

# **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

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 ([hlcommission.org](http://hlcommission.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. 9-11). 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. 41).



## 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. 19), 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. 211). 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. 29).
- **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 area of 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. 135). 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. 87). 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. 13.

### **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. 34-38 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:Global Persp
- 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 Perspect
- 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
- MU 458 Music History & Literature III
- 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. 87). 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 Anthropology
- 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. 49 (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. 39)
  6. †Community-Based Project (see course description on p. 87)

†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 Learning 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 Learning in French
- FRE 444 Ind Study-French
- HIS 444 Ind Study-History
- KIN 444 Ind Study-KIN
- 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 Learning 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 Learning in Religion
- REL 444 Ind Study-Relig
- RHE 394 Drtd Learning 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 Learning: Spanish
- 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' 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. 75) 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 coursework 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 1st; the final deadline is April 15th, 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](http://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](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 (<https://acm.edu/students/off-campus-study-programs/field-museum-semester-research-in-natural-history/>).

### 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 coursework, 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](http://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](http://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](http://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 (<https://coecollege.on.spiceworks.com/portal/>).

### 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, Section 27.1.4). 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 credit	2.0 grade points per course 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 coursework 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 Section 3.0.1 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	1.50
5.0 – 7.9	1.75
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	1.00
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](mailto:o-registrar@coe.edu). Students that do not renew their Leave of Absence, or return to Coe, will be officially withdrawn from the College. Coursework 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 1st for returning the Spring Term, or August 1st 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 coursework 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 Coursework

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 Section 13.2.2) 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, Section 14.1.1 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 coursework. 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 Section 25.12

### 25.2 ACCOUNTING, PUBLIC

See Section 25.12

### 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 interdisciplinary 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, “race” 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 African American Literature** None
- **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** None

## 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 Anthropology

## 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, archaeilgical 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
  - 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 Chapter 7 ).

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** None
- **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** Introduces a variety of drawing media, including graphite, charcoal, brush and ink, pastels, and collage. 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** Introduces paint media to represent, amplify, and interpret the world. Students are also encouraged to discover the possibilities of color, shape, texture and mark-making.
- **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's 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 Sculpture: 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 functional 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. The course includes readings, discussions, and screenings of historical and contemporary works plus hands-on studio projects using video, sound, performance, installation, and more. Includes introductory-level instruction in 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** Focuses on traditional and contemporary printmaking techniques, introducing students to the fundamentals of materials including paper, ink, presses, and image processing. This course explores the development of technical, compositional, and conceptual skills through the evolution of printmaking's history of multiplicity.
- **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 Art History

### 25.6.1 Art History Major

A grade of "C" (2.0) or higher must be earned in all courses counted toward a major in art history. An Art History major may also complete an Art minor, but only two courses may count toward both the major and the minor.

1. ARH 128 Introduction to Art History
2. Two 200-level ARH courses
3. Two additional courses approved by the department, chosen from the following:
  - Courses in Art History (ARH-\_\_\_\_)
  - ANT 125 Art & Archaeology Classical World
  - HIS 318 Topics in History :Div West Persp
  - COM 161 Visual Rhetoric

- FLM 225 Film History
  - COM 357 Sex, Race, & Gender in Media
4. One of the following
    - ARH 307 Modern and Contemporary Art
    - ARH 310 Contemporary Art, Theory & Criticism
  5. ARH 464 Senior Seminar I
  6. ARH 474 Senior Seminar II
  7. One 100- ART course
  8. One 300-level ART course

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, up to three courses from these programs may count toward either the two 200-level courses in item 2 or the two additional courses in item 3.

Students interested in art history or visual culture at the graduate level should complete Intermediate French I (FRE-215).

### 25.6.2 Art History Minor

A grade of “C” (2.0) or higher must be earned in all courses counted toward a minor in art history.

1. ARH 128 Introduction to Art History
2. Three additional art history courses, one of which must be ARH-200 or above. Can also include one of the following:
  - ANT 125 Art & Archaeology Classical World
  - HIS 318 Topics in History :Div West Persp
  - COM 161 Visual Rhetoric
  - FLM 225 Film History
  - COM 357 Sex, Race, & Gender in Media
3. One of the following
  - ARH 307 Modern and Contemporary Art
  - ARH 310 Contemporary Art, Theory & Criticism
4. One 100- or 300-level ART- course

**25.6.3 COURSES IN ART HISTORY**

- **ARH 106 World Art**  
Traces key themes in art from a global perspective, focusing on the ways that cultures and civilizations across time have visually expressed social, religious and political values. Cross-cultural themes may include: religion and spirituality, word and image, violence and death, power and propaganda, gender and society, parks and memorials, and ritual and body decoration.
- **ARH 107 Gender and Art**  
Explores of the ways in which visual culture reflects and projects cultural biases and issues related to gender from prehistory to the modern era. Analyzes how gender identities can be shaped by politics, religion, and culture, as well as the effect of an artist's sex and/or sexual preferences on subject choices, media, and market values.
- **ARH 128 Introduction to Art History**  
Examines Western art and architecture from prehistory to the later 19th century, with emphasis on the ways in which visual culture both reflects and shapes societies and civilizations. Explores how works of art create and sustain meaning for their original audiences, and how some objects or visual solutions transcend their historical moment and surface throughout time as familiar cultural icons or references.
- **ARH 191 Topics in Art History**  
See also +++MISSING INFO: c.art91.short +++  
Focuses on a selected topic or theme in art history or visual culture. Topics vary. May be taken more than once for credit, provided the topics are substantially different.
- **ARH 201 Art of the Middle Ages**  
Explores the art and architecture of the medieval world both chronologically and thematically. The course examines issues such as patronage of the arts, pilgrimage, the cult of saints, the arts as a medium of cultural exchange, and the role of the artist in the Middle Ages. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.
- **ARH 218 The World of Renaissance Art**  
Explores the visual culture of Europe from the 14th through the 16th centuries, focusing on topics such as competition, display, devotion, portraits, the printing revolution, death, and gender issues. Prerequisite: Introduction to Art History (ART-128) or consent of instructor.
- **ARH 231 Romanticism, Realism, Impressionism**  
Focuses on the sweeping transformations in the creation, production and consumption of visual culture in the 19th century. The rapidly changing aesthetics of the dawning modern era generated passionate debates about the creation and reception of art during this period. This course uses these debates as a series of touchstones for understanding the visual and social landscape of the times. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.
- **ARH 248 Baroque, Rococo, and Neoclassicism**  
Focuses on a thematic exploration of the major art movements in the 17 th and 18th centuries, emphasizing the pendulum swings of artistic practice, exploration, and institutional hierarchies. Inclusion of cultural phenomena—the Grand Tour, the Enlightenment, revolutions, and the establishment of academies—factor heavily in this course. Prerequisite: Introduction to Art History (ARH 128) or consent of instructor.
- **ARH 268 History of Architecture**

