

Course Catalog 2022-2023

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

2.0.6 MEMBERSHIPS

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

2.0.7 ACADEMIC PROGRAM

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

2.0.8 EXTRA-CURRICULAR ACTIVITIES

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

2.0.9 FINANCIAL ASSISTANCE

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

2.0.10 HISTORY OF COE COLLEGE

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

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

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

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

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

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

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

3 2022–2023 ACADEMIC CALENDAR

3.0.1 FALL TERM 2022

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

3.0.2 SPRING TERM 2023

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

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

3.0.3 MAY TERM 2023

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

3.0.4 SUMMER TERM 2023*

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

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

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

4 THE ACADEMIC CALENDAR

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

5 MAY TERM (OPTIONAL)

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

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

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

6 COE PLAN

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

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

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

7 GRADUATION REQUIREMENTS

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

Students must meet one of the following requirements:

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

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

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

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

7.1 Second Baccalaureate Degree

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

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

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

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

7.2 Transfer Student Information

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

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

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

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

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

8 AREAS OF STUDY

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

Students should declare an area of study by the end of their sophomore year. All students must earn at least a 2.00 GPA in courses required to complete their areas of study, as well as meet specific requirements set forth for the 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. 131). In addition to the areas of study/majors listed above, the following **COLLATERAL MAJORS** are offered, which require a student to satisfy the requirements of a major from the list above in addition to the selected collateral major.

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

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

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

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

- Keyboard or Instrumental Performance

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

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

- Nursing

9 ACADEMIC ADVISING

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

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

10 FIRST-YEAR EXPERIENCE

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

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

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

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

11 WRITING EMPHASIS COURSES

Writing Across the Curriculum: Statement of Guiding Principles

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

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

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

Although many courses at Coe may include writing activities, courses endorsed by Writing Across the Curriculum are those in which:

- Students are given opportunities to practice revision, whether via multiple drafts of a single project or multiple iterations of the same type of assignment;
- Students receive instructor feedback on written work to facilitate revision; and
- Writing assignments are frequent enough that they are integral to the learning throughout the course, enabling students to develop in one or more of the following learning outcomes, as appropriate to discipline and course objectives:

- How to write for specific purposes and audiences
- Including attention to the ways purposes and audiences shape form, mode, voice, method, organization, engagement with and citation of research, and/or creativity and imagination
- How to engage in critical thinking
- Particularly how to conduct analysis, how to synthesize information, how to interpret and/or use evidence and data, and how to present one’s ideas coherently and stylistically
- How to practice, assess, and develop effective habits for writing
- Specifically, how to read deeply, how to begin and later practice selection in research, how to be a skilled reader of one’s own and others’ in-process writing, how to accept and interpret feedback, and how to revise writing, all of which are parts of the process of learning how to have and develop ideas
- How to engage in writing as a method for learning and discovery
- For deepening knowledge, thinking through questions and problems, and reflecting on connections and growth
- How to name and describe one’s own knowledge for others
- For example, in the form of personal statements for application to graduate study, cover letters and resumes for entering and advancing in the workforce, or other forms of self-summary that facilitate transition from the baccalaureate environment through the broader public.

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

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

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

Fulfilling the Writing Emphasis Requirement:

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

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

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

11.0.0.1 COURSE NUMBERING

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

12 GENERAL EDUCATION COURSES

12.1 Diverse Cultural Perspectives: Non-Western Perspectives

12.2 Diverse Cultural Perspectives: United States Pluralism

12.3 Diverse Cultural Perspectives: Diverse Western Perspectives

12.4 Independent Studies

12.5 Internships

12.6 PRACTICUM

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

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

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

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

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

- AAM-444 Independent Study
- ANT-205 Archaeological Field School
- ANT-444 Independent Study
- ANT-474 Research Participation
- ARH-444 Independent Study in Art History
- ARH-474 Senior Seminar II & Senior Project (WE)
- ART-394 Directed Studies in Art
- ART-444 Independent Study
- ART-474 Senior Seminar II & Senior Exhibition

- AT-40__ Clinical Athletic Training (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 Biology Laboratory I
- BUS-444 Independent Study
- BUS-454 Research in Business
- CHM-444 Independent Study
- CHM-454 Undergraduate Summer Research
- COM-394 Directed Studies in Communication Studies (WE)
- COM-444 Independent Study in Communication Studies* (WE)
- CRW-112 Advanced Literary Magazine Editing (two terms)
- CRW-394 Directed Studies in Creative Writing (WE)
- CRW-492 Manuscript Workshop (WE)
- CS-444 Independent Study
- CS-454 Research in Computer Science
- DS-444 Independent Study in Data Science
- DS-454 Research in Data Science
- ECO-444 Independent Study
- ECO-454 Research in Economics
- EDU-215 Practicum in Education (WE)
- EDU-481 Student Teaching in Art at the Secondary School (WE)
- EDU-482 Student Teaching in Physical Education at the Secondary School (WE)
- EDU-483 Student Teaching in Art at the Elementary School (WE)
- EDU-485 Student Teaching in Physical Education at the Elementary School (WE)
- EDU-489 Student Teaching in the Senior High School (WE)
- EDU-490 Student Teaching in Middle School or Junior High School (WE)
- EDU-491 Student Teaching in the Upper Elementary Grades: Grades 3-6 (WE)

13 SPECIAL PROGRAMS AND OPPORTUNITIES

13.1 Crimson Fellows Program

13.2 Cross-Registration with Mount Mercy University

13.3 English As A Second Language Program

13.4 Pre-Professional Programs

14 OFF-CAMPUS STUDY

14.1 Domestic Programs

14.2 ACM & International Programs

14.3 Asia Term

14.4 Exchange programs

15 CAMPUS RESOURCES

16 STUDENT LIFE

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17 COLLEGE REGULATIONS AND POLICIES

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22 ACADEMIC STANDING

22.1 Academic Probation

22.2 Academic Suspension

22.3 Interim Suspension

22.4 Readmission Following Suspension

22.5 Exiting the College

22.6 Leave of Absence

22.7 Requesting a leave of Absence

22.8 On Leave of Absence

22.9 Returning to Coe after a Leave of Absence

22.10 Withdrawal from the College and Readmission

23 TRANSCRIPT EVALUATION POLICIES

23.1 General Policy On Transfer Credit

23.2 Evaluation Of Credits In Transfer

23.3 Junior or Community College Credit

23.4 European Credit Transfer System (ECTS)

23.5 Occasional Transfer Credit For Degree-Seeking Students

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23.7 Credit By Examination

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23.11 Class Attendance

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23.13 Participation In Commencement

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24 STUDENT NOTIFICATION OF RIGHTS UNDER FERPA

25 COURSES OF INSTRUCTION

26 ACADEMIC PROGRAMS

26.1 Occasional Courses

27 DEPARTMENTAL PROGRAMS

27.1 Dance (Courses Only)

Rezabek, Wolverton.

