

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.

Congressional Policy Regarding Sexual Orientation of Military Personnel

Congressional policy, binding on ROTC programs, is not consistent with the non-discrimination statement of Coe College. Students are cautioned that contracted cadets enrolled in ROTC who identify themselves or are identified as gay, lesbian, or bisexual will be discharged from the program and may be required to pay back scholarship money. This policy is established by the U.S. government, and the College has no authority to alter or ignore it. However, members of the Coe College faculty do not endorse the military policy, and we continue to hold equality of opportunity and a commitment to tolerance fundamental to our mission at Coe.

Higher Education Opportunity Act

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 he or she last attended the college.

Affirmative Action

Coe College is an equal opportunity employer and follows an affirmative action policy 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. 49 of this catalog.

Solomon Amendment of 1997

Pursuant to the regulations of the Solomon Amendment of 1997, Coe College is required to make student directory information available to military recruiters who request it. Directory information at Coe College includes the student's name, class, local address, and home address. A student who does not want directory information released to third parties must submit a request in writing to the Office of the Registrar.

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.

TABLE OF CONTENTS

The College	
Mission of the College	1
Fast Facts.....	2
History.....	5
Location/Maps.....	6
Campus Buildings	7-8
Educational Program	
Academic Calendar	9-10
Curricular Calendar	11
Coe Plan	11
Graduation Requirements.....	11-12
Transfer Students.....	21
Second Baccalaureate Degree Students.....	22
Special Programs and Opportunities	22
Opportunities with other Colleges and Universities.....	36
Pre-professional Programs	37
Student Affairs and Campus Life.....	37
College Regulations and Policies	
Effective Catalog.....	41
Grading.....	41-42
Academic Integrity.....	43
Academic Standing.....	45
Exiting the College.....	46
Transcript Evaluation	47
Advanced Placement and International Baccalaureate Policy	48
Participation in Commencement	48
Final Exams.....	48
Class Attendance.....	48
FERPA	49
Courses of Instruction	
Accounting	67
Aerospace Studies	180
African American Studies	167
American Studies	169
Anthropology.....	151
Art.....	50
Asian Studies.....	170
Athletic Training	57
Biochemistry	78
Biology	59
Business Administration.....	66
Chemistry	77
Classical Studies.....	172
Communication Studies	143
Computer Science.....	107
Creative Writing.....	83
Dance.....	173
Economics	74
Elementary Education	154
English.....	82
Environmental Science.....	60, 78
French.....	90
French Studies	91

Gender Studies	174
General Science	175
German	93
German Studies	93
Historical Studies	99
History	99
Humanities	172
Literature	177
Mathematics	103
Military Science	181
Molecular Biology.....	60
Music	109
Neuroscience	178
Nursing	117
Philosophy	122
Physical Education	128
Physics.....	132
Political Science	135
Psychology	139
Public Relations.....	178
Religion	125
Rhetoric	143
Sociology.....	149
Spanish	96
Spanish Studies.....	96
Theatre Arts.....	161
Writing	144
Admission	
Campus visit	184
First-year applicants	184
Transfer applicants	185
International applicants	185
Post-secondary enrollment	185
Deferred admission.....	185
Financial Information	
Fees.....	186
Schedule of College charges	188
Refund Policy	189
May Term.....	190
Summer fees	190
Withdrawal or leave of absence	191
Residence Hall deposit	191
Payment policies.....	191
General financial regulations.....	192
Financial Aid and Scholarship	
Academic Scholarships and Awards	192
Need based Financial.....	193
General policies.....	196
Directories	
Faculty	197
Administration.....	213
Board of Trustees	216
Alumni Association.....	220



THE COLLEGE

MISSION OF THE COLLEGE

It is the mission of Coe College to provide students an education of superior quality that aims at preparing them for life following graduation. 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. As such, our success as a College is measured according to the success of our graduates.

We believe that a liberal arts education is the best preparation for life. We believe that such an education allows students to discover what their real talents and interests are, and that it develops in them the skills, abilities, and habits of mind that will make possible a successful career in any field of endeavor, including ones that do not yet exist. Indeed, we believe that what defines a liberal arts education is its focus on cultivating in students certain fundamental abilities: the ability to think logically and analytically; the ability to communicate clearly, both in writing and speaking; the ability to use effectively computer technology; the ability to work productively as a member of a group seeking to achieve a common objective; the ability to make informed judgments, whether in the realm of ethical behavior or in that of aesthetic appreciation; the ability to foster and sustain an attitude of intellectual curiosity and creativity; and the ability to recognize and honor true excellence when found in any form or context. Furthermore, we believe that it is important for a liberal arts education to cultivate in students a desire to understand, a capacity for tolerance, and an ability to appreciate the ethnic and cultural diversity that make up humankind. It is the mission of the College to develop in students these abilities and attitudes, and in so doing to provide them an education that directs them toward a meaningful and successful life.

Coe's academic program reflects a commitment to developing these abilities by its insistence that students acquire certain educational experiences. We require that students complete both our general education requirements, which ensure breadth of learning, and our requirements for a major, which guarantee depth of knowledge in a particular field. In addition, as part of each student's education, a series of intensive writing experiences, spread across the four years of study, is required. Beyond these requirements, students are encouraged to begin planning for their lives after college early on in their undergraduate careers, and, through careful advising, they are given guidance and direction in this endeavor. Indeed, the defining feature of a Coe education is the requirement that every student plan and participate in one of the following: a significant experiential project, such as an internship; a major scholarly undertaking; or study abroad. These experiences will often, though not invariably, occur during the junior year.

The hallmark of a Coe education is our attention to each student as an individual. It is also important that the college environment at Coe reflects our commitment to a diverse student body and overall college community. We believe that through listening carefully to each student as his or her interests and unique talents are formed, and through tailoring an academic program to suit each student's future, we help that student develop abilities that provide the best preparation for life.

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.

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

CAMPUS — Situated on 60 acres in the center of the metropolitan area, the campus is urban but enclosed, with 30 buildings occupying an attractive landscape.

ENROLLMENT — The student body of approximately 1,300 students represents most states and over 15 foreign countries. All students are required to live on campus unless they are residents of Cedar Rapids.

LIBRARY — Stewart Memorial Library is in the very center of the main campus. It contains over 300,000 volumes and 16,000 pieces of media, and subscribes to 33,500 print and online periodicals. Coe's library offers students access to the international catalog and borrowing services of OCLC and electronic resources through the World Wide Web.

ACCREDITATION — Coe is accredited by the North Central Association of Colleges and Secondary Schools, the American Chemical Society, the National Association of Schools of Music, the Commission on Collegiate Nursing Education, the Commission on Accreditation of Allied Health Education Programs, the Commission on Accreditation of Athletic Training Education, and the Iowa Department of Education. Copies of accrediting statements are available in the Office of the Dean of the Faculty.

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, and the National Collegiate Athletic Association.

ACADEMIC PROGRAM — Academic programs are offered in managerial or public accounting, art, athletic training, biology, business administration, chemistry, communication studies, computer science, economics, elementary education, English, French, French studies, German, German studies, history, mathematics, music (B.A. or B.M.), nursing (B.S.N.), philosophy, physical education, physics, political science, psychology, religion, sociology, Spanish, Spanish studies, theatre arts, writing. Interdisciplinary and collateral majors are also available in African American studies, American studies, Asian studies, biochemistry, creative writing, environmental science, gender studies, general science, historical studies, literature, molecular biology, neuroscience, and public relations. Coe also offers certificate programs in primary and secondary teacher education.