Investigates major monuments of architectural history from prehistory to the present day, with an emphasis on formal and conceptual concepts. Key figures, theories, innovations, and functions (both original and altered throughout time) are also discussed. Prerequisite: Introduction to Art History (ARH 128) or consent of instructor.

- **ARH 296 Topics in Art History:Global Persp**  
Focuses on a selected topic or theme in art history. Topics vary. May be taken more than once for credit, provided the topics are substantially different. different. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.
- **ARH 297 Topics in Art History: US Pluralism**  
Examines a selected topic or theme in art history. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.
- **ARH 298 Topics in Art History:Div West Pers**  
Studies a selected topic or theme in art history. Topics vary, and may include: Art and Cultural Property; Memory, Environment and Landscape. May be taken more than once for credit, provided the topics are substantially different. Prerequisite: Introduction to Art History (ARH-128) or consent of instructor.
- **ARH 307 Modern and Contemporary Art**  
Traces the development of major artistic movements in the 20th century to the more contemporary trends of the 21st century. Topics include: Post-Impressionism, Cubism, Futurism, Surrealism, German Expressionism, Dada, Pop Art, Minimalism, Conceptual Art, Postmodernism, installation, new media, performance, and digital production and distribution. Prerequisite: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.
- **ARH 310 Contemporary Art, Theory & Criticism**  
Investigates issues in contemporary art. Focuses on art of the late 20th and early 21st centuries, considering stylistic, historical and theoretical developments. Prerequisite: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.
- **ARH 391 Advanced Topics in Art History**  
See also < var.art291.short >  
Focuses on an advanced study of a selected topic or theme in art history. Topics vary. May be taken more than once for credit, provided the topics are substantially different. Prerequisites: Introduction to Art History (ARH-128) and a 200-level ARH- course or consent of instructor.
- **ARH 394 Directed Learning in Art History**  
Investigates topics in art history 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.
- **ARH 444 Independent Study: Art History**  
Focuses on independent work on a selected project under the direction of a faculty member of the Art and Art History department. Prerequisite: consent of instructor.
- **ARH 464 Senior Seminar I**  
Introduces the research methods, theories, and curatorial practices affiliated with the discipline of art history. Additionally, students begin crafting their capstone projects in art history, which will be completed

in Seminar II. Prerequisites: declared major in Art History, Introduction to Art History (ARH-128), one 200-level ARH course, and junior standing.

- ARH 474 Senior Seminar II  
Completes the capstone research project (i.e. research papers, exhibitions, or hybrid projects that involve making art and contextualizing visual culture). Prerequisite: Successful completion of Seminar in Art History I.
- ARH 494 Internship in Art History  
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 history, junior standing, and consent of department chair.

## 25.7 Asian Studies

Nordmann (Administrative Coordinator).

The Asian Studies program is designed to acquaint students with the great cultures of Asia, primarily those of China, India and Japan.

### 25.7.1 Asian Studies Major

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

The major is interdisciplinary and requires that the students take courses in the areas of art history, history, literature, and religion, and suggests that they also take courses in economics, music, and political science.

1. **One** of the following:

- ASC 186 Modern South Asia
- HIS 136 East Asian Civilization

2. Participation in one overseas study program in Asia:

- an ACM overseas study program (India Studies or Japan Study)
- a Coe foreign exchange program (Chiang Mai University of Thailand, Nagoya Gakuin University of Japan)
- Coe's Asia Term (see p. 30)

3. **Four** courses, chosen from the following, in consultation with the Asian Studies administrative coordinator:

- ASC 106 May Term in Asia
- ASC 176 China and Japan
- ECO 436 Econ Development or ECO 446 International Econ
- HIS 217 American War in Vietnam
- HIS 246 History of Modern China
- HIS 256 History of Modern Japan
- HIS 316 Topics in History: Non-Western Persp (when appropriate)
- HIS 466 Seminar Modern East Asian History



- JPN 115 Elementary Japanese I
- JPN 125 Elementary Japanese II
- JPN 215 Intermediate Japanese I
- JPN 225 Intermediate Japanese II
- +++MISSING INFO: c.phl/rel206.long +++
- POL 286 Asian Politics
- REL 106 Eastern Religions
- A second term of an overseas study program

