Official Withdrawal from all Courses

Students who withdraw from or cease attendance in all of their courses have the responsibility of initiating the official withdrawal process (see @official-withdrawal-process).

If a student is unable to complete the official withdrawal process, the intent to withdraw can be communicated to one of the following offices: Registrar, Student Financial Services, Student Life, Student Success and Persistence.

Special consideration is given to students who withdrew due to a call to active duty. Coe's "Military Call Up/Refund" and "Readmission of Service Member" policies are published on the Admission/Financial Aid webpage. Copies of these policies can be requested from the Student Financial Services Office.

27.4.2 Unofficial Withdrawal from all Courses

Students who did not earn credit for any of the courses they were registered for in a given term and did not officially withdraw or otherwise provide notice of their intent to withdraw, must be considered "unofficially withdrawn". Federal regulations mandate that, a federal Title IV refund calculation, using the withdrawal date of either the midpoint of the term or the last date of attendance at a documented academically related activity, must be performed.

A student's withdrawal date is: The earlier of the date that the student began the official withdrawal process or otherwise provided official notification to a designated office of their intent to withdraw; OR If official notification could not be provided because of circumstances beyond the student's control, the date the college determines is related to the particular circumstance; OR If the student ceased attendance without providing official notification, the midpoint of the term; OR The student's last date of attendance at a documented academically related activity.

27.4.3 Federal Title IV Refund Calculation/Policy

In accordance with federal regulations, a Title IV refund calculation must be performed for students that are recipients of Federal Student Aid (FSA) who cease attendance in all courses, including students who are expelled, or are granted a leave of absence. The FSA programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq Afghanistan Service Grant, and other Title IV Programs. The Coe College Student Financial Services Office determines, based on the federally mandated formula[1], the amount of FSA assistance students have earned based on the date in the term a student is considered to be withdrawn. An example of the refund calculation is published online in the [Financial Aid Handbook] (https://www.coe.edu/admission/financial-aid-scholarships/financial-aid-handbook) and a handout may be obtained from the Student Financial Services Office.

27.4.4 Return of Financial Aid Funds Policy Steps

- Step 1: Determine the percentage of enrollment period completed by the student. If the calculated percentage is equal to or greater than 60%, the student has "earned" all aid for the enrollment period and no adjustment in financial aid occurs.

  Days Attended ÷ Days in Enrollment Period = Percentage Completed

- Step 2: Apply the percentage completed to the Title IV aid award to determine the student's eligibility for financial aid prior to the withdrawal.

  (Total Aid Disbursed + Aid that could have been disbursed) x Percentage Completed = Earned Aid

[1] the federal work-sheet used to calculate the amount of FSA assistance earned is available from the Student Financial Services upon request.

- Step 3: Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid program.

  Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned

  - If the aid already disbursed equals the earned aid, no further action is required.
  - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
  - If the aid already disbursed is less than the earned aid, a late disbursement may be made to the student.

- Step 4: Determine if the institution and/or the student must return the unearned funds.

  - Total Aid – Earned Aid = Unearned aid that must be returned
  - Unearned Aid > assessed charges = Unearned aid that must be returned by the student
  - Unearned Aid assessed charges = Unearned aid to be returned by the College

The Coe College Student Financial Service Office is required to return any unearned FSA funds that were applied towards institutional charges within 45 days in the following order: + Direct Unsubsidized Stafford Loan + Direct (Subsidized) Stafford Loan + Direct Graduate PLUS Loan (for graduate students) + Direct PLUS Loan (for parents of undergraduate students) + Pell Grant + SEOG + TEACH Grant + Iraq Afghanistan Service Grant

The student will be informed by the Student Financial Services Office of the type and amount of FSA program funds that are being returned on their behalf and of the amount the student must return. If the student's portion of aid to be returned is a loan, the terms of the original loan repayment agreement will apply. The amount of unearned grant funds a student must repay is limited to the amount by which unearned grant funds disbursed exceed half of the original grant award by $50 or more. In general, the Student Financial Services Office will return the grant funds to the appropriate federal program and charge the student's Coe account, which will result in debt to the college.