EXTRA-CURRICULAR ACTIVITIES — Students can participate in 11 men's and 10 women's varsity sports, eight nationally affiliated men's and women's social fraternities, student government, newspaper, intramural sports, departmental clubs, and residence hall activities. Various vocal and instrumental ensembles are available for course credit.

FINANCIAL ASSISTANCE — Coe College is committed to assisting those families in need of financial assistance. The average aid package for 2010-11 totaled more than \$27,000. The total cost for full-time tuition, room, board, and activity fee for the 2011-12 academic year is \$39,950.

SUMMARY OF ENROLLMENT 2010-2011 FALL TERM 2010							
Class	Full-Time		Full-Time Total	Part-Time		Part-Time Total	All Students
	Men	Women		Men	Women		
Master of Arts in Teaching	0	0	0	9	3	12	12
Senior	113	123	236	5	8	13	249
Junior	145	157	302	2	2	4	306
Sophomore	118	163	281	2	2	4	285
First-year	214	242	456	0	0	0	456
Unclassified	5	8	13	23	13	36	49
GRAND TOTAL	595	693	1288	41	28	69	1357
Students on Off-Campus Study Programs							22
Students Matriculated at Other Institutions but Enrolled in Coe Courses							16

COE COLLEGE GRADUATION RATES (shown as percentages)			
Entering First-Year Cohorts	Four-Year	Five-Year	Six-Year
2007	61.1		
2006	59.4	67.8	
2005	61.7	70.6	71.8
2004	61.4	70	70.9
2003	60.3	69.4	70
2002	63.6	69.5	70.2
<i>Coe College graduation rates by ethnicity are not listed in order to ensure anonymity in those groups in which the total percentage is less than five.</i>			

GEOGRAPHICAL DISTRIBUTION OF FIRST-YEAR STUDENTS FALL TERM 2010							
Alabama	1	Iowa		Michigan	4	New York	3
Arizona	2	Undergraduate	809	Minnesota	66	Oregon	2
Arkansas	0	Graduate	13	Missouri	40	Pennsylvania	1
California	4	Kansas	12	Nebraska	11	South Dakota	4
Colorado	49	Kentucky	1	Nevada	1	Texas	11
Hawaii	2	Louisiana	1	New Hampshire	1	Vermont	1
Illinois	137	Maine	1	New Jersey	1	Virginia	3
Indiana	3	Maryland	1	New Mexico	7	Washington	4
						Wisconsin	46
International Students						47	

Coe College
Geographic Distribution of Students
Fall 2010

Undergraduate Students	Full Time			Part Time			All Students
Iowa Students	Men	Women	FT Total	Men	Women	PT Total	
Cedar Rapids	64	76	140	9	15	24	164
Marion	23	25	48	5	5	10	58
Linn County	51	50	101	5	1	6	107
Other Iowa	207	259	466	9	2	11	477
Iowa totals	345	410	755	28	23	51	806
Non Iowa Students							
Alabama	1	0	1				1
Alaska	0	2	2				2
Arizona	4	3	7				7
Arkansas	0	1	1				1
California	7	5	12	1	0	1	13
Colorado	22	28	50				50
Florida	3	1	4				4
Hawaii	0	1	1				1
Idaho	0	1	1				1
Illinois	73	81	154	2	1	3	157
Indiana	0	1	1				1
Kansas	5	12	17				17
Kentucky	0	1	1				1
Louisiana	0	2	2				2
Maine	0	1	1				1
Maryland	0	1	1				1
Michigan	3	4	7				7
Minnesota	34	40	74				74
Mississippi	0	1	1				1
Missouri	23	15	38	1	0	1	39
Nevada	1	1	2				2
Nebraska	1	7	8				8
New Mexico	4	2	6				6
New York	2	0	2				2
Ohio	1	0	1	0	1	1	2
Oregon	1	1	2				2
Pennsylvania	1	1	2				2
South Dakota	1	5	6				6
Texas	5	9	14				14
Vermont	0	1	1				1
Virginia	0	2	2				2
Washington	1	1	2				2
Wisconsin	24	33	57				57
International Students	33	19	52				52
Non Iowa totals	250	283	533	4	2	6	539
Undergraduate Total	595	693	1288	32	25	57	1345
Graduate Students							
Iowa graduate students				8	2	10	10
non Iowa graduate students				1	1	2	2
Graduate Totals				9	3	12	12
Grand Totals				41	28	69	1357

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.

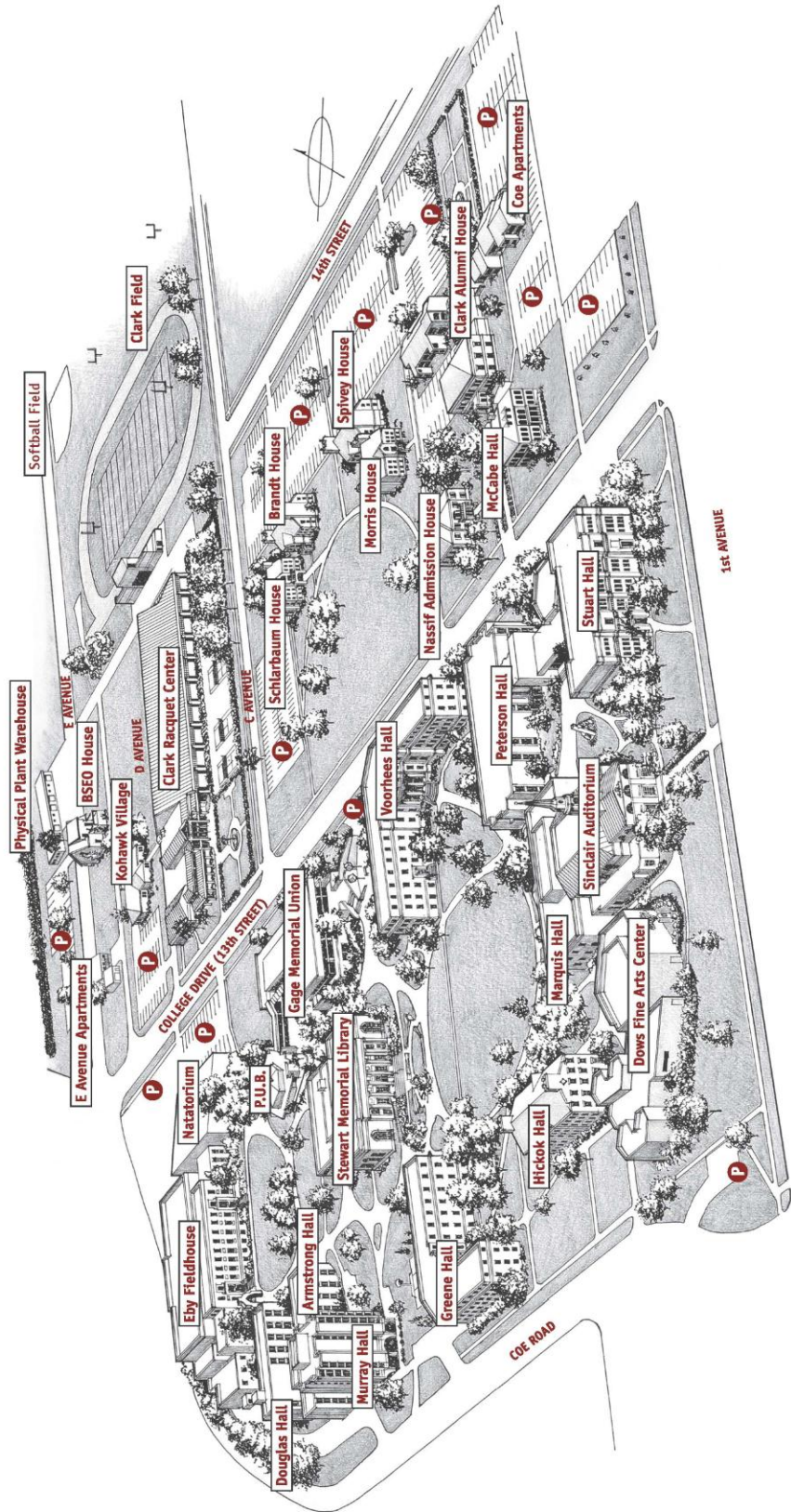
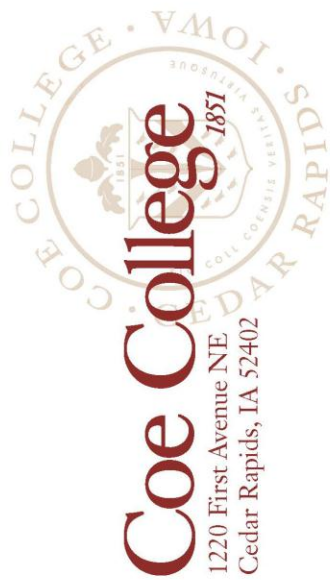
T.M Sinclair, founder of the Sinclair Meat Packing Company, played the key financial role in the final step toward the firm establishment of Coe College. Sinclair liquidated all the debt from Parsons Seminary and the Cedar Rapids Collegiate Institute. The Sinclair gift made it practical for the property 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 ten percent 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.). The Master of Arts in Teaching (M.A.T.) degree may also be earned.