### 25.7.2 Asian Studies Minor

1. One of the following:

- HIS 316 Topics in History:Non-Western Persp
- ASC 186 Modern South Asia

2. Five courses, chosen from the following, in consultation with the Asian Studies administrative coordinator:

- ASC 176 China and Japan
- ECO 436 Econ Development or ECO 446 International Econ
- HIS 217 American War in Vietnam
- HIS 246 History of Modern China
- HIS 256 History of Modern Japan
- HIS 316 Topics in History:Non-Western Persp (when appropriate)
- HIS 466 Seminar Modern East Asian History
- JPN 115 Elementary Japanese I
- JPN 125 Elementary Japanese II
- JPN 215 Intermediate Japanese I
- JPN 225 Intermediate Japanese II
- +++MISSING INFO: c.phl/rel206.long +++
- POL 286 Asian Politics
- REL 106 Eastern Religions

### 25.7.3 Courses in Asian Studies

**-ASC 106 May Term in Asia** Examines experientially the fast-changing nation of Vietnam through three weeks of study and travel in the country. Students will investigate and evaluate the contemporary nation, as well as the history and memory of its wartime experiences, through readings, written work, class discussions, and visits to important historical and cultural landmarks. Through these varied experiences, students will deepen their understandings of the cultural skills involved in overseas travel, the cultural differences and commonalities that shape human experiences, and the specific knowledge of Vietnam's culture and history. **-ASC 176 China and Japan** An interdisciplinary examination of themes and ideas central to understanding the cultures of China and Japan. Materials used include primary texts in Taoism, Confucianism, and Buddhism, as well as works of poetry, fiction, and visual art. **-ASC 186 Modern South Asia** India, Pakistan, Bangladesh, and Sri Lanka from a modern perspective. The preoccupation with identity, the reemergence of caste and religious conflicts, the strengths and weaknesses of political and economic development, and the implication of trends for the future. Includes selected topics on culture and history that provide insights to understanding the present. -+++MISSING INFO: c.asc216.long +++ See ?@sec-history

## 25.8 Athletic Training

Chandler, Libby (Chair).

No students will be admitted to the Athletic Training Education Program after December 8, 2017

### 25.8.1 Courses in Athletic Training

**-AT 100 Basic Athletic Training** An overview of the athletic training profession designed to lead student's knowledge of the profession from the general foundations to specific educational competencies. Included in this course are laboratory sessions used to instruct and practice athletic training competencies and proficiencies. Credit is given for Prevention and Care of Athletic Injuries & Laboratory (PE 175 OR Basic Athletic Training (AT-100), not both.

Prerequisite: Application to the Athletic Training Education Program -+++**MISSING INFO: c.at20\_/30\_/40\_.long** ++++**MISSING INFO: c.at20\_/30\_/40\_.desc** +++ -+++**MISSING INFO: c.at225/220.long** +++**MISSING INFO: c.at225/220.desc** +++ -+++**MISSING INFO: c.at235/230.long** +++**MISSING INFO: c.at235/230.desc** +++ **-AT 375 General Medical Conditions** Study of the etiology, clinical manifestations and management of common diseases/conditions that affect athletes and others involved in physical activity. Additional topics include pharmacology, counseling and psychosocial interventions. Prerequisites: Human Anatomy (BIO-215), Human Physiology (BIO-225), and admission to Athletic Training Education Program. **-AT 385 Therapeutic Modalities** Investigation into the concepts, indications/contraindications, physiological effects, and clinical implications of physical modalities used in a therapeutic setting. Prerequisite: Human Physiology (BIO-225). -+++**MISSING INFO: c.at395/390.long** +++**MISSING INFO: c.at395/390.desc** +++ **-AT 425 Administration of Athletic Training** Introduction to the organization and administration of an athletic training program including facility planning/design, information/resource management, legal/ethical considerations, risk management, insurance systems, and professional development. Prerequisite: senior standing in the Athletic Training Education Program. **-AT 494 Internship in Athletic Training** Comprehensive experience in athletic training through voluntary field placement supervised by a certified athletic trainer (ATC®). A minimum of 140 hours on-site experience is required. P/NP basis only. Prerequisite: senior standing in the Athletic Training Education Program.

## 25.9 Biochemistry (Collateral Major)

Stead (Administrative Coordinator).

### 25.9.1 Collateral Major in Biochemistry

A major in biochemistry requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Concurrent completion of a primary major in chemistry, including Calculus II and two General Physics courses is required. Students choosing a collateral major in biochemistry may not select a collateral major in molecular biology

1.+++**MISSING INFO: c.bio145/145L.long** +++ 2.+++**MISSING INFO: c.chm431/431L.long** +++ 3.+++**MISSING INFO: c.chm432/432L.long** +++ 4.**Two** of the following:

-+++**MISSING INFO: c.bio325/325L.long** +++  
 -+++**MISSING INFO: c.bio345/345L.long** +++  
 -BIO 405 Current Topics in Molecular Biology  
 -+++**MISSING INFO: c.bio435/435L.long** +++

Genetics (BIO-235) and Laboratory (BIO-235L) and all of the courses under #4 are strongly encouraged, especially for those planning graduate study.

## 25.10 Biology

R. Christensen, Cozine (Chair), Ellis, Hughes, Keyes, Leonardo, Leveille, Luttinger, Mommer, Sanchini, Storer (Co-Chair).

In addition to a major in biology, the college also offers collateral majors in ENVIRONMENTAL SCIENCE (see p. 115), MOLECULAR BIOLOGY (see p. 144), and NEUROSCIENCE (see p. 156). The biology program provides students with an early introduction to experimental design and use of instrumentation to investigate properties of cells and organisms. Opportunities to work one-on-one with faculty, in honors and independent study work or in research participation, is also available to students.

### 25.10.1 Biology Major

A major in biology requires a minimum cumulative 2.0 GPA over courses counted toward the major.