27.1.1 Courses in Dance

- **DAN 101 Dance - Jazz I**

A beginning-level course designed to introduce the student to basic jazz dance techniques and skills. Emphasis on alignment and precise execution of jazz movements. Class includes functional kinesiology and injury prevention techniques, and presentations place jazz dance in socio-historical context. (0.2 course credit)

- **DAN 102 Dance - Jazz II**

An intermediate-level course designed to increase the student's knowledge and skill in jazz dance techniques. May include Hatchett, Giordano, Luigi, and contemporary styles. Class continues functional kinesiology, and presentations place jazz dance in socio-historical context. Prerequisite: Jazz I (DAN-101). (0.2 course credit)

- **DAN 111 Dance-Modern I**

A beginning-level class focusing on fundamental modern dance techniques. Emphasis on placement of the spine and quality of movement. Features the techniques of Doris Humphrey, Jose Limon, and Erick Hawkins. Presentations discuss modernisms and postmodernism and place modern dance in socio-historical context. (0.2 course credit)

- **DAN 112 Dance-Modern II**

An intermediate-level class offering more complex modern dance styles and skills. May include Graham, Horton, and Cunningham techniques. Presentations continue the discussion of modernism and postmodernism and place modern dance in socio-historical context. Prerequisite: Modern I (DAN-111). (0.2 course credit)

- **DAN 131 Dance-Ballet I**

Classical ballet is based on traditional positions and movements of the body emphasizing harmonious lines in space. It is the technical basis of many forms of dance. This course offers a working vocabulary of basic ballet movement skills and terminology. Presentations discuss the history and theory of ballet. (0.2 course credit)

- **DAN 132 Dance-Ballet II**

This course continues Ballet I, offering more complex ballet movement skills and terminology. Prerequisite: Ballet I (DAN-131). (0.2 course credit)

- **DAN 141 Dance - Tap I**

Simple tap steps and combinations, including adequate background to survive an audition. The course progresses to more complicated movement sequences, with emphasis on speed and clarity. (0.2 course credit)

- **DAN 142 Dance - Tap II**

More complex steps, styles, and rhythms. Emphasis on speed, clarity, strength, and dexterity. Prerequisite: Tap I (DAN-141). (0.2 course credit)

- **DAN 151 Dance-Choreography I**

Introduction to the choreographic craft, concentrating on generating original movement through short studies focusing on body, space, and time. (0.2 course credit)

- **DAN 152 Dance-Choreography II**

Further exploration of choreographic techniques, culminating in a short performance of student's work. Prerequisite: Choreography I (DAN-151). (0.2 course credit)

27.2 Data Science

Here is a description of the major.

And the major requirements: - abcd - abcd - abcd

27.2.1 Courses in Data Science

- **DS 230 Data-Centric Computing**

Provides a programming experience with applications that focus on data handling tasks. Students examine programming techniques to acquire and manage data from a variety of sources and formats; use relational databases to store and query data; and explore techniques to work with semi-structured and unstructured data sets. Prerequisite: Introduction to Programming (CS-125) or consent of instructor

- **DS 260 Data Analysis and Visualization**

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

27.3 Economics

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

28 RESERVE OFFICER TRAINING CORPS

28.1 Aerospace Studies

Clark, Spyker.

28.1.1 Air Force ROTC Courses

The Air Force Reserve Officers' Training Corps (AFROTC) program at Coe College is administered through a cross-enrollment agreement with the Department of Aerospace Studies at the University of Iowa in Iowa City. Classes are held at the University of Iowa or at Coe College. Information on the Air Force ROTC program is available by contacting the Department of Aerospace Studies at 319-335-9222.

Air Force ROTC is typically a four-year program divided between the General Military Course (first two years), field training, and the Professional Officer Course (last two years). Enrollment in the General Military Course is open to all students and carries no service obligation. Students can join the program any time during their first or freshman year. Students who complete the General Military Course attend a paid two-week field training course. Normally, students attend the camp between the sophomore and junior years of college. Successful completion of field training and the Professional Officer Course culminates in the student receiving a commission as an officer in the United States Air Force. Opportunities are available in approximately 100 career fields.

Students are supplied all AFROTC books, uniforms, and necessary materials free of charge. All students in the Professional Officer Course receive a monthly stipend of either \$450 or \$500. Veterans continue to draw both the AFROTC stipend plus any GI Bill benefits to which they are entitled. General Military Course Students are eligible to apply for AFROTC two- and three-year scholarships which provide tuition, books, fees, and between \$300-\$500 tax-free monthly stipend.

- **MSA 110 Air Force Heritage and Values I**

A survey course designed to introduce students to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC). Featured topics include: structure of the U.S. Air Force, the Air Force's capabilities, career opportunities, benefits, Air Force installations, core values, leadership, teambuilding, and communication skills. Prerequisite: first-year or sophomore standing. (0.25 course credit)

- **MSA 110L AFROTC Leadership Lab I**

A progression of experiences designed to develop leadership ability; includes military customs and courtesies, drill and ceremonies, military professional development, and the life and work of a junior officer; leadership skills in a practical, supervised military lab setting. Corequisite: Foundations of the U.S. Air Force I (MSA-110); Prerequisite: first-year or sophomore standing. (0.25 course credit)

- **MSA 120 Air Force Heritage and Values II**

A survey course designed to introduce students to the United States Air Force (USAF) and Air Force Reserve Officer Training Corps (AFROTC). Spring semester featured topics include: Evolution of the U.S. Air Force/Air Force history, Principles of War/Tenets of Air Power, What the Air Force Brings to the Joint Fight and a look at the Department of the Air Force and Air Force Major Commands. It will also introduce

several leadership concepts, to include ethical decision-making, communication, and professional speaking opportunities. Prerequisite: first-year or sophomore standing. (0.25 course credit)

- **MSA 120L AFROTC Leadrshp Lab II**

See MSA-110L. Corequisite: Air Force Heritage and Values II (MSA-120) (0.25 course credit)

- **MSA 210 Team and Leadership Fundamentals I**

Provide the foundation for both leadership and team building. The concepts will be applied in team building activities and class discussion to include demonstration of basic verbal and written communication. Featured topics include: listening, followership, and problem solving efficiently. (0.25 course credit)

- **MSA 210L AFROTC Leadrshp Lab ASP I**

See MSA-110L. Corequisite: Team and Leadership Fundamentals I (MSA-210). (0.25 course credit)

- **MSA 220 Team and Leadership Fundamentals II**

- **MSA 220L AFROTC Leadrshp Lab ASP II**

- **MSA 310 Leadership Studies: I**

Course is designed to build on the leadership fundamentals taught in AERO 2100 and AERO 2200. The class studies leadership and leadership skills to use in your future Air Force environment. You will study the profession of arms, communications skills, and ethics. Case studies will be used to examine Air Force leadership situations, and to demonstrate and exercise practical application of the concepts you study. (0.75 course credit)

- **MSA 310L AFROTC Leadrshp Lab AFLS I**

See MSA-110L. Corequisite: Leadership Studies: Leading People and Effective Communication I (MSA-310). (0.25 course credit)

- **MSA 320 Air Force Leadership Studies II**

Class studies leadership and leadership skills used in your future Air Force environment. You will continue to study the profession of arms, communications skills, and ethics taught in AERO 3100, in addition to learning more about creating a vision, mentoring, and other leadership fundamentals. Additionally, you will continue to hone your reading, writing, and speaking skills via several communication studies applications. Case studies will be used to examine Air Force leadership situations, and to demonstrate and exercise practical application of the concepts you study. The goal is to instill a more in-depth understanding of how to effectively lead people and organizations. (0.75 course credit)

- **MSA 320L AFROTC leadrshp Lab AFLS II**

See MSA-110L. Corequisite: Leadership Studies: Leading People and Effective Communication II (MSA-320). (0.25 course credit)

- **MSA 410 National Security / Leadership I**

Class will introduce you to the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. It will focus specifically on current Air Force organization, leadership and practical knowledge needed for your future as an Air Force officer. Additionally, you will improve your oral and written communication skills and delve into military professionalism and ethics. (0.75 course credit)

- **MSA 410L National Security Leadership I**

See MSA-110L. Corequisite: National Security / Leadership Responsibilities and Commissioning Preparation I (MSA-410). (0.25 course credit)

- **MSA 420 National Security / Lead II**

National Security / Leadership Responsibilities and Commissioning Preparation I (MSA-340) introduced the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. This class will expand your knowledge to comprehend the responsibility, authority, and functions of an Air Force commander and selected provisions of the military justice system. It is designed to prepare cadets for life as a second lieutenant. Additionally, you will continue to improve your oral and written communication skills. (0.75 course credit)

- **MSA 420L National Security Lab**

See MSA-110L. Corequisite: National Security / Leadership Responsibilities and Commissioning Preparation II (MSA-420). (0.25 course credit)

28.2 Military Science

Guderski.