- Step 5: Determine earned FSA assistance that has not been disbursed.

  Total Aid Earned – Total Aid Disbursed = Earned Aid not Disbursed

Grant aid that was earned, but had not been applied before the student withdrew, will be applied to the students account within 45 days. Loan proceeds that could be disbursed after the student withdrew will only be disbursed if the student requests a disbursement within 14 days of receiving notice from the Student Financial Services of their eligibility of a post-withdrawal loan disbursement.

27.4.5 Institutional Refund Calculation/Policy

The Student Financial Services will follow the federal Title IV Refund Calculation/ Policy in determining the amount of earned and unearned Coe scholarships and grants and state assistance.

Tuition, Board and Student Fees will be charged pro-rata based on the percentage of the enrollment period completed up to the 60-percentage point in time of the term. Room charge will not be refunded after Date of Record for the term. Please see the Coe *Student Accounts Handbook* to review the institutional refund policy for tuition, fees, room and board.

27.4.6 May Term (optional)

The first May Term course taken by a student is a non-tuition charge term for all Coe full-time degree-seeking students enrolled in the Spring Term, therefore, no institutional aid is awarded to students. A $1000 fee per May Term course will be assessed for subsequent May Term courses taken by a student. Please see the *Coe Student Accounts Handbook* for more information about May Term.

27.4.7 Enrollment Status Changes

Changes in enrollment status from full-time to part-time may affect a student's financial assistance. In general, the amount of financial aid a student is eligible to receive is based on the enrollment status as of the College's official date of record. Federal direct loans will no longer be in an in-school deferment status for a student who drops below half-time at any time during the term Students should consult with the Student Financial Services to discuss how enrollment changes will affect their financial aid eligibility and loan deferment status.

27.4.8 Part-Time Students

A part-time student withdrawing from all courses in the Fall or Spring Terms shall be subject to *Return of Title IV Funds/Institutional Refund Policy*, see @federal-title-IV-refund-calculation-policy for more information.

27.4.9 Summer Students

A summer student withdrawing from class will be subject to Return of Title IV Funds/Institutional Refund Policy (see @federal-title-IV-refund-calculation-policy) which credits earned aid and assessed charges on a prorated basis predicated on the term/session enrolled.

28 FINANCIAL AID AND SCHOLARSHIPS

Coe College provides comprehensive need-based and merit-based financial aid programs designed to help qualified students attend Coe regardless of their family financial situation. Detailed information about financial aid programs and financial aid policies and guidelines are published in the *Coe College Financial Aid Handbook*. New students must accept their financial aid award by submitting a $300 enrollment fee by May 1st for the Fall Term. Extensions may be requested by contacting the Student Financial Services. If a student does not respond by the stated deadline, Coe College cannot guarantee the availability of any funds offered in the financial aid award.

28.0.1 Academic Scholarship and Awards

Coe College offers academic and competitive scholarships to recognize the talents and achievements of students applying for admission. Academic scholarships require no separate application.

- **Trustee Scholarships and Heritage Awards** Academic scholarships and awards are based on high school academic record and test scores (ACT or SAT). Consideration may be given to leadership abilities, letters of recommendation, and/or community involvement, as well. Additional information can be obtained from the Office of Admission.
- **Legacy Award** Awards are available to children or grandchildren of Coe alumni.
- **Sibling Award** Awards are available to siblings of current students or siblings of Coe alumni.
- **International Scholarships** International students may qualify for academic or visual and performing arts scholarships.
- **Transfer Scholarships** Transfer students who have at least a 3.0 GPA may qualify for academic and talent-based scholarships. Students may be eligible to compete for full and partial scholarships.
- **Visual and Performing Arts Scholarships** Students with outstanding ability in art, music or theatre may compete for a scholarship. These scholarships are available to majors and non-majors. Additional scholarship opportunities for those majoring in music include the Marshall Full-Tuition scholarship, the Basler Vocal Music Scholarship, and the Schauwecker Scholarship.
- **National Merit Finalists** Full-tuition scholarships are awarded for National Merit Finalists if Coe is listed as first choice of schools with the National Merit Scholarship Corporation on May 1 of the student's senior year. National Merit awards are equal to the full-time tuition of the recipient's entry year and renew yearly at the same rate.
- **International Full-Tuition Scholarship** The International Full-Tuition Scholarship will be given to one student who demonstrates high academic achievement and financial need. This award is equal to the full-time tuition of the recipient's entry year and renewed yearly at the same rate.