1.+++MISSING INFO: c.bio145/145L.long +++ 2.+++MISSING INFO: c.bio155/155L.long +++ 3.BIO 202 Topics in Evolution 4.+++MISSING INFO: c.bio205/205L.long +++ 5.+++MISSING INFO: c.bio235/235L.long +++ 6.**One** of the following:

---MISSING INFO: c.bio355/355L.long +++

---MISSING INFO: c.bio375/375L.long +++

7.**Three** biology electives with the associated laboratories 8.+++MISSING INFO: c.chm121/121L.long +++ 9.+++MISSING INFO: c.chm122/122L.long +++ 10.**One** of the following:

---MISSING INFO: c.mth132.long +++ (strongly recommended for students considering attending graduate

-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

11.Attendance at research seminars in junior and senior years

*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 +++

With consent of the department chair, other chemistry or mathematics courses may be substituted.

### 25.10.2 Laboratory Study in Biology

Laboratory and field experiences are essential to scientific understanding. They offer an introduction to the processes of science, emphasizing student participation in hypothesis formulation, experimental design, data collection, data analysis, and the composition of papers in a format conventional to science. Biology majors must complete the requisite laboratory courses for the major. Students not majoring in biology should enroll in a laboratory section of any course they plan to apply to the laboratory science requirement in general education.

### 25.10.3 Courses in Biology

**-BIO 100 Human Biology** A study of *Homo sapiens* applying the same tools biologists use to study other organisms. Topics may include an overview of human evolution, reproduction, genetics, population genetics, adaptations of selected organs and organ systems, humans' relationship to and impact on their environment, and other contemporary issues in human biology. Includes lecture and laboratory. This course does not satisfy any of the requirements for a major in biology. -+++MISSING INFO: [c.bio100L.long](#) +++ +++MISSING INFO: [c.bio100L.desc](#) +++ **-BIO 103 Anatomy & Physiology** Introduces the student to the structure, function, and organization of the human body. Designed for non-majors as well as students with health-related career interests. This course does not satisfy any of the requirements for a major in biology or nursing. -+++MISSING INFO: [c.bio103L.long](#) +++ +++MISSING INFO: [c.bio103L.desc](#) +++ **-BIO105 Introductory Biology** None **-BIO 111 Urban Ecology** Introduces the ecology of urban systems, investigating how humans and their built environments interact with and form ecosystems. Two main points of view will be represented: the city as an ecological system, and the responses and adaptations of organisms to this ecosystem. We will also investigate how humans respond to and interact with this biotic and abiotic environment. Labs will visit relevant areas of Cedar Rapids. One three hour workshop and one four-hour lab per week. (Offered alternate years.) -+++MISSING INFO: [c.bio111L.long](#) +++ +++MISSING INFO: [c.bio111L.desc](#) +++ **-BIO 115 Marine Biology** Surveys marine organisms and communities with emphasis on tropical coral reef systems. The primary field analyses focus on the dynamics of coral reefs, tidal regions, and turtle grass meadows. An off campus course taught at an appropriate site and involving extensive field work. Includes lecture and laboratory. Prerequisite: consent of instructor. (Offered May Term only) **-BIO 120 Biology, Health, & Society** Introduces the basic principles, terms, and technologies needed to understand the role of biology in our lives. This course centers around answering questions in healthcare and in contemporary society, using the application of biological knowledge. Study skills for mastering college biology are also taught. Three lectures and one co-curricular skills workshop per week. Counts as a non-lab science course. This course does not satisfy any of the requirements for a major in biology. **-BIO 145 Cellular & Molecular Biology** A study of biology at the cellular and molecular level, including cytology, metabolic, and genetic processes. Three lectures per week. -+++MISSING INFO: [c.bio145L.long](#) +++ +++MISSING INFO: [c.bio145L.desc](#) +++ **-BIO 155 Organismal & Ecological Biology** The study of organ systems, reproduction, and embryology, with an emphasis on human biology. Principles of evolution, ecology, and animal behavior are also studied. Three lectures per week. -+++MISSING INFO: [c.bio155L.long](#) +++ +++MISSING INFO: [c.bio155L.desc](#) +++ **-BIO 165 Ecology and Biology of Birds** An introduction to the behavior, ecology and biology of birds, emphasizing identification of local species and such species' adaptations to their biotic and abiotic environments. Binoculars furnished. This course satisfies the lab science course requirement. Offered Spring Term on campus and Summer at the Wilderness Field Station. -+++MISSING INFO: [c.bio165L.long](#) +++ +++MISSING INFO: [c.bio165L.desc](#) +++ **-BIO 175 Field Botany** Investigates tree and wildflower species encountered in Iowa's forests, fields and prairies. Emphasizes hands-on description of structural characteristics, identification of species using a dichotomous key and characteristics of flowering plant families. A basic understanding of the distribution of plants within communities is also developed. A collection of local plants is required. (Offered in May Term) **-BIO 185 Entomology** Introduces the biology of insects and related arthropods, focusing on how homeostatic problems common to all organisms have been solved. Topics include physiology, morphology, systematics, and the relationship among insects, plants, and humans. -+++MISSING INFO: [c.bio185L.long](#) +++ +++MISSING INFO: [c.bio185L.desc](#) +++ **-BIO 195 Introduction to Microbiology** An elementary-level study of the principles of microbiology. Special attention is given to the medical aspect of the subject. Three lectures and one three hour laboratory per week. Designed for students with allied health career interests. This course does not satisfy any of the requirements for a major in biology. Prerequisite: Human Biology (BIO-100) or Cellular and Molecular Biology (BIO-145). -+++MISSING INFO: [c.bio195L.long](#) +++ +++MISSING INFO: [c.bio195L.desc](#) +++ **-BIO 202 Topics in Evolution** Investigates the roles of selective and non-selective evolutionary mechanisms, especially as they affect adaptation, speciation, and extinction. Selected aspects of the fossil record and current theories of hominid evolution are also part of the course. Counts as a non-lab science course. Prerequisites: Cellular and Molecular Biology (BIO-145). Note:

Credit is given for either Topics in Evolution (BIO-202) or Organic Evolution (BIO-125), not both. **-BIO 205 General Botany** A study of the basic structure and functions of plants, with emphasis on seed plants. Functional aspects of structure and development on the cellular, tissue, and whole plant level receive equal emphasis. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140) and Organismal and Ecological Biology (BIO-155). -++++MISSING INFO: c.bio205L.long +++++MISSING INFO: c.bio205L.desc +++++ **-BIO 215 Human Anatomy** A survey of gross and microscopic human anatomy, providing necessary background for students in physiology and body mechanics. Three lectures per week. Prerequisites: Human Biology (BIO-100) or Cellular and Molecular Biology (BIO-145) or Organismal and Ecological Biology (BIO-155). This course does not satisfy any of the requirements for a major in biology. Credit is given for Human Anatomy (BIO-215) or Integrated Human Anatomy (BIO-245), not both. -++++MISSING INFO: c.bio215L.long +++++MISSING INFO: c.bio215L.desc +++++ **-BIO 225 Human Physiology** The functional study of the various systems of the human body, including the application of physiological principles to the health professions. Three lectures and one two-hour recitation per week. This course does not satisfy any of the requirements for a major in biology. Prerequisites: Human Anatomy (BIO-215) and either Human Biology (BIO-100), Cellular and Molecular Biology (BIO-145), or Organismal and Ecological Biology (BIO-155). **-BIO 235 Genetics** An exploration of the three main branches of heredity: transmission (classical), molecular, and population genetics. Transmission genetics examines how genes and genetic traits are passed from generation to generation. Molecular genetics probes the structure, function, and regulation of genes, while population genetics investigates through mathematical models the distribution and behavior of genes in populations. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), and Organismal and Ecological Biology (BIO-155). -++++MISSING INFO: c.bio235L.long +++++MISSING INFO: c.bio235L.desc +++++ **-BIO 275 Aquatic Ecology** Study of the biota of lakes and streams in northern Minnesota and adjacent Ontario, and their abiotic environment. Extensive field sampling enables students to study predation, diel vertical migration, stream drift, induced morphological defenses, and food-web interactions. Regional and North American lake and stream biodiversity and the effects of introduced species and human intervention on aquatic ecosystems are reviewed. Prerequisites: Cellular and Molecular Biology (BIO-145) and Introduction to Biology Laboratory (BIO-140), or Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150). (Offered summers at the Wilderness Field Station) -++++MISSING INFO: c.bio275L.long +++++MISSING INFO: c.bio275L.desc +++++ **-BIO 285 Animal Behavior** Principles and methods in ethology are considered with emphasis on temporal and spatial patterns, adaptive significances, communication, aggression and territoriality, social organization, and the nature of regulatory mechanisms. Prerequisites: One of the following: Cellular and Molecular Biology (BIO-145) and Introduction to Biology Laboratory (BIO-140); Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150); or Statistical Methods and Data Analysis (PSY-301). (Offered summers at the Wilderness Field Station) -++++MISSING INFO: c.bio285L.long +++++MISSING INFO: c.bio285L.desc +++++ **-BIO 295 Spatial Ecology** Study of spatial patterns of organisms in natural, agricultural, and urban landscapes. Emphasis is on how the arrangements of organisms both reflect and feedback on underlying resources and geography. Students learn how to capture spatial characteristics of individuals, populations, species, communities, and landscapes sampled in the field, integrate them with satellite imagery, and analyze them statistically. Use of global positioning system hardware to provide spatial reference for field ecology surveys and use of ArcView as a data management, display, and analysis tool are important features of the course. Three lectures per week. Prerequisites: Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150). -++++MISSING INFO: c.bio295L.long +++++MISSING INFO: c.bio295L.desc +++++ **-BIO 315 Integrated Human Anatomy** Integrates macroscopic human anatomy at the organ and organ system levels with microscopic study of histology and development from an evolutionary and sometimes experimental perspective. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-145L), Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-155L). Credit is given for Integrated Human Anatomy (BIO-315) or Human Anatomy (BIO-215), not both. -++++MISSING INFO: c.bio315L.long +++++MISSING INFO: c.bio315L.desc +++++ **-BIO 325 Microbiology** Study of major fields of microbiology with emphasis on bacteria and viruses. Topics include bacterial cell structure, genetics, and pathogenesis as well as immunology and epidemiology. Three lectures per week.

Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-145L), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-221) and Organic Laboratory (CHM-322) or Genetics (BIO-235). -+++MISSING INFO: **c.bio325L.long** +++ +++MISSING INFO: **c.bio325L.desc** +++ -**BIO 335 Conservation and Ecology of Mammals** The study of mammals of Minnesota and the natural history, form/function relations, behavior, distributions, and interaction with their environment and other organisms. Class activities include direct observations, reading tracks and “sign.” Live-trap mark and recapture studies supplemented by readings, lectures, and discussions. (Offered summers at the Wilderness Field Station) -+++MISSING INFO: **c.bio335L.long** +++ +++MISSING INFO: **c.bio335L.desc** +++ -**BIO 345 Techniques in Molecular Biology** An intensive introduction to biological molecular techniques. Students learn how to manipulate recombinant DNA and express and detect protein products in prokaryotic systems. Course methods include cloning, restriction, mapping, ligation, labeling, purification, elution, blotting, hybridization, agarose, and acrylamide gels, protein expression and detection, and immunological techniques. On completing the course, students should have a working knowledge of most methods used in molecular biology research. Course consists of two discussion sessions per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Genetics (BIO-235) and Laboratory (BIO-230), General Chemistry I (CHM-1XX), and General Chemistry II (CHM-1XX). -+++MISSING INFO: **c.bio345L.long** +++ +++MISSING INFO: **c.bio345L.desc** +++ -**BIO 355 Animal Physiology** Study of how organ systems in animal species solve the fundamental problems of staying alive. This includes how to obtain energy, how to procure the raw materials necessary for constructing their bodies, how to gain oxygen from the environment, how to get rid of unneeded substances and toxic materials. The course addresses how these ends are achieved through the cooperation of cells, tissues, organs, and organ systems in a variety of organisms including mammals, birds, reptiles, amphibians, and fish as well as selected invertebrates. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155). -+++MISSING INFO: **c.bio355L.long** +++ +++MISSING INFO: **c.bio355L.desc** +++ -**BIO 365 Comparative Chordate Anat** A survey of the chordates and the development and evolution of form in vertebrates, using primarily the shark, mudpuppy, and cat in laboratory. Two lectures, one discussion recitation per week. Prerequisite: Cellular and Molecular Biology (BIO-145), Organismal and Ecological Biology (BIO-155) and Topics in Evolution (BIO-202). -+++MISSING INFO: **c.bio365L.long** +++ +++MISSING INFO: **c.bio365L.desc** +++ -**BIO 375 Integrated Human Physiology** The study of function in terms of basic physical and chemical processes; an introduction to the principles of physiology using the human organism as a model. Three lectures per week. Prerequisite: Cellular and Molecular Biology (BIO-145), Organismal and Ecological Biology (BIO-155), and Introduction to Biology Laboratory (BIO-140) -+++MISSING INFO: **c.bio375L.long** +++ +++MISSING INFO: **c.bio375L.desc** +++ -**BIO 385 Behavior/Ecology of Vertebrates** Identification, evolutionary history, behavior and ecological relationships of local mammals, birds, reptiles, amphibians, and fish. Students learn and apply survey techniques appropriate for particular groups to understand species/habitat relationships, diversity within groups, and the impact of humans on diversity. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145) and Topics in Evolution (BIO-202). -+++MISSING INFO: **c.bio385L.long** +++ +++MISSING INFO: **c.bio385L.desc** +++ -**BIO 405 Current Topics in Molecular Biology** An intensive exploration of Molecular Biology’s primary literature, focusing on recent advances in DNA, RNA and protein manipulation, characterization, and control. Students read research articles, critically evaluate published data, and communicate technical information effectively. Three lectures per week. Prerequisites: Techniques in Molecular Biology (BIO-345) and Genetics (BIO-235). -**BIO 415 Developmental Biology** An exploration of the developmental processes that occur as an organism grows from fertilized egg to adult organism. The actions and interactions of cells and tissues are examined in the living, growing, and rapidly changing environment of the body. Classical embryology is examined through modern genetic techniques, with special emphasis on how differential gene expression makes us who we are. Survey of research methodologies are a prominent topic. Three lectures per week. Prerequisites: Genetics (BIO-235) and Laboratory (BIO-230). -+++MISSING INFO: **c.bio415L.long** +++ +++MISSING INFO: **c.bio415L.desc** +++ -**BIO 425 Ecology** Study of the interrelationship of living organisms with their environment. The structure and dynamics of populations, communities, and ecosystems are examined through lectures and laboratory or field observations. Three lectures per week. Pre-

requisites: General Botany (BIO-205) or consent of instructor. -+++**MISSING INFO: c.bio425L.long** +++  
 +++**MISSING INFO: c.bio425L.desc** +++ -**BIO 435 Cell Physiology** The content, organization, and function of the cell and its components are studied. Other topics include the relationship of the cell to its environment, the cell membrane, enzymes, conversion of matter and energy, cell growth, and cell division. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-145L), Organismal and Ecological Biology (BIO-155), Genetics (BIO-235), and General Chemistry I and Laboratory (CHM-121/-121L). -+++**MISSING INFO: c.bio435L.long** +++ +++**MISSING INFO: c.bio435L.desc** +++  
 -**BIO 444 Independent Study** Independent work on a selected project under direction of a member of the department. Students are limited to two registrations in Independent Study. May be taken for an X status grade with consent of instructor prior to registration. Prerequisites: Courses providing appropriate background for the project selected and consent of department chair. -**BIO 445 Environmental Microbiology** An examination of the role of microbes in the environment. Topics include microbial diversity, nutrient cycling including biogeochemistry, bioremediation, and biodegradation. The use of molecular methods and microscopy to study microbes in situ are special emphases of the course. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-145L), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-221) with Organic Laboratory (CHM-322) or Genetics (BIO-235). -+++**MISSING INFO: c.bio445L.long** +++ +++**MISSING INFO: c.bio445L.desc** +++ -**BIO 454 Research Participation** Participation in a research program designed and directed by a biology department faculty member, including some or all of the following: library research, research design, and field or laboratory investigations. Scheduled by arrangement with sponsoring professor with a time requirement of 10 hours per week minimum per course credit. P/NP basis only. May be taken for an X status grade with consent of instructor prior to registration. Research participation credit does not satisfy any of the requirements for a major in biology. (0.2 – 1.0 course credit) -**BIO 455 Molecular Neurobiology** Study of the organization and function of the nervous system, focusing on both cellular physiology and functional neuroanatomy. Topics include the cellular and molecular properties of brain cells, the neurological basis of behavior, and disorders of the nervous system. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155), General Chemistry I (CHM-155), General Chemistry II (CHM-165) and Genetics (BIO-235) and Lab (BIO-230) -+++**MISSING INFO: c.bio455L.long** +++ +++**MISSING INFO: c.bio455L.desc** +++ -+++**MISSING INFO: c.bio462/463.long** +++ +++**MISSING INFO: c.bio462/463.desc** +++ -**BIO 465 Immunology** An integrated series of lectures designed to familiarize students with cellular, molecular and biochemical aspects of the development of the immune system and the immune response, including B- and T-cell function, antibody structure and function, complement, and major histocompatibility complex formation, with special emphasis on the integration of these parts during the response to infectious agents. Special topics include immunomodulation, vaccination, autoimmunity, and neuro-immune interactions. The laboratory component utilizes existing instrumentation in the biology department and cell culture to explore different aspects of the immune system. Three lectures and one three hour laboratory period per week. Prerequisites: General Chemistry II (CHM 122/122L), Genetics (BIO-235), and Integrated Human Physiology (BIO-375) (or concurrent enrollment in BIO-375). -+++**MISSING INFO: c.bio465L.long** +++ +++**MISSING INFO: c.bio465L.desc** +++ -**BIO 494 Internship in Biology** Investigation of an area of interest through voluntary field placement supervised by a faculty member of the department. 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 in biology. Prerequisites: declared major in biology, junior standing, and consent of department chair.