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 13:1. Classes are taught by our involved and committed faculty, 95 percent 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, and internships. Within six months of graduation, 98% of Coe graduates are working or in graduate school.

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 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, dean of faculty, and advancement and alumni relations, 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.



CAMPUS BUILDINGS

Armstrong Hall—1961—named for Samuel G. Armstrong, Coe trustee 1907-1928: residence hall.

Brandt House—2002—named in honor of the parents of Joan Brandt Ringoen '50: student apartment building.

BSEO House—purchased 2006 (new location) — houses representatives from the Black Self-Education Organization.

Cherry Auditorium—1968—named for Walter Cherry, Coe trustee 1924-1946, and Howard Cherry, Coe trustee 1937-1970: 250-seat lecture hall in Peterson Hall.

Clark Alumni House—1993—named for K. Raymond Clark '30, Coe trustee 1967-2005: living room, conference room, dining room leading to terrace and English garden, and four guest suites.

Clark Racquet Center, Stadium, and Fields—1989—named for K. Raymond Clark '30, Coe trustee 1967-2005: four indoor tennis courts, 200-meter indoor track, four racquetball courts, two squash courts, weight room, locker room, stadium with seating for 2,200, football field, soccer field, practice/intramural field, eight-lane all-weather track, softball field.

Coe Apartments—1980, 1981— student apartment buildings.

Douglas Hall—1961—named for George B. Douglas, Coe trustee 1892-1923: residence hall.

Dows Fine Arts Center—1974—named for Sutherland C. Dows, Coe trustee 1920-1969: facilities for art and theatre departments; **Dows Theatre** (seating 300) and **Mills Experimental Theatre** (seating 50).

E Avenue Apartments—purchased 2005—student apartment building.

Eby Annex—1966—adjacent to Moray L Eby Fieldhouse: faculty offices, *Cosmos* office, and Upward Bound office.

Moray L. Eby Memorial Fieldhouse—1930—named for Coach Moray Eby, professor of physical education 1914-1943: faculty offices, classrooms, athletic training rooms, 100 x 200 ft. playing floor, boxing and wrestling rooms, batting cages, gymnastics area, climbing wall, fitness center, and weight room.

Gage Memorial Union—1966—named for Dr. Harry Morehouse Gage, Coe president from 1920-41 and 1956-58: student union, cafeteria, dining rooms, lounge, meeting rooms, mailroom and service center, offices for student activities, career services, and bookstore.

Greene Hall—1938—named for Judge George Greene, first president of Coe's Board of Trustees: residence hall.

Hickok Hall—1950—named for Dr. Charles T. Hickok, professor of social studies 1905-1939: classrooms, faculty offices, and computer laboratory.

Kohawk Village—purchased 1998: student housing.

McCabe Hall—2005—named for Dr. Joseph E. McCabe, Coe president 1958-1970: Offices of the President, Academic Affairs, Alumni and College Advancement.

Marquis Hall—1959—named for Dr. John A. Marquis, Coe president 1909-1920: music studios and offices, rehearsal rooms; **Daehler-Kitchin Auditorium**—named for Max Daehler, professor of music 1920-1957, and Joseph Kitchin, professor of music 1916-1957: 230-seat recital hall; **Fisher Music Library**—gift of J.W. Fisher, Coe trustee 1950-1962; **Chester A. Petranek Studio for Electronic and Computer Music**.

Morris House—2000—named for donor Merlin Morris '36: student apartment building, classroom.

Nassif House—1999—named for donor Helen Nassif '40 and her brother Michael Nassif '35: Admission and Financial Aid, Marketing and Public Relations.

Murray Hall—1966—named for Dr. Fred G. Murray 1895, Coe trustee 1913-1960, and Janette Stevenson Murray 1896: residence hall.

Natorium—1980—eight-lane indoor swimming pool and diving area; seating for 400 spectators.

Peterson Hall of Science—1968—named for Dr. Ben H. Peterson '18, professor of chemistry 1920-1961: facilities for chemistry, physics, and biology; chemistry library.

P.U.B. (Permanent Union Building) —1966—snack bar and recreation.

Schlarbaum House—2000—named for donors Gary '65 (trustee) and Ruthanne '67 Schlarbaum: student apartment building, classroom.

Sinclair Memorial Chapel/Auditorium—destroyed by fire 1947, rebuilt 1951—named for T. M. Sinclair, early College benefactor: 1,100-seat auditorium, **Arthur Poe Memorial Chapel, Marvin Cone and Eaton-Buchan Galleries.**

Spivey House—2002—named in honor of the family of Bruce Spivey '56: student apartment building.

Stewart Memorial Library—1931, renovated and expanded 1988—original building gift of Col. Robert W. Stewart: book collections, audiovisual department, lounge and study areas, microcomputer stations, archives, art galleries, and computer service center.

Stuart Hall—1910 (formerly Science Hall—renovated 2006) —named for John Stuart, Coe H.H.D. '49, and R. Douglas Stuart, Coe L.L.D. '54: classrooms, faculty offices and computer laboratories.

Voorhees Hall—1915 and 1918—gift of Mrs. Elizabeth R. Voorhees: residence hall, Student Affairs Office, Business Office, Registrar, and Security Office.