28.0.2 Williston Jones Full-Tuition Scholarships

Several full-and partial-tuition scholarships will be awarded. Finalists are invited to interview or audition on campus.

- **The Distinguished Trustee Scholarship** This scholarship is awarded to high academic students with the potential to positively impact our campus.

- **The Diversity Leadership Scholarship** Coe believes educational experience is strengthened by the inclusion of strong voices from diverse backgrounds. This scholarship is awarded to students from historically underrepresented populations.
- **The Marshall Music Scholarship** Open to prospective students who have the motivation and background necessary to pursue the Bachelor of Music degree.
- **The Sustainability Scholarship** This scholarship is awarded to students who show passion and concern for our environment.
- **The Impact Award** The Coe College community values the ability each student has to make an impact on campus. This award recognizes this relationship the student has with the campus community. Eligible students are notified of the requirements to receive this award upon admission to the College.

Renewal Criteria

- All scholarships are renewable on an annual basis. Renewal is contingent on full-time study and will not exceed eight terms of full-time study.
- The renewal for the Williston Jones, Trustee, and Visual and Performing Arts scholarships will be based on Satisfactory Academic Progress (SAP). See @satisfactory-academic-progress-policy for SAP GPA and pace standards. Winners of music and theatre scholarships must meet participation criteria as specified in their award letter. Full criteria for renewal of all scholarships are outlined in scholarship notification letters.
- Students who fall below the required academic scholarship criteria or determine that should contact the Student Financial Services to determine if they are eligible for an extension to meet the GPA requirements or if other funds may be available to assist with offsetting the loss of a scholarship.
- Because these scholarships are awarded on merit, students do not have to demonstrate financial need to qualify.
- Coe College reserves the right to make any adjustments deemed necessary to the selection criteria, eligibility requirements, or award amounts of these scholarships. Questions regarding Coe scholarships should be directed to the Office of Admission.

28.0.3 Need-based Financial Aid

Need-based financial aid is available to students who are admitted to Coe College and file the Free Application for Federal Student Aid (FAFSA). These assistance programs are based on the premise that students and parents should pay for college to the extent that they are able. Need-based financial aid is used to help make up the difference between the cost of college and what a family can afford.

When a FAFSA is filed, a standard formula is used to calculate the expected family contribution – the amount that the student and his or her family are expected to pay. The Student Financial Services Office compares the expected family contribution (EFC) to estimated cost of attendance. If the costs exceed the amount of the EFC, the student is eligible for need-based financial aid. A typical financial aid package will contain a combination of gift aid (scholarships and grants) and self-help aid (low-interest educational loans and employment). Information released to Coe College through the FAFSA application is kept confidential.

Application for all need-based financial aid programs must be made for each year the student is enrolled. The FAFSA is available online at Federal Student Aid.

Verification Process

Federal regulations require that some applicants who are eligible for need-based financial aid complete the verification process. Students may be chosen for verification by the U.S. Department of Education or by Coe College. Applicants selected for verification are required to submit supporting documentation to the Student Financial Services. These supporting documents may include, but are not limited to, copies of student and parent IRS tax transcripts from a prior tax year, verification of untaxed income received, family size and the number of family

members attending college during the next academic year. Returning students selected for verification will not receive a financial aid award offer until all requested documents are received and reviewed by the Student Financial Services Office. Prospective students will receive a preliminary financial aid award offer prior to completion of verification. In order to finalize the awards offered, all requested documents should be received by the Student Financial Services Office at least one month prior to the end of the award period. A financial aid award is subject to change if verification results in a change to the Expected Family Contribution (EFC). During the verification process the Student Financial Services Office will contact students if clarification is needed on any of the information reported on the FAFSA or if it is necessary to make corrections to the FAFSA data.