28.2.1 Army ROTC Courses

The Army Reserve Officers' Training Corps (ROTC) program at Coe College is administered through a cross-enrollment agreement with the Department of Military Science at The University of Iowa in Iowa City. Classes are held either at The University of Iowa or at Coe College, depending upon the size of class enrollment. Information on the Army ROTC program is available by contacting the Department of Military Science at (319) 399-8297 or the website at [<http://armyrotc.com/edu/univia/index.htm>].{underlined}

All students are eligible to apply for ROTC two-, three-, and four-year scholarships which cover tuition and fees, books and supplies, and a tax-free monthly stipend during the academic year. The Army National Guard and Army Reserve also provide financial assistance through membership with a respective unit.

28.2.1.1 Basic courses

The ROTC Basic Course is primarily for first- and second-year students. It provides the fundamentals of leadership and management and introduces the roles of the military as influenced by national and foreign policy. Enrollment in the Basic Course is open to all students and carries no service obligation. Students with prior military training normally are exempt from the Basic Course requirements.

Students may complete the Basic Course requirements over a one- or two-year period, or during a four-week fully-paid summer training session, the Leader's Training Course (LTC), held at Fort Knox, Kentucky. Students normally attend the camp between the sophomore and junior years of college.

- **MIL 101 Leadership & Pers Devel**

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. (0.25 course credit) (Offered Fall Term; Spring Term by arrangement)

- **MIL 102 Intro Tactical Leadership**

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the class. (0.25 course credit) (Offered Spring Term; Fall Term by arrangement)

- **MIL 103 Innovative Team Leadership**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE). Prerequisites: MIL-101, MIL-102, or consent of instructor. (0.5 course credit) (Offered Fall Term; Spring Term by arrangement)

- **MIL 104 Foundations of Tactical Leadership**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into Adaptive Tactical Leadership (MIL-105). Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisites: MIL-101, MIL-102, and MIL-103 or consent of instructor. (0.5 course credit) (Offered Spring Term; Fall Term by arrangement)

28.2.1.2 Advanced courses

The ROTC Advanced Course is open to any student who meets the prerequisites. Its design is primarily for students who wish to pursue a commission as a lieutenant in the U.S. Army upon graduation. Most students in the advanced course incur an obligation to the military via the Active Army, Army National Guard, or Army Reserve. Students agreeing to serve in the armed forces, through a contractual obligation with the ROTC program, receive a tax-free monthly stipend.

To enter the Advanced Course, students must fulfill the requirements of the Basic Course, attain junior status, and earn a minimum cumulative GPA of 2.00. Students must complete the Leadership Development and Assessment Course (LDAC), a six-week course held at Fort Lewis, WA, usually during the summer between the third and fourth years of instruction. The course may be delayed until the summer following the final ROTC class with permission of the professor of military science.

Students in the Advanced Course complete the following list of courses: - MIL 209 Leadership Lab - MIL 220 Adaptive Tactical Leadership - MIL 305 Leadership in Changing Environs - MIL 350 Developing Adaptive Ldrshp - MIL 360 Leadership in Complex World In addition, students choose **one** course in history from the following list: - HIS 145 History of United States to 1865 - HIS 155 History of United States since 1865 - HIS 217 American War in Vietnam - HIS 227 American Civil War - HIS 387 American Colonial History

Students earning a degree in nursing normally are exempt from this requirement, and students may, with the approval of the professor of military science, use other courses to meet the requirement.

- **MIL 209 Leadership Lab**

Hands-on training of basic soldier skills, such as customs and courtesies, drill and ceremony, first aid, weapons employment, and troop movement techniques. In addition, students learn the application of leadership dimensions to improve students' abilities to perform as officers in the U.S. Army. This course is designed to enhance the training received in the classroom. (0.0 course credit).

- **MIL 215 Adv Military Fitness Training**

Developed around the army physical fitness training program. This course covers aerobics and running, muscular strength and endurance, flexibility, and nutrition. Students also learn how to evaluate and measure fitness improvement. This course models the use of ability groups to improve the fitness levels of all individuals from the unfit to the tri-athlete or bodybuilder. Lab fee required. Course may be repeated up to three times. (0.5 course credit)

- **MIL 220 Adaptive Tactical Leadership**

Challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. Students' tactical leadership abilities are developed to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103) and Foundations of Tactical Leadership (MIL-104) or completion of Army Basic Training or the Leaders Training Course. (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)

- **MIL 305 Leadership in Changing Environments**

Uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations up to platoon level. Students review aspects of combat, stability, and support operations. Military briefings are conducted and proficiency is developed in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). Students are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC). Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Leadership and Personal Development MIL-101, Introduction to Tactical Leadership MIL-102, Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leaders Training Course (LTC) and Adaptive Tactical Leadership (MIL-220). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement.)

- **MIL 350 Developing Adaptive Leadership**

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Students assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare students to make the transition to Army officers. Students in this course analyze, evaluate, and instruct students at lower levels. Both the classroom and battalion leadership experiences are designed to prepare students for their first unit of assignment. Responsibilities of key staff are identified, staff roles are coordinated, and situational opportunities are used to teach, train, and develop subordinates. Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Adaptive Tactical Leadership (MIL-220) and Leadership in Changing Environments (MIL-305). (0.75 course credit) (Offered Fall Term; Spring Term by arrangement)

- **MIL 360 Leadership in Complex World**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are also explored. Significant emphasis is placed on preparing students for their first unit of assignment. Case studies, scenarios, and “What now, Lieutenant?” exercises are used to prepare students to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Corequisite: Leadership Laboratory (MIL-209). Prerequisites: Adaptive Tactical Leadership (MIL-220), Leadership in Changing Environs (MIL-305), Developing Adaptive Leaders (MIL-350). (0.75 course credit) (Offered Spring Term; Fall Term by arrangement)

- **MIL 380 Readings Contmp Miitary Issues**

Designed for cadets with an interest and experience in military science and to generate interest in the participating students’ knowledge of current military and worldwide events. Students prepare novel reviews from a reading list provided by the instructor. The list contains topics ranging from historical battles and campaigns to the global impact of US political policies. Students may opt to write an operations order (OPORD) as it relates to an ROTC event or similar project as it relates to the historical significance of the ROTC Department (the student must work in conjunction with instructor). This course can be taken for 0.25 to 0.75 credit hours based upon the number of reviews completed or the length and value of the final project. Prerequisites: : Leadership and Personal Development (MIL-101), Introduction to Tactical Leadership (MIL-102), Innovative Team Leadership (MIL-103), and Foundations of Tactical Leadership (MIL-104), or completion of Army Basic Training or the Leader’s Training Course. (0.25 to 0.75 course credit)

29 FINANCIAL INFORMATION

29.1 FEES

Rates subject to change.