2011 – 2012 ACADEMIC CALENDAR

FALL TERM 2011

All Faculty and Staff Conference.....	Aug. 22 (Mon.)
New students arrive / Opening Convocation	Aug. 24 (Wed.)
New student orientation	Aug. 24– 28 (Wed. – Sun.)
Registration for entering students	Aug. 26 (Fri.)
Residence halls open for returning students	Aug. 27 (Sat.)
Classes begin.....	Aug. 29 (Mon.)
Last day to alter registration	Sept. 2 (Fri.)
No classes (holiday) - Labor Day	Sept. 5 (Mon.)
Date of Record	Sept. 9 (Fri.)
Homecoming.....	Sept. 17 (Sat.)
Last day to withdraw or change method of grading for 7-week courses	Sept. 22 (Thurs.)
Meeting of Board of Trustees	Oct. 6 – 7 (Thurs. – Fri.)
Last day to withdraw or change method of grading for Fall Term	Oct. 14 (Fri.)
Fall Break	Oct. 17 – 18 (Mon. – Tues.)
Begin second half of Fall Term	Oct. 19 (Wed.)
Registration for Spring Term 2012	Nov. 1– 4 (Tues.–Fri.)
Family Weekend	Nov. 4 – 6 (Fri. – Sun)
Last day to withdraw or change method of grading for 7-week courses	Nov. 11 (Fri.)
Thanksgiving Recess	after last class Nov. 22 (Tues.) – Nov. 28 (8 a.m.) (Mon.)
Classes end.....	Dec. 12 (Mon.)
Reading Day.....	Dec. 13 (Tues.)
Final Exams	Dec. 14 – 17 (Wed. – Sat.)
Residence halls close	Dec. 18 (noon) (Sun.) – Jan. 11 (8 a.m.) (Wed.)

SPRING TERM 2012

New student orientation / Residence halls open for returning students	Jan. 10 (Tues.)
Classes begin.....	Jan. 11 (Wed.)
Martin Luther King, Jr., Day - NO DAY CLASSES - Evening classes will meet	Jan. 16 (Mon.)
Last day to alter registration	Jan. 18 (Wed.)
Date of Record	Jan. 25 (Wed.)
Last day to withdraw or change method of grading for 7-week courses	Feb. 3 (Fri.)
Last day to withdraw or change method of grading for Spring Term.....	Feb. 24 (Fri.)
Meeting of Board of Trustees	Feb. 25 – 26 (Sat. – Sun.)
Spring Recess begins	after last class March 2 (Fri.)
Residence halls close	March 3 (noon) (Sat.) – March 12 (8 a.m.) (Sun.)
Classes resume / Begin second half of Spring Term.....	March 12 (Mon.)
Last day to withdraw or change method of grading for 7-week courses	April 3 (Tues.)
Registration for Fall Term 2012.....	April 3 – 6 (Tues.–Fri.)
Student Research Symposium - NO DAY CLASSES - Evening classes will meet	April 11 (Wed.)
Classes end.....	April 26 (Thurs.)
Reading Day.....	April 27 (Fri.)
Final Exams	April 28, 30, May 1, 2 (Sat., Mon. - Wed.)
Honors Convocation / Baccalaureate (Last meal for non-graduating board students - breakfast).....	May 5 (Sat.)
Commencement / Residence halls close for graduating students (6 p.m.).....	May 6 (Sun.)
Meeting of Board of Trustees	May 18 – 19 (Fri. – Sat.)

MAY TERM 2012

Classes begin.....	May 9 (Wed.)
Last day to withdraw or change method of grading for May Term	May 14 (Mon.)
Meeting of Board of Trustees	May 18 – 19 (Sat. – Sun.)
No classes (holiday) - Memorial Day	May 28 (Mon.)
Classes end.....	June 1 (Fri.)
Residence halls close (6 p.m.).....	June 2 (Sat.)

2012 – 2013 ACADEMIC CALENDAR

FALL TERM 2012

All Faculty and Staff Conference.....	Aug. 20 (Mon.)
New students arrive / Opening Convocation	Aug. 22 (Wed.)
New student orientation	Aug. 21– 26 (Tues. – Sun.)
Registration for entering students	Aug. 24 (Fri.)
Residence halls open for returning students	Aug. 25 (Sat.)
Classes begin.....	Aug. 27 (Mon.)
Last day to alter registration	Aug. 31 (Fri.)
No classes (holiday) - Labor Day	Sept. 3 (Mon.)
Date of Record	Sept. 10 (Mon.)
Last day to withdraw or change method of grading for 7-week courses	Sept. 19 (Wed.)
Family Weekend	Sept. 28 – 30 (Fri. – Sun.)
Last day to withdraw or change method of grading for Fall Term	Oct. 12 (Fri.)
Fall Break	Oct. 15 – 16 (Mon. – Tues.)
Begin second half of Fall Term	Oct. 17 (Wed.)
Meeting of Board of Trustees	Oct. 18 – 19 (Thurs. – Fri.)
Homecoming.....	Oct. 27 (Sat.)
Last day to withdraw or change method of grading for 7-week courses	Nov. 9 (Fri.)
Registration for Spring Term 2013	Nov. 13 – 16 (Tues. – Fri.)
Thanksgiving Recess	after last class Nov. 20 (Tues.) – Nov. 26 (8 a.m.) (Mon.)
Classes end.....	Dec. 10 (Mon.)
Reading Day.....	Dec. 11 (Tues.)
Final Exams	Dec. 12 – 15 (Wed. – Sat.)
Residence halls close	Dec. 16 (noon) (Sun.) – Jan. 13 (8 a.m.) (Sun.)

SPRING TERM 2013

New student orientation	Jan. 11 (Fri.)
Residence halls open for returning students	Jan. 13 (Sun.)
Classes begin.....	Jan. 14 (Mon.)
Last day to alter registration	Jan. 18 (Fri.)
No classes (holiday) - Martin Luther King, Jr., Day	Jan. 21 (Mon.)
Date of Record	Jan. 28 (Mon.)
Last day to withdraw or change method of grading for 7-week courses	Feb. 6 (Wed.)
Meeting of Board of Trustees	Feb. 23 – 24 (Sat. – Sun.)
Last day to withdraw or change method of grading for Spring Term.....	March 1 (Fri.)
Spring Recess begins	after last class March 1 (Fri.)
Residence halls close	March 2 (noon) (Sat.) – March 11 (8 a.m.) (Mon.)
Classes resume / Begin second half of Spring Term.....	March 11 (Mon.)
Last day to withdraw or change method of grading for 7-week courses	April 3 (Wed.)
Registration for Fall Term 2013.....	April 2 – 5 (Tues. – Fri.)
Student Research Symposium - NO DAY CLASSES - Evening classes will meet	April 18 (Thurs.)
Classes end.....	May 2 (Thurs.)
Reading Day.....	May 3 (Fri.)
Final Exams	May 4, 6 – 8 (Sat., Mon. – Wed.)
Honors Convocation / Baccalaureate (Last meal for non-graduating board students - breakfast).....	May 11 (Sat.)
Commencement / Residence halls close for graduating students (6 p.m.).....	May 12 (Sun.)
Meeting of Board of Trustees	May 17 – 18 (Fri. – Sat.)