28.0.4 Need-based Gift Aid

Gift aid does not have to be repaid by the student. Need-based gift aid is available through federal, state, institutional and outside sources. + **Coe Grant** The value of a Coe Grant is influenced by a student's financial need. The amount of the Coe Grant can vary from year to year, depending on changes in family income, room and board charges, and the availability of funding. Coe has many endowed scholarships that have been established by generous alumni and friends of the College. Income from these scholarships is used primarily to support Coe funded merit- and need-based aid. Students awarded Coe aid may be asked to complete an 'Endowed Scholarship Application.' The Financial Aid Office will use information from this application to match students with endowed scholarships. Students designated to have their Coe aid funded by an endowed scholarship may be contacted by the Coe College Advancement Office with information about their donor. (**Note**: Endowed scholarships funds support Coe funded aid already granted to the student. Under no circumstances will the student receive additional funding beyond what has already been listed on the financial aid award letter.) Endowed scholarship funds are vital sources of assistance for many of our students. It will be requested that each student receiving funds from an endowed scholarship write a letter of thanks to the donor or the designated official. Donor information and letter suggestions will be provided by the Office of Advancement.

- **Federal Pell Grant** The Federal Pell Grant program is designed to provide financial assistance to eligible undergraduates. Application is made by filing a Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant program provides grants to full- and part-time students and may be used at any eligible college or university that the student attends as an undergraduate or until the student receive a first baccalaureate degree. The award amount may vary according to the cost of the institution and the number of hours for which a student is enrolled. A student may receive no more than the equivalent of 12 full-time term awards. Students must be enrolled for three or more course credits per term to receive the full award. At press time, the current 2022–2023 Federal Pell grants awards range from $750 up to $6,845. However, final Pell Grant amounts are subject to the federal budget process and could very well be reduced. These grants are generally available to families with modest incomes.

- **Federal Supplemental Educational Opportunity Grant (SEOG)** The Federal Supplemental Educational Opportunity Grant (SEOG) program provides financial grant assistance to Pell Grant eligible undergraduates with exceptional financial need which, for the purposes of this program, is defined as those with the lowest EFC. The grants are made from funds provided by the federal government to Coe College. The College, in turn, selects needy students who have applied for financial aid and meet awarding criteria established by the federal government. SEOG awards at Coe are based on the availability of funding and can range from $100 up to $1,000 per academic year. These funds are limited and not all students who qualify can be assured that they will receive a SEOG grant.

- **Iowa Tuition Grant (ITG)** The Iowa Tuition Grant (ITG) is available to qualified, undergraduate Iowa residents who are enrolled at least one quarter time (one course credit) at a private college in Iowa. A student may receive the ITG for no more than eight full-time terms. The ITG is based on financial need and a FAFSA filing deadline of July 1 st.Application to receive the ITG at Coe can be made by listing Coe

College on the FAFSA. For the 2021-22 academic year, students whose Expected Family Contribution (EFC) is no greater than $15,000 may qualify for a maximum full-time award of $6,800.

- **National Presbyterian Scholarships** National Presbyterian Scholarships are offered to members of the Presbyterian Church (U.S.A.) who plan to attend one of the participating Presbyterian colleges, including Coe College. Students must file a separate application to the Presbyterian Church (U.S.A.) by December 1st. Only incoming first-year students may apply for these need-based renewable scholarships. (Applicants must complete the FAFSA to renew the scholarship.)