The Coe College annual fees and student accounts policies can be found in the **Coe Student Accounts Handbook** located at <https://www.coe.edu/student-life/student-life-resources/business-office/student-accounts-handbook>.

29.1.1 Full-time and Part-time Students

A student is full-time in the Fall or Spring Terms if registered for three or more course credits per term. Students who are taking fewer than three credits are considered part-time.

Part-time students may not participate in the complete program of College activities unless they pay the activity fee. A part-time student cannot be an on-campus resident student, unless special written permission has been granted by the Office of Residence Life.

29.1.2 Enrollment Fee

A \$300 non-refundable enrollment fee is paid to the College by the accepted candidate.

29.1.3 Comprehensive Fee

Coe College charges tuition, room, board, and student fees. The student fees include Health Services and an Activity Fee which is allocated to the Student Senate for apportionment among various student activities such as the student newspaper, literary magazine, and social events. Expenses not covered by the Comprehensive Fee include some music lessons, books, linen service, personal expenses, certain specific campus events, and health and accident insurance.

Table 29.1: Comprehensive Fee 2022-23 (For Full-Time Students)

Tuition	\$50,314
Board	\$5,726
Room	\$5,194
Student Fees (Health Services & Activity Fee)	\$350
Total On-Campus Resident	\$61,584

29.1.4 On-Campus and Off-Campus Resident Students

As a residential, liberal arts college, we seek to provide an environment where learning by all members of the community occurs in and out of the classroom and where curricular and co-curricular activities reinforce our commitment to the life of the mind. Such experiences occur best when students are living and learning full-time on campus. The residential life program is an integral part of the education program and support services at Coe College. Residence halls and hall staff provide a structure by which the experience of the classroom is joined with the out-of-class learning experience of the student.

Full-time students are required to live in residence and take meals in the college dining hall and, thereby, are charged for room and board unless exempt for one or more of the following reasons: 1. Married students – must provide copy of signed marriage license 2. Live with parent(s)/guardian(s) within 25 miles of campus (address on file with College is verified) 3. Dependent child (person must provide copy of child's birth certificate) 4. Completed 8 semesters living on campus 5. Students who are 25 years or older.

Other exceptions to the residence requirement must be applied for in writing to the Dean of Students. Approval or denial is determined on a case-by-case basis following evaluation of the extenuating circumstances provided for review. Students are notified in writing of the decision. Permission to live off campus must be on file in the Residence Life Office and must be renewed each year. Students who violate the residence requirement are charged full room and board costs for the entire year. Coe funded scholarships and grants will typically be reduced by approximately 10 percent when a student moves off campus.

29.1.5 ACM and Other Off-Campus Study Programs

Students desiring to study off-campus must first obtain approval from the Director of Off-Campus study. In every case, students are responsible for their own transportation and living expenses. Each student is advised to check with the program's director as to the cost (and other details) of each program. This charge could vary significantly from the cost of remaining on campus. The tuition charged for Fall or Spring Term off-campus programs will be Coe's tuition or the tuition for the off-campus program if greater than Coe's tuition. In addition to tuition, Coe will charge the off-campus program fee as billed by the off-campus program. Students maintain their eligibility for federal and state financial aid; however, Coe financial aid availability is subject to approval by the Committee on Internationalization. Students registered for the optional May Term who desire to study off-campus (except Coe-sponsored programs) are billed a surcharge fee for tuition and/or program costs which are greater than 10% of Coe's annual tuition. Tuition and fees for ACM off-campus study programs or study programs sponsored by other colleges must be paid in full prior to attending the off-campus program.

NOTE: *Students on regular-term Coe-administered programs including exchanges are able to use their Coe College gift aid to pay tuition that term. Domestic students on other providers' programs may be able to utilize a portion of their Coe gift aid. International students may be able to utilize a portion of their Coe gift aid toward tuition for ACM or other providers' domestic but not international programs. In all cases, students in an off-campus program are not charged the student-activity or health fee.*

29.2 GENERAL FINANCIAL REGULATIONS

1. Registration is not completed and a student is not enrolled in classes until College charges are paid in full or satisfactory arrangements are made in writing with the Business Office.
2. At the discretion of the College administration, a student may be suspended for non-payment of indebtedness to the College. If the account is later paid, the student may seek reinstatement.
3. No diploma, certificate, official transcript, letter of honorable dismissal, is granted to any student failing to make a satisfactory settlement of any indebtedness to the College.

4. Residence halls are not open for student occupancy during winter and spring breaks. Students living some distance from the campus may make housing arrangements through the Office of Student Life. The residence halls are open during the fall break and Thanksgiving recess. Meals are served during the fall break but not during Thanksgiving recess.
5. The College does not carry insurance on personal property of students and is not responsible for the loss of or damage to such property. Information regarding student health and accident insurance is available through the Office of Student Life.
6. The College reserves the right to revise charges as conditions may warrant.

29.3 PAYMENT POLICY

The Net Comprehensive Fee, the Comprehensive Fee less financial aid (with the exception of the work study) is due and payable by August 1st for the Fall Term and January 10th for the Spring Term.

29.3.1 Monthly Payment Plan

The College offers a monthly payment plan for those parents/students who desire to budget the costs of tuition, room, and board in 5 monthly payments per term. Under this plan, the first payment for the Fall Term is due August 1st, and the final payment is due December 10th. The payment plan for the Spring Term begins January 10th and the final payment is due May 10th (graduating seniors' final payment is due the last Friday in April). There is a \$50 non-refundable enrollment fee per term to be on the monthly payment plan. Students enroll in the monthly payment plan through CASHNet via their <my.coe.edu> account.

If, after enrolling in the monthly payment plan, the student's charges or financial aid changes, the student account and monthly payments are adjusted accordingly. All refunds are made in accordance with the refund policy as stated in the *Coe Student Accounts Handbook*. If a student on the monthly payment plan withdraws from Coe, charges and excess payments will be refunded in accordance with the College's refund policy. The \$50 enrollment fee will not be refunded. Information on this plan is available on <my.coe.edu>.

To give parents/students as much time as possible to make arrangements for their financial obligation or to take advantage of Coe's monthly payment plan, the Business Office generates an online billing statement in mid-July. Any special fees, such as music lessons, are billed after the start of classes and are payable by the tenth of the following month.

29.3.2 Late Payments

If a student chooses to pay his/her college charges on the semester payment schedule (payment in full is due August 1st and January 10th) late payments are subject to a late fee/finance charge of 1.25% per month (or fraction thereof) on the full amount that is past due. This is equivalent to an annual rate of 15%.

29.4 FINANCIAL IMPACT OF WITHDRAWING OR CEASING ATTENDANCE IN ALL COURSES

29.4.1 Official Withdrawal from all Courses

Students who withdraw from or cease attendance in all of their courses have the responsibility of initiating the official withdrawal process (see ([official-withdrawal-process?](#))).