MAY TERM 2013

Classes begin.....	May 15 (Wed.)
Last day to withdraw or change method of grading for May Term	May 20 (Mon.)
No classes (holiday) - Memorial Day	May 27 (Mon.)
Classes end.....	June 7 (Fri.)
Residence halls close (6 p.m.).....	June 8 (Sat.)

THE EDUCATIONAL PROGRAM

Coe College grants the undergraduate degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science in Nursing. The Bachelor of Arts degree (See p. 13) is earned upon fulfillment of the conditions described below, including a major chosen from 43 fields of study or an approved interdisciplinary major within the arts and sciences. Students interested in music may earn either a B.A. or a Bachelor of Music. The Bachelor of Music degree requirements for students who wish to pursue music as a profession or to prepare to teach music, can be found on page 109. The requirements for a Bachelor of Science in Nursing degree can be found on page 117.

THE CURRICULAR CALENDAR

The academic year consists of two terms. (See Academic Calendar, pp. 9-10) 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 May Term, students may enroll for up to one course credit in one of the limited selection of courses. Independent studies, directed readings, and internships are not offered during May Term. (The maximum course load is described in *College Regulations*, p. 43.)

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 focus, described in this section of the Catalog.

GRADUATION REQUIREMENTS

All students who graduate from Coe College must earn at least 32 course credits (c.c) with grades leading to a cumulative GPA of 2.0 or higher. (A course credit is equivalent to four semester hours.) Students must either (a) enroll full-time for eight 15-week terms of course work, and, in the process, successfully complete at least 30 full-credit experiences; or (b) successfully complete at least 32 full-credit experiences.

The following policies can affect the credits that can be used to fulfill this course credit requirement:

- No more than eight course credits earned of Advanced Placement or International Baccalaureate credit can be used to fulfill this requirement.
- No more than one course credit earned during May Term may be used to fulfill this requirement. Students majoring in public accounting, where 37.5 course credits are needed to graduate, may use two course credits in May Term to meet this higher requirement.
- At least 30 earned course credits must be full credit experiences. Transfer courses earning at least .75 credit (3 semester hours) count as full credit experiences.
 - Any course which carries at least 1.0 course credit is a full-credit experience.
 - If taken the same term, two half-credit special methods courses (MU-035, PE-045, PE-085, ART-025), two half-credit statistics courses (STA-100 and STA-110 or STA-130), or an hour music lesson (0.6 cc) and a major music ensemble (0.3 cc) count as a full-credit experience.
 - Each Fall or Spring Term of off-campus study normally counts as four full-credit experiences.

All students who graduate from Coe College are expected to complete eight full-time college terms (exclusive of May Term). Full-time enrollment may include participation in approved off-campus study programs. Students must be enrolled full-time during their fourth year. Under special circumstances, written petitions to enroll as a part-time student may be approved by the Registrar in consultation with the Vice President for Academic Affairs and Dean of the Faculty. Students who matriculate as part-time students and who expect to complete their degree as part-time students are exempt from this requirement.

Students must meet one of the following requirements:

- Spend at least the final academic year registered at Coe as a full-time student for both Fall and Spring Term.
- 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.S.N., B.M.) 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.

AREAS OF STUDY

The three undergraduate degrees have areas of study associated with them. The Bachelor in Nursing's area of study is nursing; the Bachelor of Music's areas of study are performance, theory & composition, and education. The Bachelor of Arts' areas of study, commonly referred to as majors, are listed on p. 13

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.

AREAS OF STUDY (MAJORS) FOR B.A.

Accounting, Managerial
Accounting, Public
African American Studies
American Studies
Art
Asian Studies
Athletic Training
Biology
Business Administration
Chemistry
Communication Studies
Computer Science
Economics
Elementary Education
English
French
French Studies
General Science

German
German Studies
History
Interdisciplinary Studies*
Literature
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology
Spanish
Spanish Studies
Theatre Arts
Writing

* 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. 176)

In addition to the 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
Creative Writing
Environmental Science
Gender Studies
Historical Studies
Molecular Biology
Neuroscience
Public Relations

AREAS OF STUDY (MAJORS) FOR B.M.

Keyboard or Instrumental Performance
Vocal Performance
Theory & Composition
Instrumental Music Education
Vocal Music Education

AREAS OF STUDY (MAJOR) FOR B.S.N.

Nursing

FIRST-YEAR EXPERIENCE

The First-Year Experience is required of any student for any degree who starts at Coe College before earning four course credits of College credit after graduation from high school.

The First-Year Experience includes the first-year writing placement examination, used to help advisors and students select appropriate courses in composition, First-Year Seminar, service learning, and campus cultural events. In addition, all students must complete a writing exam.

During the Fall Term, a variety of First-Year Seminars--topics courses exploring issues from multiple perspectives--are offered. The seminars are writing emphasis, and also emphasize critical thinking and oral communication. Although a student may drop a First-Year Seminar after the Date of Record, the seminar requirement is not waived. First-Year students who enter at the beginning of Spring Term or students who fail to complete their First-Year Seminar with a passing grade in the Fall Term are required to enroll in a Spring Term course designated by the Registrar as a suitable replacement for the First-Year Seminar course. Once a suitable replacement is passed by the student, a First-Year Seminar grade of "F" will be converted to a "U" on the transcript.

First-Year Seminar courses cannot be used to fulfill major requirements or any general education requirements.

All first-year students are required to complete at least twenty hours of service learning, as approved and documented by the Director of Service Learning.

As part of the First-Year Experience, students must attend at least eight campus events, including at least one Issue Dinner. These events introduce students to the wide range of cultural activities at the heart of the liberal arts learning community.

Writing Emphasis Courses

Only courses in which a student earns a C or better count toward fulfillment of this requirement.

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

Students, earning B.A., B.S.N., or B.M., 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.

Students, earning B.A., B.S.N., or B.M. 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.

Students, earning B.A., B.S.N., or B.M. who transfer at least 16 or more course credits to Coe, earned after graduation from high school, must complete at least 3 writing emphasis courses.

Students earning a second degree at Coe do not need to meet this requirement.

Over 200 writing emphasis sections are offered each year, and, in addition, the College's rhetoric department offers many interdisciplinary writing courses designed to guide students learning to write effectively at the college level. (See course descriptions, pp. 146-147) General Education courses that are also designated as writing emphasis courses may be used to satisfy both requirements.

General education courses

Completion of the General Education Program, described here, is required for all students earning B.A. or B.S.N. degree at Coe College, but not required of students earning a B.M. degree. An appropriate transferred course, determined by the Office of the Registrar, with a grade of “C” or better may be accepted to meet an individual requirement. Advanced Placement and International Baccalaureate courses may not be used to meet any part of this requirement.

A. Liberal Arts Core

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

B. Diverse Cultural Perspectives (DCP) Core

Completion of one of the following options (*See complete list of Diverse Cultural Perspectives courses on pp. 15-18*):

- Non-Foreign Language Option (all of the following):
 - Any DCP course (course number that ends in 6, 7, 8)
 - Non-Western Perspectives (course number that ends in 6)
(A semester-long study abroad experience can fulfill the Non-Western Perspective and DCP requirement.)
 - United States Pluralism (course number that ends in 7)
(A semester-long U.S. off-campus study experience can fulfill the U.S. Pluralism and DCP requirement.)
- Elementary Foreign Language Option (all of the following):
 - Any DCP course (course number that ends in 6, 7, 8)
 - Two elementary foreign language courses in the same language not previously studied (*may also count for one of the Humanities Core courses*)
- Intermediate Foreign Language Option (all of the following):
 - Any DCP course (course number that ends in 6, 7, or 8)
 - One intermediate (-215) or above Foreign Language course (*may also count for one of the Humanities Core courses*)

No more than two courses with the same prefix may be used to fulfill the General Education Core Requirements.