28.0.5 Non-Need Based Gift Aid

- **The Education Assistance for College and Higher Education (TEACH)** The Education Assistance for College and Higher Education (TEACH) program is designed to provide financial assistance of up to $4,000 per academic year to current and prospective teachers. To qualify for a TEACH Grant a student must have scored above the 75th percentile on any portion of the ACT or SAT (including composite scores) or have a 3.25 cumulative grade point average. First-year students must have a final cumulative high school grade point average of at least a 3.25 and upperclassmen must maintain a minimum cumulative GPA of 3.25 each Term. In addition, a recipient must serve as a full-time teacher in a high-need field, in a school serving low-income students for at least four academic years within eight years. If a student does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Federal Direct Stafford Loan with interest from the time the grant was disbursed.
- **Active Duty Military Benefits** An individual who is currently serving in the military or who is the spouse or dependent child of a service member who is currently serving on active duty, may be eligible for funding offered through the Department of Defense Tuition Assistance program. Applicants are encouraged to check their eligibility status and amount for which they qualify with their service prior to enrolling.
- **Iowa National Guard Educational Assistance Grant** The Iowa National Guard Educational Assistance Grant (NGEAP) provides annual awards to Iowa National Guard members who attend eligible Iowa colleges and universities. Eligibility is determined by the Iowa Adjutant General. Maximum individual awards cannot exceed the current average resident tuition rate at Iowa Regent Universities. The maximum award amount for the 2021–22 academic year was $9,660.
- **ROTC Scholarships and Grants** ROTC Scholarships and Grants are available through Coe College. The College ROTC program provides on-campus leadership training in conjunction with a student's current curriculum. The scholarship provides payment of up to full tuition and fees for a given academic year and approximately $600 per term for books, and a subsistence allowance of up to $500 per month up to 10 months per academic year. ROTC-eligible students should contact the Student Financial Services to determine the impact this scholarship will have on their total financial aid package.
- **Veterans' Educational Benefits** The Veterans Administration administers programs for veterans and service people seeking assistance for education and training. A veteran or dependent of a veteran who plans to receive educational benefits, as determined by the Department of Veteran Affairs, should contact the Registrar's Office well in advance of enrollment to request certification. Additional information about veterans' benefits at Coe College, such as the application process for the various programs, available resources, as well as withdrawal and readmit policies for service members, can be found on the Coe College's Resources for Veterans and Military Students.
- **The Yellow Ribbon GI Educational Enhancement Program** The Yellow Ribbon GI Educational Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to supplement the Post-9/11 tuition benefit, which is limited to the highest public in-state undergraduate tuition. Under the Yellow Ribbon program, Coe College entered into an agreement with the Department of Veterans Affairs to jointly pay the portion of an eligible veteran's net tuition and fees

that exceed the maximum amount otherwise provided by the Post-9/11 GI Bill. Veterans are encouraged to visit the VA's Yellow Ribbon webpage to determine their eligibility. While not required to file a FAFSA, applicants are strongly encouraged to do so in order to potentially maximize federal and/or state benefits.

- **Vocational Rehabilitation Benefits** The Division of Vocational and Rehabilitation of the Iowa Department of Public Instruction or a similar division in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Division of Vocational Rehabilitation, 801 Bankers Trust Building, Des Moines, IA 50309, or the student's home state office.

- **Veterans Benefits and Transition Act of 2018 Compliance** Coe College abides by Section 103 of the Veterans Benefits and Transition Act of 2018. Our educational policy ensures that no penalty will be imposed including: 1) the assessment of late fees; 2) the denial of access to classes, libraries or other institutional facilities and /or 3) the requirements that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement of payment by the U.S. Department of Veterans Affairs provided we have a current Certificate of Eligibility (C.O.E.) on file.

28.0.6 Tution Discount

- **Continuing Student Discount** Undergraduate and Post-baccalaureate students who do not qualify for Coe scholarships and grants may contact the Office of Student Financial Services to determine whether they qualify for a tuition discount.