-**OCC 365 Oak Ridge Science Semester** See ?@sec-ACM-and-international-programs

-**HSS 494 Health Professions Externship** This capstone experience for qualified junior and senior students, could finalize a career decision or create an opportunity for a different career path. Using the academic knowledge already obtained through course work, the student will now apply it to real world situations as experiential learning with professional mentors in our community and will gain additional knowledge of what the daily activities and difficulties can, or may be present in their particular internship profession. They will increase their own communication skills, learn interpersonal skills with mentors, staff, clients/patients, gain professional ethics skills,

and gain additional topic knowledge while working with their mentors. Some will gain “hands on” training while others will gain their knowledge thru observation of techniques, personal interactions, and through researching pertinent subject matters. Some may gain public speaking experiences, while others may increase their professional writing abilities. Each intern experience will have its own unique set of learning outcomes. Junior or Senior standing with appropriate GPA.

## 25.11 Business Administration and Economics

Baranowski, Carstens, Chen, J. Christensen, Crain, Eichhorn (Co-Chair), Hall, Hayes, D., Knudson, Kuennen, Melcher, Nguyen (Co-Chair), Perry, Trout, Westberg.

The Stead Department of Business Administration and Economics offers majors in **ACCOUNTING, BUSINESS ADMINISTRATION, ECONOMICS, INTERNATIONAL BUSINESS**, and **INTERNATIONAL ECONOMICS**, and minors in economics and international economics. Students pursuing one or more of these are strongly encouraged to consult with departmental faculty to develop specific plans of study.

### 25.11.1 BUSINESS ADMINISTRATION

The study of business administration is designed to develop in its students a high degree of competence in the application of business theories and sound judgment to the solution of business operating problems. Graduates are able to contribute effectively to the activities of their organizations by applying business skills required to plan, analyze, and control company activities. Beyond enhancing the value of a firm, the graduate should have a firm knowledge from which to achieve professional growth in the workplace and/or graduate school. Students majoring in business administration have two options: the business administration major and the international business major (see p. 132). The business major is designed to prepare students in the core areas of business administration, with specific focus on management, finance, and marketing. Students are also provided the opportunity to specialize in a particular area through selection of elective courses. 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. See p. 132 for the International Business major requirements.

### 25.11.2 Business Administration Major

A major in business administration 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. BUS 190 Statistical Analysis
4. ACC 215 Principles of Accounting II
5. ECO 215 Prin Microeconomics
6. BUS 315 Business Law I
7. One of the following Management courses:
  - BUS 250 Principles of Management
  - BUS 300 Human Resource Management
  - BUS 387 Adv Top:Human Res Mgt
  - BUS 470 Strategic Management



8. One of the following Marketing courses:  
 BUS 330 Principles of Marketing  
 BUS 460 Advertising  
 BUS 465 Advanced Topics in Marketing  
 BUS 467 Consumer Behavior
9. One of the following Finance courses ECO 225 Money & Banking  
 BUS 350 Principles of Finance  
 BUS 352 Corporate Finance  
 BUS 495 Investment Analysis  
 ECO 495 International Finance
10. Two additional business courses numbered 200 or above

Students planning to attend graduate school in business are strongly encouraged to take calculus, additional statistics courses, intermediate level macro/microeconomics, quantitative management courses, and strategic management. Students should also discuss their graduate school plans with a member of the department to determine other courses that may be expected for admission to specific graduate programs

### **25.11.3 Concentrations in Business**

Students completing a major in Business Administration may elect to also complete a concentration of courses within a specific discipline in the major. Courses taken to fulfill requirements in the business major may be used to also fulfill requirements in an area of concentration. Students may declare only one concentration.

Concentrations are offered in management, marketing, and sports management. To complete a concentration, a student must meet the following requirements: 1. Completion of a major in Business Administration 2. Completion of five additional courses in which a cumulative 2.0 GPA must be earned. At least three of the five courses must be completed at Coe.