Diverse Cultural Perspectives

It is often difficult for people to imagine effectively what it is like to live outside their culture or to see and experience it from another perspective. A liberally educated person should have some knowledge of other cultures and some tools to aid in seeing one’s own culture from other perspectives.

The Diverse Cultural Perspectives courses help students to understand their own cultural identities and to develop appreciation for the range of different cultures to be found in the world, in the nation, and on campus. These courses explore other cultures in their own terms and as they interact with American culture. As a group, they encourage reflection on different ways in which cultural identities are formed, expressed and contested. Students are encouraged to combine these courses with the study of a foreign language and with study abroad.

Non-Western Perspectives

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

AAM/ENG-166: African Literature	HIS-316: Topics in History: NWP
ANT-116: Cultural Anthropology	HIS-756: Seminar in East Asian History
ANT-226: Topics in Anthropology	JPN-106: Images of Foreign Culture
ANT-4_6: Advanced Topics in Anthropology	MU-166: Topics in Music: NWP
ART-206: World Art	PHL/REL-206: Buddhist Thought
ART-296: Topics in Art History: NWP	POL-196: Topics in Political Science: NWP
ASC-106: May Term in Asia	POL-266: Latin American Politics
ASC-176: China and Japan	POL-276: African Politics
ASC-186: Modern South Asia	POL-286: Asian Politics
BUS-446: International Business Management	POL-386: International Development
BUS-466: Advanced Topics in Marketing: NWP	REL-036: Eastern Religions
BUS-476: Advanced Topics in Management: NWP	REL-216: Hindu Gods and Goddesses
ECO-336: Divergent Economic Growth	REL-306: Comparative Religion
ECO-436: Economic Development	RHE-146: Seminar in Writing: Non-Western Culture
ECO-446: International Economics	RHE-246: Intercultural Communication
ENG-206: Asian Literature	SPA-336: Hispanic Life and Culture: Latin America
ENG-226: Middle Eastern Literature	SPA-346: Introduction to Hispanic Literature: NWP
ENG-256: Film Topics: NWP	SPA-416: Spanish American Short Story of Fantasy
ENG-416: Non-Western Literature Topics	SPA-426: Spanish American Short Fiction: Realism
FRE-146: French Literature in Translation: NWP	SPA-456: Hispanic Drama: Latin America
GS-216: Gender in the Non-Western World	SPA-466: Hispanic Poetry: Latin America
HIS-136: East Asian Civilization	SPA-476, -486: Topics in Hispanic Lit: Latin America
HIS-246: History of Modern China	THE-406: Special Topics in Theatre of Film: NWP
HIS-256: History of Modern Japan	WSH-126: Topics in Washington, D.C.: NWP

United States Pluralism

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

- AAM/ENG-267: African American Literature
AAM/HIS-367: The African American in the United States I
AAM/HIS-377: The African American in the United States II
AAM-447, -457: Directed Studies in African American Studies
AAM/ENG-777, -787, -797: Seminar in Black Literature
AMS-107: Introduction to American Studies: U.S. Pluralism
AMS-217, -317: Topics in American Studies: U.S. Pluralism
ART-207: Gender and Art
ART-297: Topics in Art History: U.S. Pluralism
ART-457: Late Modern and Contemporary Art
BUS-137: Environmental Law: The Wilderness Act and the Battle Over the Boundary Waters
BUS-387: Adv. Topics in Human Resource Management
BUS-437: Strategic Compensation
BUS-457: Employment and Discrimination Law
BUS-467: Consumer Behavior
ECO-317: Labor Economics
ECO-457: U.S. Economic History
EDU-257: Exceptional Learners
EDU-327: Foundations of Reading — Language, Literacy and Culture
EDU-387: Human Relations
ENG-127: Exploring Literature: U.S. Pluralism
ENG-187: Literary Studies in Gender: U.S. Pluralism
ENG-257: Film Topics: U.S. Pluralism
ENG-347: American Literature: U.S. Pluralism
GS-107: Introduction to Gender Studies
GS-207: Dress, Gender and Identity
GS-227: Gender Theory and Social Movements
GS-247: Gender Studies Symposium
HIS-217: The American War in Vietnam
HIS-227: The American Civil War
HIS-237: American Catholicism
HIS-267: The American West
HIS-317: Topics in History: U.S. Pluralism
HIS-357: Native American History
HIS-397: Women in America
HIS-487: American Colonial History
MU-157: Introduction to Jazz History
NUR/PSY-237: Human Sexuality
NUR-297: Parent Child Relationships
NUR-387: Alternative Therapies for Health and Healing
PE-347: Adapted Physical Education
PHL-277: Philosophy of Gender and Race
POL-207: Religion and American Politics
POL-277: Women and Politics in the U.S.
REL-217: Religion in America
RHE-137: Seminar in Writing: U.S. Pluralism
RHE-157: Media and Mass Communication
RHE-237: Interpersonal Communication
RHE-277: Cultural Studies
RHE-317: Persuasion and Propaganda
RHE-357: Environmental Rhetoric
RHE-407: Topics in Communication Studies: U.S. Pluralism
RHE-417: Sex, Race, and Gender in the Media
SOC-107: Introduction to Sociology
SOC-137: Topics in Sociology: U.S. Pluralism
SOC-207: Sociology of the Family
SOC-217: Sociology of Religion
SOC-227: Aging and Society

Diverse Western Perspectives

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

- | | |
|---|---|
| ART-208: Introduction to Art History | HIS-438: Imperial Russia |
| ART-288: History of Western Architecture | MU-458: Music History and Literature III |
| ART-298: Topics in Art History: DWP | NUR-268: Cultural Diversity and Health |
| ART-408: Ancient Empires, Myths, Heroes and Heroines | PHL-128: Morality and Moral Controversies |
| ART-418: Monsters and Marvels | POL-108: Introduction to Politics |
| ART-428: Old World/New World: Art of Exploration | POL-248: Political Violence and the Violent |
| ART-438: The Grand Tour | POL-258: World Politics |
| ART-448: Early 20 th -Century Art | POL-298: European Politics |
| ART-458: The Art of Travel | POL-398: Religion and World Politics |
| CLA-108: Images of Foreign Culture | PSY-208: Gender Psychology |
| ENG-128: Exploring Literature: Diversity in Western Culture | REL-048: Western Religions |
| ENG-158: Irish Literature | REL-128: Judaism |
| ENG-188: Literary Studies in Gender: DWP | REL-138: Modern Judaism |
| ENG-258: Film Topics: DWP | REL-148: Islam |
| ENG-288: Russian Literature | REL-178: Christianity |
| ENG-418: Diverse Western Literature Topics | REL-268: The Holocaust: History and Response |
| FRE-148: French Literature in Translation: DWP | REL-278: Mysticism |
| FRE-158: France and the Francophone World | REL-338: Modern Religious Thought |
| FRE-438: Women in French | SOC-138: Topics in Sociology: DWP |
| GER-108: Images of Foreign Culture | SOC-328: Urban Sociology |
| GER-148: German Literature in Translation | SPA-108: Images of Foreign Culture |
| GER-158: Germany Today | SPA-148: Spanish Literature in Translation |
| GER-168: Holocaust and Memory | SPA-338: Hispanic Life and Culture: Europe |
| HIS-318: Topics in History: DWP | THE-188: History of Theatre and Drama I |
| HIS-368: Latin America | THE-198: History of Theatre and Drama II |
| HIS-388: Renaissance and Reformation | THE-288: History of Dress |
| HIS-428: Eastern Europe since 1914 | THE-408: Special Topics in Theatre or Film: DWP |

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, an honors project, or some other kind of independent activity.