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

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

29.4.2 Unofficial Withdrawal from all Courses

Students who did not earn credit for any of the courses they were registered for in a given term and did not officially withdraw or otherwise provide notice of their intent to withdraw, must be considered "unofficially withdrawn". Federal regulations mandate that, a federal Title IV refund calculation, using the withdrawal date of either the midpoint of the term or the last date of attendance at a documented academically related activity, must be performed.

A student's withdrawal date is: The earlier of the date that the student began the official withdrawal process or otherwise provided official notification to a designated office of their intent to withdraw; OR If official notification could not be provided because of circumstances beyond the student's control, the date the college determines is related to the particular circumstance; OR If the student ceased attendance without providing official notification, the midpoint of the term; OR The student's last date of attendance at a documented academically related activity.

29.4.3 Federal Title IV Refund Calculation/Policy

In accordance with federal regulations, a Title IV refund calculation must be performed for students that are recipients of Federal Student Aid (FSA) who cease attendance in all courses, including students who are expelled, or are granted a leave of absence. The FSA programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Iraq Afghanistan Service Grant, and other Title IV Programs. The Coe College Student Financial Services Office determines, based on the *federally mandated formula, the amount of FSA assistance students have earned based on the date in the term a student is considered to be withdrawn. An example of the refund calculation is published online in the [Financial Aid Handbook] (<https://www.coe.edu/admission/financial-aid-scholarships/financial-aid-handbook>) and a handout may be obtained from the Student Financial Services Office.

29.4.4 Return of Financial Aid Funds Policy Steps

- Step 1: Determine the percentage of enrollment period completed by the student. If the calculated percentage is equal to or greater than 60%, the student has "earned" all aid for the enrollment period and no adjustment in financial aid occurs.

$$\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$$

- Step 2: Apply the percentage completed to the Title IV aid award to determine the student's eligibility for financial aid prior to the withdrawal.

$$(\text{Total Aid Disbursed} + \text{Aid that could have been disbursed}) \times \text{Percentage Completed} = \text{Earned Aid}$$

- Step 3: Determine the amount of unearned financial aid to be returned to the appropriate Title IV financial aid program.

$$\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$$

- If the aid already disbursed equals the earned aid, no further action is required.
 - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
 - If the aid already disbursed is less than the earned aid, a late disbursement may be made to the student.
- Step 4: Determine if the institution and/or the student must return the unearned funds.
 - Total Aid – Earned Aid = Unearned aid that must be returned
 - Unearned Aid > assessed charges = Unearned aid that must be returned by the student
 - Unearned Aid – assessed charges = Unearned aid to be returned by the College

The Coe College Student Financial Service Office is required to return any unearned FSA funds that were applied towards institutional charges within 45 days in the following order: + Direct Unsubsidized Stafford Loan + Direct (Subsidized) Stafford Loan + Direct Graduate PLUS Loan (for graduate students) + Direct PLUS Loan (for parents of undergraduate students) + Pell Grant + SEOG + TEACH Grant + Iraq Afghanistan Service Grant

The student will be informed by the Student Financial Services Office of the type and amount of FSA program funds that are being returned on their behalf and of the amount the student must return. If the student's portion of aid to be returned is a loan, the terms of the original loan repayment agreement will apply. The amount of unearned grant funds a student must repay is limited to the amount by which unearned grant funds disbursed exceed half of the original grant award by \$50 or more. In general, the Student Financial Services Office will return the grant funds to the appropriate federal program and charge the student's Coe account, which will result in debt to the college.

- Step 5: Determine earned FSA assistance that has not been disbursed.

Total Aid Earned – Total Aid Disbursed = Earned Aid not Disbursed

Grant aid that was earned, but had not been applied before the student withdrew, will be applied to the student's account within 45 days. Loan proceeds that could be disbursed after the student withdrew will only be disbursed if the student requests a disbursement within 14 days of receiving notice from the Student Financial Services of their eligibility of a post-withdrawal loan disbursement.

29.4.5 Institutional Refund Calculation/Policy

The Student Financial Services will follow the federal Title IV Refund Calculation/ Policy in determining the amount of earned and unearned Coe scholarships and grants and state assistance.

Tuition, Board and Student Fees will be charged pro-rata based on the percentage of the enrollment period completed up to the 60-percentage point in time of the term. Room charge will not be refunded after Date of Record for the term. Please see the Coe *Student Accounts Handbook* to review the institutional refund policy for tuition, fees, room and board.

29.4.6 May Term (optional)

The first May Term course taken by a student is a non-tuition charge term for all Coe full-time degree-seeking students enrolled in the Spring Term, therefore, no institutional aid is awarded to students. A \$1000 fee per May Term course will be assessed for subsequent May Term courses taken by a student. Please see the Coe *Student Accounts Handbook* for more information about May Term.

29.4.7 Enrollment Status Changes

Changes in enrollment status from full-time to part-time may affect a student's financial assistance. In general, the amount of financial aid a student is eligible to receive is based on the enrollment status as of the College's official date of record. Federal direct loans will no longer be in an in-school deferment status for a student who drops below half-time at any time during the term. Students should consult with the Student Financial Services to discuss how enrollment changes will affect their financial aid eligibility and loan deferment status.

29.4.8 Part-Time Students

A part-time student withdrawing from all courses in the Fall or Spring Terms shall be subject to *Return of Title IV Funds/Institutional Refund Policy*, see Section 29.4.3 for more information.

29.4.9 Summer Students

A summer student withdrawing from class will be subject to Return of Title IV Funds/Institutional Refund Policy (see Section 29.4.3) which credits earned aid and assessed charges on a prorated basis predicated on the term/session enrolled.

30 FINANCIAL AID AND SCHOLARSHIPS

Coe College provides comprehensive need-based and merit-based financial aid programs designed to help qualified students attend Coe regardless of their family financial situation. Detailed information about financial aid programs and financial aid policies and guidelines are published in the Coe College Financial Aid Handbook. New students must accept their financial aid award by submitting a \$300 enrollment fee by May 1 for the Fall Term. Extensions may be requested by contacting the Student Financial Services. If a student does not respond by the stated deadline, Coe College cannot guarantee the availability of any funds offered in the financial aid award.

30.0.1 Academic Scholarship and Awards

Coe College offers academic and competitive scholarships to recognize the talents and achievements of students applying for admission. Academic scholarships require no separate application.

- **Trustee Scholarships and Heritage Awards** Academic scholarships and awards are based on high school academic record and test scores (ACT or SAT). Consideration may be given to leadership abilities, letters of recommendation, and/or community involvement, as well. Additional information can be obtained from the Office of Admission.
- **Legacy Award** Awards are available to children or grandchildren of Coe alumni.
- **Sibling Award** Awards are available to siblings of current students or siblings of Coe alumni.
- **International Scholarships** International students may qualify for academic or visual and performing arts scholarships.
- **Transfer Scholarships** Transfer students who have at least a 3.0 GPA may qualify for academic and talent-based scholarships. Students may be eligible to compete for full and partial scholarships.
- **Visual and Performing Arts Scholarships** Students with outstanding ability in art, music or theatre may compete for a scholarship. These scholarships are available to majors and non-majors. Additional scholarship opportunities for those majoring in music include the Marshall Full-Tuition scholarship, the Basler Vocal Music Scholarship, and the Schauwecker Scholarship.
- **National Merit Finalists** Full-tuition scholarships are awarded for National Merit Finalists if Coe is listed as first choice of schools with the National Merit Scholarship Corporation on May 1 of the student's senior year. National Merit awards are equal to the full-time tuition of the recipient's entry year and renew yearly at the same rate.
- **International Full-Tuition Scholarship** The International Full-Tuition Scholarship will be given to one student who demonstrates high academic achievement and financial need. This award is equal to the full-time tuition of the recipient's entry year and renewed yearly at the same rate.