- **Teacher Education Discount** Qualifying education students enrolled in Coe's Ninth-Term/Fifth-Year programs may obtain an application from the Education Department for a discount of up to 60% of regular full-time tuition charges. Students should contact the Education Department for detailed instructions and deadlines for applying (rates subject to change).

- **Accounting Discount** Full-time students who are pursuing a major in public accounting, have not completed their degree requirements in four years, and are in good academic standing receive a tuition discount of 60% of regular tuition charges in their fifth consecutive year of study (rates subject to change).

28.0.7 Federal Self-help Aid

Self-help aid may be need or non-need-based. Students apply for these funds by completing the FAFSA. Once awarded, the Student Financial Services will provide any additional paperwork that may be necessary. Self-help aid requires work for compensation or repayment of low-interest student loans. Eligibility for these programs is determined yearly and requires that the FAFSA be filed each year.

- **Work-Study Awards** provide part-time employment on campus, at area non-profit agencies and in local schools.

- **William D. Ford Federal Direct Stafford Loans** William D. Ford Federal Direct Stafford Loans must be repaid by the student. The Federal Direct Stafford (FDS) loan program allows students to borrow low-interest loans directly from the federal government. To qualify for an FDS loan, a student must file the FAFSA, be admitted to a degree or certificate program, and be enrolled at least half-time (2.0 course credits).

- **Loan Types**

  There are two types of Federal Direct Stafford loans: subsidized and unsubsidized. The interest rate for loans processed during the 2021–22 academic year is fixed at 3.73 percent. A 1.057% origination fee is subtracted from the loan funds. Please note, interest rates, subsidies, and origination fees may change. Updated information will be published as it becomes available.

  A student must have financial need to receive a subsidized loan. Financial need is not required to be eligible for an unsubsidized loan. During the time that a student is enrolled on at least a half-time basis (two course credits per term) the federal government will pay the interest on a subsidized FDS loan. Interest will accrue during the in-school periods on an unsubsidized FDS loan. A student has the option of paying the interest during in-school periods or adding the interest to the principal of the loan. Principal payments begin after the six-month grace period.

  Once a student is no longer enrolled at least half-time, repayment begins after a six-month grace period. During the grace period, the student will receive repayment information from the loan servicer, including the first payment due date. Information on the servicer assigned to a student's loans can be looked up on Federal Student Aid

- **Federal Direct Parent Loan for Undergraduate Student's (PLUS)** Parents who can demonstrate good credit may borrow the difference between the student's costs of attendance less financial assistance. Both custodial and non-custodial parents can borrow through the PLUS loan program in order to meet their obligation to the student's costs at Coe. The interest rate for loans processed during the 2021–22 academic year is fixed at 6.28 %. A 4.228% origination fee is subtracted from the loan funds. Repayment begins 60 days after the loan is fully disbursed unless the borrower requests to defer payment while the student is enrolled.

- **Federal Direct PLUS Loan Program for Graduate Students**
  Federal Direct PLUS Loan Program for Graduate Students must be repaid by the student. The terms and conditions applicable to the Parent PLUS Loan (made to parents of dependent students) also apply to PLUS Loans made to graduate students.

28.0.8 General Policies

Financial Aid Satisfactory Academic Progress Policy — Academic Year 22–23

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The Student Financial Services Office is required to monitor students who receive federal financial a

SAP standards apply to all students receiving federal, state, and institutional financial aid. These

SAP of federal financial aid recipients is measured each term of the academic year[^1] for which a st

SAP is measured in three components: Cumulative Grade Point Average (GPA); Pace (Completion Rate); ar
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1. **GPA:** A student in an undergraduate program must meet minimum GPA standards.

Total Course Credit Attemptted[1]	Cumulative Minimun GPA
0 – 4.99	1.5
5 – 7.99	1.75
8 – 11.99	1.8
12 – 15.99	1.9

Total Course Credit Attemptted[1]	Cumulative Minimun GPA
16 and above	2.0

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2. **Pace:** A student must complete an incremental percentage of all cumulative credits attempted.