Depending upon the type selected, some practica are graded A-F, while others are S/U. 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 Off-Campus Study
2. Wilderness Field Station Summer Courses
3. Honors Thesis or Honors Project, etc. as stated
4. Internship (A maximum of two course credits for Internships may be included in the 32 course credits required for graduation. See complete listing of internships on p. 20)
5. Independent Project

*AAM-815: Independent Study	*HIS-815: Independent Study
AAM-895: Internship in African American Studies	*MTH-815: Independent Study
*AMS-815: Independent Study	MU-535: Student Teaching in the Elementary School
*ANT-815: Independent Study	MU-585: Student Teaching in the Secondary School
ART-800: Senior Project (0.0 credit)	*MU-815: Independent Study
ART-845, -855: Directed Studies in Art	MUA-800: Senior Recital (0.0 credit)
AT-40_: Clinical Athletic Training	NUR-455: Leadership and Contemporary Issues in Nursing/Clinical Application
*BIO-805: Research Participation	*NUR-815: Independent Study
*BIO-815: Independent Study	*NYT-815: Independent Study
BUS-805: Research in Business	*PE-815: Independent Study
*BUS-815: Independent Study	PHL-800: Philosophy Colloquium (0.0 credit)
*CHM-815: Independent Study	*PHL-815: Independent Study in Philosophy
*CHM-845: Undergraduate Summer Research	*PHL-845: Directed Readings in Philosophy
CRW-075: Adv. Literary Magazine Editing (2 terms)	PHY-535,-545: Advanced Laboratory I and II
*CRW-505: Manuscript Workshop	*PHY-815: Independent Study
*CRW-815: Independent Study	*POL-815: Independent Study in Political Science
*CS-815: Independent Study	PSY-365: Research Participation
ECO-805: Research in Economics	PSY-565: Advanced Experimental Psychology
*ECO-815: Independent Study	*PSY-815: Independent Study
EDU-215: Practicum in Education	*REL-815: Independent Study in Religion
EDU-535: Student Teaching in Primary Grades: K-3	*REL-845: Directed Readings in Religion
EDU-545: Student Teaching in the Upper Elementary Grades: Grades 3-6	RHE-825: Publications Practicum
EDU-585: Student Teaching in Middle School or Junior High School	RHE-845: Directed Studies in Writing
EDU-595: Student Teaching in the Senior High School	*SOC-815: Independent Study
*EDU-815: Independent Study	SOC-865,-875,-885: Career Related Independent Investigation
EDU-935, -985: Elementary/Secondary Student Teaching in Art, Music or Physical Education	*SPA-815: Independent Study
*ENG-815: Independent Study	SPA-845, -855: Directed Reading
ENG-845, -855: Directed Studies in English	THE-300: Adv. Playwriting (The Full Length Play)
*FRE-815: Independent Study	THE-640: Advanced Projects in Design and Technical Production
FRE-845, -855: Directed Reading	THE-650: Advanced Projects in Acting
*GER-815: Independent Study	THE-690: Advanced Projects in Directing
GER-845, -855: Directed Reading	*THE-815: Independent Study in Theatre Arts
GS-405: Gender Studies Capstone	

* requires department approval for practicum credit

Internships

The internship is a work or volunteer experience in the context of an independent academic investigation of site-related issues and personal aptitudes, values, and goals. The one-credit internship includes a minimum of 140 hours of on-site experience and a journal and a paper which may include research or readings concerning the organization and its field or industry. The details of the academic component are determined by **prior arrangement** with the faculty internship advisor. Students must demonstrate preparedness for the internship through pre-practicum workshops or other means, as determined by the Director of Internships and Career Services and/or the department. Ordinarily internships are completed during the academic year or over the summer of the junior or senior year. Most internships are one-credit or summer non-credit bearing. In unusual circumstances where an internship presents an opportunity to significantly extend the educational component of the experience, an internship may earn two credits. Application for non-departmental two-credit internships requires consultation with the Director of Internships and Career Services and approval of the Petitions Committee; departmental two-credit internships, when permitted, are overseen by the department. A maximum of two course credits may be counted toward the 32 credits required for graduation through Internships or Career Related Career Investigations. (See pp. 19-21) In extraordinary circumstances, a student may apply to the Petitions Committee to enroll for a three-credit internship to maintain full-time status, although in no case will more than two of those credits count toward the 32 required for graduation. While most internships are completed in the Cedar Rapids area, internships can be in any location approved by the supervising faculty member.

Most departments have experiential course work or internships, and the list follows. Descriptions are listed in the individual department's course listings throughout the Catalog. Students interested in internships should consult with the Director of Internships and Career Services, located in the Office of Career Services, and/or with the appropriate department.

AAM-895: Internship in African American Studies	NUR-455: Leadership and Contemporary Issues in Nursing/Clinical Application
ART-895: Internship in Art	NUR-895: Internship in Nursing
AT-895: Internship in Athletic Training	PE-895: Internship in Physical Education, Health, and Recreation
BIO-895: Internship in Biology	PHL-895: Internship in Philosophy
BUS-895: Internship in Business	PHY-895: Internship in Physics
CHM-895: Internship in Chemistry	POL-895: Internship in Political Science
CRW-895: Internship in Creative Writing	PR-895: Internship in Public Relations
CS-895: Internship in Computer Science	PSY-565: Advanced Experimental Psychology
EDU-215: Practicum in Education	PSY-895: Internship in Psychology
EDU-895: Internship in Education	REL-895: Internship in Religion
ENG-895: Internship in English	RHE-895: Internship in Journalism/Communication
FRE-895: Internship in French	SOC-865, -875, -885: Career Related Independent Investigation
GER-895: Internship in German	SOC-895: Internship in Sociology
HIS-895: Internship in History	SPA-895: Internship in Spanish
INT-800: Summer Internship (non-credit bearing)	THE-895: Internship in Theatre Arts
INT-895: Internship; Interdisciplinary Internship; Internship in Health & Science	WSH-815: Internship Seminar
MTH-895: Internship in Mathematics	

Students completing internships that are not department specific should register for one of the following INT-8__ courses.

INT-800 Summer Internship – Non-Credit Bearing

A supervised summer work or volunteer experience related to a student's career interests. The internship is not credit-bearing; however, it can meet the practicum requirement. A minimum of 140 hours on-site experience is required. The internship **must be approved by the student's academic advisor and the supervising faculty member prior to registration**. Students are required to abide by the same guidelines as students completing credit-bearing internships. Satisfactory completion is determined by the supervising faculty member. May be repeated. S/U basis only. (See *Schedule of College Charges*, p. 188 for fee.) **Prerequisites:** consent of the department in which the student is completing the internship and completion of the appropriate internship documents.