30.0.2 Williston Jones Full-Tuition Scholarships

Several full-and partial-tuition scholarships will be awarded. Finalists are invited to interview or audition on campus.

- **The Distinguished Trustee Scholarship** This scholarship is awarded to high academic students with the potential to positively impact our campus.

- **The Diversity Leadership Scholarship** Coe believes educational experience is strengthened by the inclusion of strong voices from diverse backgrounds. This scholarship is awarded to students from historically underrepresented populations.
- **The Marshall Music Scholarship** Open to prospective students who have the motivation and background necessary to pursue the Bachelor of Music degree.
- **The Sustainability Scholarship** This scholarship is awarded to students who show passion and concern for our environment.
- **The Impact Award** The Coe College community values the ability each student has to make an impact on campus. This award recognizes this relationship the student has with the campus community. Eligible students are notified of the requirements to receive this award upon admission to the College.

Renewal Criteria

- All scholarships are renewable on an annual basis. Renewal is contingent on full-time study and will not exceed eight terms of full-time study.
- The renewal for the Williston Jones, Trustee, and Visual and Performing Arts scholarships will be based on Satisfactory Academic Progress (SAP). See [?@sec-satisfactory-academic-progress-policy](#) for SAP GPA and pace standards. Winners of music and theatre scholarships must meet participation criteria as specified in their award letter. Full criteria for renewal of all scholarships are outlined in scholarship notification letters.
- Students who fall below the required academic scholarship criteria or determine that should contact the Student Financial Services to determine if they are eligible for an extension to meet the GPA requirements or if other funds may be available to assist with offsetting the loss of a scholarship.
- Because these scholarships are awarded on merit, students do not have to demonstrate financial need to qualify.
- Coe College reserves the right to make any adjustments deemed necessary to the selection criteria, eligibility requirements, or award amounts of these scholarships. Questions regarding Coe scholarships should be directed to the Office of Admission.

30.0.3 Need-based Financial Aid

Need-based financial aid is available to students who are admitted to Coe College and file the Free Application for Federal Student Aid (FAFSA). These assistance programs are based on the premise that students and parents should pay for college to the extent that they are able. Need-based financial aid is used to help make up the difference between the cost of college and what a family can afford.

When a FAFSA is filed, a standard formula is used to calculate the expected family contribution – the amount that the student and his or her family are expected to pay. The Student Financial Services Office compares the expected family contribution (EFC) to estimated cost of attendance. If the costs exceed the amount of the EFC, the student is eligible for need-based financial aid. A typical financial aid package will contain a combination of gift aid (scholarships and grants) and self-help aid (low-interest educational loans and employment). Information released to Coe College through the FAFSA application is kept confidential.

Application for all need-based financial aid programs must be made for each year the student is enrolled. The FAFSA is available online at Federal Student Aid.

Verification Process

Federal regulations require that some applicants who are eligible for need-based financial aid complete

30.0.4 Need-based Gift Aid

Gift aid does not have to be repaid by the student. Need-based gift aid is available through federal, state, institutional and outside sources. + **Coe Grant** The value of a **Coe Grant** is influenced by a student's financial need. The amount of the Coe Grant can vary from year to year, depending on changes in family income, room and board charges, and the availability of funding. Coe has many endowed scholarships that have been established by generous alumni and friends of the College. Income from these scholarships is used primarily to support Coe funded merit- and need-based aid. Students awarded Coe aid may be asked to complete an 'Endowed Scholarship Application.' The Financial Aid Office will use information from this application to match students with endowed scholarships. Students designated to have their Coe aid funded by an endowed scholarship may be contacted by the Coe College Advancement Office with information about their donor. (**Note:** Endowed scholarships funds support Coe funded aid already granted to the student. Under no circumstances will the student receive additional funding beyond what has already been listed on the financial aid award letter.) Endowed scholarship funds are vital sources of assistance for many of our students. It will be requested that each student receiving funds from an endowed scholarship write a letter of thanks to the donor or the designated official. Donor information and letter suggestions will be provided by the Office of Advancement.

- **Federal Pell Grant** The Federal Pell Grant program is designed to provide financial assistance to eligible undergraduates. Application is made by filing a Free Application for Federal Student Aid (FAFSA). The Federal Pell Grant program provides grants to full- and part-time students and may be used at any eligible college or university that the student attends as an undergraduate or until the student receive a first baccalaureate degree. The award amount may vary according to the cost of the institution and the number of hours for which a student is enrolled. A student may receive no more than the equivalent of 12 full-time term awards. Students must be enrolled for three or more course credits per term to receive the full award. At press time, the current 2022–2023 Federal Pell grants awards range from \$750 up to \$6,845. However, final Pell Grant amounts are subject to the federal budget process and could very well be reduced. These grants are generally available to families with modest incomes.
- **Federal Supplemental Educational Opportunity Grant (SEOG)** The Federal Supplemental Educational Opportunity Grant (SEOG) program provides financial grant assistance to Pell Grant eligible undergraduates with exceptional financial need which, for the purposes of this program, is defined as those with the lowest EFC. The grants are made from funds provided by the federal government to Coe College. The College, in turn, selects needy students who have applied for financial aid and meet awarding criteria established by the federal government. SEOG awards at Coe are based on the availability of funding and can range from \$100 up to \$1,000 per academic year. These funds are limited and not all students who qualify can be assured that they will receive a SEOG grant.
- **Iowa Tuition Grant (ITG)** The Iowa Tuition Grant (ITG) is available to qualified, undergraduate Iowa residents who are enrolled at least one quarter time (one course credit) at a private college in Iowa. A student may receive the ITG for no more than eight full-time terms. The ITG is based on financial need and a FAFSA filing deadline of July 1st. Application to receive the ITG at Coe can be made by listing Coe College on the FAFSA. For the 2021-22 academic year, students whose Expected Family Contribution (EFC) is no greater than \$15,000 may qualify for a maximum full-time award of \$6,800.
- **National Presbyterian Scholarships** National Presbyterian Scholarships are offered to members of the Presbyterian Church (U.S.A.) who plan to attend one of the participating Presbyterian colleges, including Coe College. Students must file a separate application to the Presbyterian Church (U.S.A.) by December 1st. Only incoming first-year students may apply for these need-based renewable scholarships. (Applicants must complete the FAFSA to renew the scholarship.)