Total Course Credit Attemptted[2]	Minimum Percentage of Attempted Course Credit Completed
0 – 7.99	58%
8 – 15.99	64%
16 and above	70%

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3. **Maximum Time Frame:** A student must complete his or her educational program within 150% of the published length of the program measured in attempted course credits or credit hours. For example: the majority of undergraduate programs at Coe College require 32 course credits for graduation. A student can receive federal financial aid for a maximum of 48 attempted cc (32cc x 1.5). A student pursuing a double major/minor or a student who changed majors will normally be expected to complete all degree requirements before reaching 150 percent of attempted cc required to complete a program.

Financial Aid Warning A student who does not meet the minimum SAP standards for GPA and Pace will be placed on Financial Aid Warning for the subsequent term. Federal financial aid can be received during a Financial Aid Warning Term. A Financial Aid Warning notice is sent to the student by the Student Financial Services Office at the beginning of the warning term.

Financial Aid Suspension A student who fails to meet SAP during the warning term is no longer eligible to receive federal financial aid and is placed on Financial Aid Suspension. The Student Financial Services Office will notify the student of his or her financial aid suspension; the notice will include information on the financial aid appeal process.

Financial Aid Appeal A student may appeal his or her financial aid suspension by completing the SAP Appeal Form. The appeal must be submitted to the Student Financial Services Office as soon as possible and must include an explanation of why the student failed to meet SAP and what has changed in the student's situation that would allow him or her to meet SAP standards during the term. Circumstances are limited and cannot be based upon a student's need for assistance or the lack of knowledge that financial aid assistance was in jeopardy. Examples of possible situations include documented serious illness, severe injury, death of a family member, or other circumstances that prevented the student from meeting SAP standards. The Financial Aid Appeal Committee will review the appeal and notify the student of the outcome within 14 days of the receipt of a completed Financial Aid Appeal Form. A student whose appeal is denied will be granted a 100 percent refund of tuition charges if they officially drop all courses.

Financial Aid Probation A student who successfully appeals his or her financial aid suspension is placed on Financial Aid Probation. Federal financial aid can be received for the term a student is on Financial Aid Probation.

[1]**Course Credit conversion to Semester Hours** One Course Credit = 4 semester hours
[2]**Course Credit conversion to Semester Hours** One Course Credit = 4 semester hours

Academic Plan In most cases a student must complete an academic plan. An Academic Plan is generally developed based on a student's individual needs and is completed with Learning Commons staff. A student whose appeal has been granted based on an Academic Plan must continually meet the terms of the plan in order to receive federal financial aid. If a student fails to meet the terms of the plan, the student loses financial aid eligibility and is placed on Financial Aid Suspension.

Regaining Eligibility when a Financial Aid Appeal has not been granted If a Financial Aid Probation Appeal is denied or an appeal was never submitted, the student may regain eligibility to receive financial aid by completing a number of courses without receiving federal financial aid. It is the student's responsibility to contact the Student Financial Services Office if he or she can demonstrate that SAP standards are being met or that an academic plan has been developed that, if followed, will ensure the student is able to meet SAP standards by a specific point in time.

28.0.9 Impact on SAP of certain types of status marks and credits

- **Audited Courses** Audited courses do not count towards degree requirements and do not impact SAP.
- **Status Mark of I** Courses for which a grade has not been reported at the time of the SAP evaluation will be counted as attempted credits. Credit is not earned and GPA is not impacted. It is the student's responsibility to inform the Student Financial Services once a grade has been reported.
- **Pass (P) – Not Pass (NP) Graded Courses** Grades of "P" count as attempted credits and credits earned. Grades of "NP" count as attempted credits, but not credits earned. Grades of "P" and "NP" do not impact GPA.
- **Transfer Credits** Courses that are transferred from another institution and **accepted toward a degree program** count as attempted and earned credits, but do not impact the cumulative GPA. Courses that are taken at another institution that are **not accepted towards a degree program** do not impact SAP standards.
- **Updating Coursework Successfully completed courses** that are repeated are counted as attempted credits but not credits earned. The grade earned in a repeated course will replace the previously earned grade and may impact the cumulative GPA. A student must report any grade changes/updates that affect aid eligibility directly to the Student Financial Services Office.