### **25.11.4 Management Concentration in Business**

1. BUS 250 Principles of Management
2. Four of the following:  
 BUS 300 Human Resource Management  
 BUS 375 Business Ethics  
 BUS 387 Adv Top:Human Res Mgt  
 BUS 395 Organizational Behavior  
 BUS 446 International Business Management  
 BUS 464 Seminar in Management  
 BUS 454 Research in Business  
 BUS 470 Strategic Management

### **25.11.5 Marketing Concentration in Business**

1. BUS 355 Principles of Marketing

2. Four of the following: BUS 280 Business Websites **and** BUS 281 Social Media in Business  
BUS 420 Sports Marketing and Communications  
BUS 460 Advertising  
BUS 461 Marketing Decision Making/Analysis  
BUS 465 Advanced Topics in Marketing  
BUS 470 Strategic Management  
BUS 454 Research in Business  
PR 205 Public Relations

### **25.11.6 Sports Management Concentration in Business**

1. SMT 100 Introduction to Sports Management
2. Four of the following:  
BUS 400 Legal Issues in Sports  
BUS 420 Sports Marketing and Communications  
BUS 454 Research in Business  
ECO 125 Sports Analytics  
SMT 300 Sport/Recreation Event Management  
SMT 454 Seminar in Sports Management  
SMT 494 Internship in Sports Management

## **25.12 Accounting**

Students majoring in accounting have two options: the managerial accounting major and the public accounting major. The managerial accounting major is designed for students interested in pursuing a career in private industry or the not-for-profit sector. The public accounting major is designed for students interested in practicing public accounting and those desiring the Certified Public Accounting (CPA) designation. Because of the identical core course requirements in the managerial accounting and public accounting majors, only one of the two majors can be elected by a student. A student receiving a managerial accounting major may pursue a post-baccalaureate major in public accounting, but when completed, the public accounting major would replace the managerial accounting major in the student's records.

Requirements for becoming a CPA differ from state to state. All states require that students pass the Uniform CPA examination and many require the completion of 150 semester hours of education prior to certification. The 150 hours can be completed in undergraduate or graduate programs. To become a CPA in Iowa, the Iowa State Board of Accountancy requires that students pass the CPA examination, complete 150 semester hours of education, and complete specified course work in accounting and business subjects. Students majoring in accounting, business, or economics are required to have a minimum of 24 of their 150 semester hours in financial accounting, auditing, taxation, and management accounting courses above the elementary level. If students majoring in any other field wish to become a CPA in Iowa, they must, in addition, complete at least 24 semester hours in business-related courses (not including internships). (One course credit completed at Coe is counted as four semester hours.) Accounting students at Coe should work closely with faculty in the department to determine their plan of study. Students wishing to become a CPA should also check the state board's education requirements for the state in which they wish to practice.

### 25.12.1 Managerial Accounting Major

A major in managerial accounting 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.BUS 190 Statistical Analysis  
4.ACC 215 Principles of Accounting II 5.ECO 215 Prin Microeconomics 6.ACC 301 Intermediate Accounting I  
7.ACC 315 Managerial Accounting 8.BUS 315 Business Law I 9.ACC 334 Computer Applications - Accounting  
10.ACC 351 Intermediate Accounting II 11.ACC 413 Auditing 12.ACC 415 Adv Managerial Accounting

### 25.12.2 Public Accounting Major

A major in public accounting requires a minimum cumulative 2.0 GPA in all courses counted toward the major. Students wishing to prepare for the examination to become a Certified Public Accountant should select the Public Accounting major, which meets the guidelines for the breadth of business and accounting courses recommended by The American Institute of Certified Public Accountants. Students at Coe can meet the 150-semester hour requirement by completing 37.5 credits.

If degree requirements are not completed by the end of four years, students pursuing a major in public accounting, who are in good academic standing, and who are full-time students, receive a 60% discount on tuition in the consecutive fifth year. They continue to be eligible to apply for student loans and any available federal and state government grants

1.ACC 171 Principles of Accounting I 2.ECO 175 Principles of Macroeconomics 3.BUS 190 Statistical Analysis  
4.ACC 215 Principles of Accounting II 5.ECO 215 Prin Microeconomics 6.ACC 301 Intermediate Accounting I  
7.ACC 315 Managerial Accounting 8.BUS 315 Business Law I 9.ACC 334 Computer Applications - Accounting  
10.ACC 351 Intermediate Accounting II 11.ACC 413 Auditing 12.ACC 422 Tax Accounting 13.ACC 463 Advanced Auditing 14.**One** of the following:

- BUS 410 Business Law II
- BUS 412 Entrepreneurship & New Business Frm
- BUS 464 Seminar in Management
- BUS 470 Strategic Management

15.**Three** of the following:

- ACC 313 Fraud Examination
- ACC 401 Fund Acctg & Adv Top
- ACC 451 Advanced Accounting
- ACC 472 Advanced Tax Accounting

### 25.12.3 Courses in Accounting

-**ACC 171 Principles of Accounting I** +++MISSING INFO: c.aac171.desc +++ -**ACC 215 Principles of Accounting II** Continuation of the study of financial accounting, including the statement of cash flow. A study of managerial accounting and the analysis of financial information for management decision making. Prerequisite: Principles of Accounting I (ACC-171). -**ACC 301 Intermediate Accounting I** An in-depth study of financial accounting topics. Emphasis is on income determination, evaluation, and presentation of assets, liabilities, and owners' equity. Prerequisite: Principles of Accounting II (ACC-215). -**ACC 313 Fraud Examination** An

examination of real world cases that represent the many types of accounting fraud in order to gain an understanding of the behavioral and social factors that motivate offenders. Emphasis is placed on understanding the exposures to loss and the appropriate prevention, detection, and investigation approaches, including legal requirements for testifying as an expert witness. Prerequisites: Principles of Accounting II (ACC-215) or consent of instructor. (Offered alternate years) -**ACC 315 Managerial Accounting**

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