30.0.5 Non-Need Based Gift Aid

- **The Education Assistance for College and Higher Education (TEACH)** The Education Assistance for College and Higher Education (TEACH) program is designed to provide financial assistance of up to \$4,000 per academic year to current and prospective teachers. To qualify for a TEACH Grant a student must have scored above the 75th percentile on any portion of the ACT or SAT (including composite scores) or have a 3.25 cumulative grade point average. First-year students must have a final cumulative high school grade point average of at least a 3.25 and upperclassmen must maintain a minimum cumulative GPA of 3.25 each Term. In addition, a recipient must serve as a full-time teacher in a high-need field, in a school serving low-income students for at least four academic years within eight years. If a student does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Federal Direct Stafford Loan with interest from the time the grant was disbursed.
- **Active Duty Military Benefits** An individual who is currently serving in the military or who is the spouse or dependent child of a service member who is currently serving on active duty, may be eligible for funding offered through the Department of Defense Tuition Assistance program. Applicants are encouraged to check their eligibility status and amount for which they qualify with their service prior to enrolling.
- **Iowa National Guard Educational Assistance Grant** The Iowa National Guard Educational Assistance Grant (NGEAP) provides annual awards to Iowa National Guard members who attend eligible Iowa colleges and universities. Eligibility is determined by the Iowa Adjutant General. Maximum individual awards cannot exceed the current average resident tuition rate at Iowa Regent Universities. The maximum award amount for the 2021–22 academic year was \$9,660.
- **ROTC Scholarships and Grants** ROTC Scholarships and Grants are available through Coe College. The College ROTC program provides on-campus leadership training in conjunction with a student's current curriculum. The scholarship provides payment of up to full tuition and fees for a given academic year and approximately \$600 per term for books, and a subsistence allowance of up to \$500 per month up to 10 months per academic year. ROTC-eligible students should contact the Student Financial Services to determine the impact this scholarship will have on their total financial aid package.
- **Veterans' Educational Benefits** The Veterans Administration administers programs for veterans and service people seeking assistance for education and training. A veteran or dependent of a veteran who plans to receive educational benefits, as determined by the Department of Veteran Affairs, should contact the Registrar's Office well in advance of enrollment to request certification. Additional information about veterans' benefits at Coe College, such as the application process for the various programs, available resources, as well as withdrawal and readmit policies for service members, can be found on the Coe College's Resources for Veterans and Military Students.
- **The Yellow Ribbon GI Educational Enhancement Program** The Yellow Ribbon GI Educational Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to supplement the Post-9/11 tuition benefit, which is limited to the highest public in-state undergraduate tuition. Under the Yellow Ribbon program, Coe College entered into an agreement with the Department of Veterans Affairs to jointly pay the portion of an eligible veteran's net tuition and fees that exceed the maximum amount otherwise provided by the Post-9/11 GI Bill. Veterans are encouraged to visit the VA's Yellow Ribbon webpage to determine their eligibility. While not required to file a FAFSA, applicants are strongly encouraged to do so in order to potentially maximize federal and/or state benefits.
- **Vocational Rehabilitation Benefits** The Division of Vocational and Rehabilitation of the Iowa Department of Public Instruction or a similar division in other states make assistance available to physically and mentally challenged students who are residents of the state. More information is available from the Division of Vocational Rehabilitation, 801 Bankers Trust Building, Des Moines, IA 50309, or the student's home state office.

- **Veterans Benefits and Transition Act of 2018 Compliance** Coe College abides by Section 103 of the Veterans Benefits and Transition Act of 2018. Our educational policy ensures that no penalty will be imposed including: 1) the assessment of late fees; 2) the denial of access to classes, libraries or other institutional facilities and /or 3) the requirements that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to a delayed disbursement of payment by the U.S. Department of Veterans Affairs provided we have a current Certificate of Eligibility (C.O.E.) on file.

30.0.6 Tuition Discount

- **Continuing Student Discount** Undergraduate and Post-baccalaureate students who do not qualify for Coe scholarships and grants may contact the Office of Student Financial Services to determine whether they qualify for a tuition discount.
- **Teacher Education Discount** Qualifying education students enrolled in Coe's Ninth-Term/Fifth-Year programs may obtain an application from the Education Department for a discount of up to 60% of regular full-time tuition charges. Students should contact the Education Department for detailed instructions and deadlines for applying (rates subject to change).
- **Accounting Discount** Full-time students who are pursuing a major in public accounting, have not completed their degree requirements in four years, and are in good academic standing receive a tuition discount of 60% of regular tuition charges in their fifth consecutive year of study (rates subject to change).

30.0.7 Federal Self-help Aid

Self-help aid may be need or non-need-based. Students apply for these funds by completing the FAFSA. Once awarded, the Student Financial Services will provide any additional paperwork that may be necessary. Self-help aid requires work for compensation or repayment of low-interest student loans. Eligibility for these programs is determined yearly and requires that the FAFSA be filed each year.

- **Work-Study Awards** provide part-time employment on campus, at area non-profit agencies and in local schools.
- **William D. Ford Federal Direct Stafford Loans** William D. Ford Federal Direct Stafford Loans must be repaid by the student. The Federal Direct Stafford (FDS) loan program allows students to borrow low-interest loans directly from the federal government. To qualify for an FDS loan, a student must file the FAFSA, be admitted to a degree or certificate program, and be enrolled at least half-time (2.0 course credits).
- **Loan Types**

There are two types of Federal Direct Stafford loans: subsidized and unsubsidized. The interest rate for loans processed during the 2021–22 academic year is fixed at 3.73 percent. A 1.057% origination fee is subtracted from the loan funds. Please note, interest rates, subsidies, and origination fees may change. Updated information will be published as it becomes available.

A student must have financial need to receive a subsidized loan. Financial need is not required to be eligible for an unsubsidized loan. During the time that a student is enrolled on at least a half-time basis (two course credits per term) the federal government will pay the interest on a subsidized FDS loan. Interest will accrue during the in-school periods on an unsubsidized FDS loan. A student has the option of paying the interest during in-school periods or adding the interest to the principal of the loan. Principal payments begin after the six-month grace period.

Once a student is no longer enrolled at least half-time, repayment begins after a six-month grace period. During the grace period, the student will receive repayment information from the loan servicer, including the first payment due date. Information on the servicer assigned to a student's loans can be looked up on Federal Student Aid

- **Federal Direct Parent Loan for Undergraduate Student's (PLUS)** Parents who can demonstrate good credit may borrow the difference between the student's costs of attendance less financial assistance. Both custodial and non-custodial parents can borrow through the PLUS loan program in order to meet their obligation to the student's costs at Coe. The interest rate for loans processed during the 2021–22 academic year is fixed at 6.28 %. A 4.228% origination fee is subtracted from the loan funds. Repayment begins 60 days after the loan is fully disbursed unless the borrower requests to defer payment while the student is enrolled.
- **Federal Direct PLUS Loan Program for Graduate Students**
Federal Direct PLUS Loan Program for Graduate Students must be repaid by the student. The terms and conditions applicable to the Parent PLUS Loan (made to parents of dependent students) also apply to PLUS Loans made to graduate students.

30.0.8 General Policies

Financial Aid Satisfactory Academic Progress Policy — Academic Year 22–23

The Student Financial Services Office is required to monitor students who receive federal financial aid. SAP standards apply to all students receiving federal, state, and institutional financial aid. These SAP of federal financial aid recipients is measured each term of the academic year^[1] for which a student receives federal financial aid. SAP is measured in three components: Cumulative Grade Point Average (GPA); Pace (Completion Rate); and

1. **GPA:** A student in an undergraduate program must meet minimum GPA standards.

Total Course Credit Attempted ¹	Cumulative Minimum GPA
0 – 4.99	1.5
5 – 7.99	1.75
8 – 11.99	1.8
12 – 15.99	1.9
16 and above	2.0

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2. **Pace:** A student must complete an incremental percentage of all cumulative credits attempted.