  Failed courses that are repeated are counted as attempted and earned hours and therefore impact the cumulative GPA.
- **Status Marks of W and WF** Courses for which a grade of "W" is recorded count as attempted credits. Courses for which a grade of "WF" is recorded count as attempted credits and impact GPA.
- **Part-time Students** Coe grants and scholarships are not available to students who are enrolled part-time (fewer than 3.0 course credits). Federal and state grants and loans are available to part-time students at pro-rated amounts. Students changing their enrollment status from full-time to part-time must contact the Student Financial Services Office. To be eligible for a federal Direct Stafford Student loan, a student must be enrolled for a minimum of two course credits. Students who are enrolled for fewer than two course credits do not qualify for an in-school deferment status on existing federal loans.
- **Fifth Year of Study** Financial aid beyond eight terms is generally limited to federal and some state aid. Students are encouraged to file a Free Application for Federal Student Aid (FAFSA) for federal and state financial aid, although both types of financial aid also have statutory limits. For students who received a federal Pell grant, the equivalent of 12 full-time terms is the maximum. For students receiving the Iowa Tuition Grant, eight full-time terms are the maximum. Federal and state financial aid eligibility ends once

students have satisfied all requirements for their particular areas of study. (See Financial Aid Satisfactory Academic Progress Policy, @financial-aid-satisfactory-academic-prgress-policy for additional restrictions.)

Students who received eight terms of Coe aid are not eligible for Coe-gift funds. However, students pursuing a fifth year of study may be eligible for a continuing student discount. Students who wish to apply for the continuing student discount should contact the Student Financial Services Office. Education and accounting majors who are in their fifth year of study may be eligible for a fifth-year tuition discount. Contact the respective academic departments and the Student Financial Services Office for more information.

- **Withdrawal and Leave of Absence from the College**

When a student withdraws or takes a leave of absence from all classes during a term, it is the responsibility of the college to calculate a return of Title IV funds according to federal policy. (See Return of Title IV Funds/Institutional Refund Policy, @federal-title-IV-refund-calculation-policy) Students who are granted a leave of absence, and are not attending college elsewhere during the leave, generally are eligible to have their academic and talent-based scholarships renewed upon their return. Renewal of these scholarships is contingent upon meeting Satisfactory Academic Progress, see @financial-aid-satisfactory-academic-prgress-policy . Students who are returning from a leave of absence and have attended college elsewhere may have their scholarship eligibility reevaluated.

- **Reporting Changes and Other Assistance** Any change in a student's enrollment status, financial circumstances, or residential status must be reported immediately to the Student Financial Services Office. Such a change may have an effect on the calculation of financial need and the resulting assistance offered. It is in the best interest of students to contact the Student Financial Services Office prior to an enrollment or residential status change.
- **Outside Scholarships and Loans** All aid received from sources outside of Coe College must be reported to the Student Financial Services Office. Outside assistance may include, but is not limited to: scholarships, tuition reimbursement, private student loans, etc. These funds may cause a change in financial aid eligibility.
- **Appeals** A student has the right to appeal any decision concerning financial aid eligibility or award in writing to the Director of Financial Aid. To do so, contact the Director of Financial Aid.
- **Off-Campus Study** Coe-administered financial aid, with the exception of the National Tuition Exchange (NTE) Program benefits, may be used for off-campus study if approved by the Committee on Internationalization. Students are responsible for any additional costs of the programs. Applications to use Coe aid should be filed with the Director of Off-Campus Studies. Enrollment in an off-campus study program approved for credit by Coe qualifies the student to be considered for assistance from federal and state grant and loan programs. Contact the Student Financial Services Office for more information.

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