¹Course Credit conversion to Semester Hours One Course Credit = 4 semester hours

Total Course Credit Attempted²

0 – 7.99	58%
8 – 15.99	64%
16 and above	70%

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3. **Maximum Time Frame:** A student must complete his or her educational program within 150% of the published length of the program measured in attempted course credits or credit hours. For example: the majority of undergraduate programs at Coe College require 32 course credits for graduation. A student can receive federal financial aid for a maximum of 48 attempted cc (32cc x 1.5). A student pursuing a double major/minor or a student who changed majors will normally be expected to complete all degree requirements before reaching 150 percent of attempted cc required to complete a program.

Financial Aid Warning A student who does not meet the minimum SAP standards for GPA and Pace will be placed on Financial Aid Warning for the subsequent term. Federal financial aid can be received during a Financial Aid Warning Term. A Financial Aid Warning notice is sent to the student by the Student Financial Services Office at the beginning of the warning term.

Financial Aid Suspension A student who fails to meet SAP during the warning term is no longer eligible to receive federal financial aid and is placed on Financial Aid Suspension. The Student Financial Services Office will notify the student of his or her financial aid suspension; the notice will include information on the financial aid appeal process.

Financial Aid Appeal A student may appeal his or her financial aid suspension by completing the SAP Appeal Form. The appeal must be submitted to the Student Financial Services Office as soon as possible and must include an explanation of why the student failed to meet SAP and what has changed in the student's situation that would allow him or her to meet SAP standards during the term. Circumstances are limited and cannot be based upon a student's need for assistance or the lack of knowledge that financial aid assistance was in jeopardy. Examples of possible situations include documented serious illness, severe injury, death of a family member, or other circumstances that prevented the student from meeting SAP standards. The Financial Aid Appeal Committee will review the appeal and notify the student of the outcome within 14 days of the receipt of a completed Financial Aid Appeal Form. A student whose appeal is denied will be granted a 100 percent refund of tuition charges if they officially drop all courses.

Financial Aid Probation A student who successfully appeals his or her financial aid suspension is placed on Financial Aid Probation. Federal financial aid can be received for the term a student is on Financial Aid Probation.

Academic Plan In most cases a student must complete an academic plan. An Academic Plan is generally developed based on a student's individual needs and is completed with Learning Commons staff. A student whose appeal has been granted based on an Academic Plan must continually meet the terms of the plan in order to receive federal financial aid. If a student fails to meet the terms of the plan, the student loses financial aid eligibility and is placed on Financial Aid Suspension.

Regaining Eligibility when a Financial Aid Appeal has not been granted If a Financial Aid Probation Appeal is denied or an appeal was never submitted, the student may regain eligibility to receive financial aid by completing a number of courses without receiving federal financial aid. It is the student's responsibility to contact

²Course Credit conversion to Semester Hours One Course Credit = 4 semester hours

the Student Financial Services Office if he or she can demonstrate that SAP standards are being met or that an academic plan has been developed that, if followed, will ensure the student is able to meet SAP standards by a specific point in time.

30.0.9 Impact on SAP of certain types of status marks and credits

- **Audited Courses** Audited courses do not count towards degree requirements and do not impact SAP.
- **Status Mark of I** Courses for which a grade has not been reported at the time of the SAP evaluation will be counted as attempted credits. Credit is not earned and GPA is not impacted. It is the student's responsibility to inform the Student Financial Services once a grade has been reported.
- **Pass (P) – Not Pass (NP) Graded Courses** Grades of "P" count as attempted credits and credits earned. Grades of "NP" count as attempted credits, but not credits earned. Grades of "P" and "NP" do not impact GPA.
- **Transfer Credits** Courses that are transferred from another institution and **accepted toward a degree program** count as attempted and earned credits, but do not impact the cumulative GPA. Courses that are taken at another institution that are **not accepted towards a degree program** do not impact SAP standards.
- **Updating Coursework Successfully completed courses** that are repeated are counted as attempted credits but not credits earned. The grade earned in a repeated course will replace the previously earned grade and may impact the cumulative GPA. A student must report any grade changes/updates that affect aid eligibility directly to the Student Financial Services Office.

Failed courses that are repeated are counted as attempted and earned hours and therefore impact the cumulative GPA.

- **Status Marks of W and WF** Courses for which a grade of "W" is recorded count as attempted credits. Courses for which a grade of "WF" is recorded count as attempted credits and impact GPA.
- **Part-time Students** Coe grants and scholarships are not available to students who are enrolled part-time (fewer than 3.0 course credits). Federal and state grants and loans are available to part-time students at pro-rated amounts. Students changing their enrollment status from full-time to part-time must contact the Student Financial Services Office. To be eligible for a federal Direct Stafford Student loan, a student must be enrolled for a minimum of two course credits. Students who are enrolled for fewer than two course credits do not qualify for an in-school deferment status on existing federal loans.
- **Fifth Year of Study** Financial aid beyond eight terms is generally limited to federal and some state aid. Students are encouraged to file a Free Application for Federal Student Aid (FAFSA) for federal and state financial aid, although both types of financial aid also have statutory limits. For students who received a federal Pell grant, the equivalent of 12 full-time terms is the maximum. For students receiving the Iowa Tuition Grant, eight full-time terms are the maximum. Federal and state financial aid eligibility ends once students have satisfied all requirements for their particular areas of study. (See Financial Aid Satisfactory Academic Progress Policy, Section 30.0.8 for additional restrictions.)

Students who received eight terms of Coe aid are not eligible for Coe-gift funds. However, students pursuing a fifth year of study may be eligible for a continuing student discount. Students who wish to apply for the continuing student discount should contact the Student Financial Services Office. Education and accounting majors who are in their fifth year of study may be eligible for a fifth-year tuition discount. Contact the respective academic departments and the Student Financial Services Office for more information.

- **Withdrawal and Leave of Absence from the College**

When a student withdraws or takes a leave of absence from all classes during a term, it is the responsibility of the college to calculate a return of Title IV funds according to federal policy. (See Return of Title IV Funds/Institutional Refund Policy, Section 29.4.3) Students who are granted a leave of absence, and are not attending college elsewhere during the leave, generally are eligible to have their academic and talent-based scholarships renewed upon their return. Renewal of these scholarships is contingent upon meeting Satisfactory Academic Progress, see Section 30.0.8 . Students who are returning from a leave of absence and have attended college elsewhere may have their scholarship eligibility reevaluated.

- **Reporting Changes and Other Assistance** Any change in a student's enrollment status, financial circumstances, or residential status must be reported immediately to the Student Financial Services Office. Such a change may have an effect on the calculation of financial need and the resulting assistance offered. It is in the best interest of students to contact the Student Financial Services Office prior to an enrollment or residential status change.
- **Outside Scholarships and Loans** All aid received from sources outside of Coe College must be reported to the Student Financial Services Office. Outside assistance may include, but is not limited to: scholarships, tuition reimbursement, private student loans, etc. These funds may cause a change in financial aid eligibility.
- **Appeals** A student has the right to appeal any decision concerning financial aid eligibility or award in writing to the Director of Financial Aid. To do so, contact the Director of Financial Aid.
- **Off-Campus Study** Coe-administered financial aid, with the exception of the National Tuition Exchange (NTE) Program benefits, may be used for off-campus study if approved by the Committee on Internationalization. Students are responsible for any additional costs of the programs. Applications to use Coe aid should be filed with the Director of Off-Campus Studies. Enrollment in an off-campus study program approved for credit by Coe qualifies the student to be considered for assistance from federal and state grant and loan programs. Contact the Student Financial Services Office for more information.

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