INT-895 Internship

A supervised work or volunteer experience related to a student's career interests. A minimum of 140 hours on-site experience is required. Authorization and evaluation of the course credit for the internship is determined by the department through which the student is completing the internship. S/U basis only. With departmental approval, credit may be applied to a major only with consent of department chair. Prerequisites: junior standing and consent of instructor.

INT-895 Internship in Health & Science

An exploration of the types of work, opportunities, and difficulties that are present in a particular vocational area in the medical, health, or natural sciences. A minimum of 140 hours on-site experience is required. Students work approximately 40 hours per week under one or more supervisors who are experienced practitioners in their field, in such areas as medicine, physical therapy, occupational therapy, veterinary medicine, dentistry, medical technology or in a laboratory science such as medicinal chemistry, toxicology, pharmacology, molecular biology, or industrial chemistry. (Offered May Term only)

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 only if that course closely corresponds to a regular catalog course. This section includes information, in addition to that included in the previous section, *Graduation Requirements*, 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 worth 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. 186) Full-time enrollment may include participation in Coe College exchange programs, ACM off-campus study programs, and other approved off-campus study programs.

Transfer 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 a 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, including the writing exam, unless they have earned fewer than 4.0 course credits of college credit since graduation from high school. In this case, they are considered first-year students at Coe, and must meet all the requirements of the First-Year Experience, found on page 14.
- **Writing Emphasis.** Courses with writing emphasis credit must be completed at Coe College and may not be transferred. Five writing emphasis courses are required of students who transfer to Coe fewer than 8.00 course credits earned after graduation from high school. Three writing emphasis courses are required of students transferring 8.00-15.99 course credits earned after graduation from high school; two such courses are required of students transferring 16.00 or more course credits earned after graduation from high school.
- **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.
- **Academic Practicum.** Transfer students who can demonstrate comparable experiences may petition to have the comparable experience fulfill this requirement.

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 an institution accredited by the North Central Association of Colleges 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. Students must have 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.

SPECIAL PROGRAMS AND OPPORTUNITIES

Off-Campus Study

The College endorses a wide variety of off-campus experiences for students. Coe strongly believes that students can profit by study in Washington, New York, and the Wilderness Field Station, as well as in collegiate programs in Latin America, Europe, Asia, and elsewhere.

Numerous domestic and international study programs are available to Coe students. Some are sponsored by Coe itself, some by the Associated Colleges of the Midwest (ACM), and others by colleges, universities, and educational agencies in America and abroad. Students who wish to study off-campus on Coe's Asia, New York or Washington Terms or at the Wilderness Field Station must apply to the individual program's director. Student proposals to study on exchange programs must be submitted to the Director of Off-Campus Studies at least six weeks before the end of the term just prior to the off-campus experience. Student proposals to study on all other off-campus programs must be submitted to the Director of Off-Campus Studies by the deadline listed in the academic calendar (see pp. 10-11).

Credits earned on off-campus programs are applied toward graduation on the same basis as credits earned on campus. Any academic credit earned from other programs may be transferred back to the College in accordance with the College's general policy on transfer credit. Only off-campus study completed during Fall and Spring Terms may be used to fulfill the academic practicum requirement. Enrollment is open to sophomores, juniors, and seniors who have a minimum 2.25 GPA at both the time of application and of enrollment for the off-campus study.

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

Domestic Programs

WILDERNESS FIELD STATION

Hadow, Program Director.

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

The program runs from mid-June to mid-July, mid-July to mid-August, or both. Each course is limited to eight students. Courses taken at the field station receive one course credit. Particular courses satisfy lab science and other general education requirements and can be used as major elective credits. A course taken at the field station satisfies the College's practicum requirement. The regular application deadline is March 1; the final deadline is April 15, with rolling applications after that date. For more information and application materials, visit the field station webpage: www.public.coe.edu/fieldstation

NEW YORK TERM

Weiss (Program Director), Beaman, Caraccio, Ralph, Willerman.

The New York Term is open to all students who meet the basic requirements for off campus study. Offered in the Spring Term, this program provides abundant opportunity for rich experiences in the performing and visual arts. This may be supplemented by course work through private lessons for fine arts majors, at the student's expense, and research papers for humanities and social studies majors.

The central course, Fine Arts in New York City (NYT-705), which includes attendance at concerts, theatre, and dance productions as well as tours to art exhibits, consists of half credit courses: art, music, theatre, and dance. Faculty members for each area grade the respective courses. An independent study, project, or case study, directed to the student's interest and approved by the College, completes the program.

NYT-705 Fine Arts in New York City

Consists of four half-credit courses: art, music, theatre, and dance. Students attend approximately 35 concerts, plays, and dance performances and make frequent visits to museums, galleries, and artists' studios. Each of these events is accompanied by discussion and seminar sessions with members of the resident New York Term faculty. (0.5 course credit for each course. Total of 2.0 course credits upon completion of the four courses.)

NYT-725 New York City—A Case Study

Using the resources available in New York City, students investigate problems of the city such as housing, law enforcement, transportation, and education, under the direction of the New York faculty. Reports and a paper reflecting the student's research required. S/U basis only. (1.0 course credit.)

NYT-805 Independent Project

As an alternative to independent study or case study, students may engage in an independent project in some area of special interest, under the direction of a member of the resident New York faculty. Regular reports required. Individual art courses, music lessons, and dance classes are available by arrangement and at the expense of the student. Numerous opportunities for volunteer service are also available. S/U basis only. (1.0 or 2.0 course credits.)

NYT-815 Independent Study

A plan of study designed by the student before the beginning of the term in consultation with the student's faculty advisor. Subject must be particularly appropriate for study in New York City. (1.0 course credit.)

Prerequisite: consent of instructor.

WASHINGTON TERM

B. Nesmith, D. Patten, Program Directors.

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

WSH-115 Topics in Washington, D.C.

Experiential learning, study, writing, and discussion dealing with various subjects related to the nation's capital. Examples of recent and proposed topics include Art and Architecture, Campaigns and Elections, Congressional Relations, and Politics and Communications. (1.0 course credit)

WSH-126 Topics in Washington, D.C.: Non-Western Perspectives

Same as Topics in Washington, D.C. (WSH-115) except the course focuses on topics related to non-Western cultures. Examples of recent and proposed topics include Globalization and the U.S.; and People, Politics and Cultures of the Middle East. (1.0 course credit)

WSH-805 The Washington Experience

Internship with an organization related to national or international politics in Washington, D.C., under the supervision of one of the resident staff of the Washington Term. Students establish learning goals and prepare a portfolio that documents their learning and places it in the larger context of the literature on American or international politics. S/U basis only. One course credit may be applied to a major in political science with approval of the department, if credit has not already been received for Internship in Political Science (POL-895). (2.0 course credits)

WSH-815 Internship Seminar

Group discussion of internship experiences. Students are exposed to various research methodologies, readings and guest speakers for understanding Washington politics. The goal of the course is to expose students to generalizations about politics and how their internships are either confirming or challenging those generalizations. (1.0 course credit)

International Programs

ASIA TERM

R. Drexler, Program Director.

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

Students take four credits of coursework, typically one credit of Asian Tonal Languages, one credit of Asian studies, and two credits of independent study. In some iterations of the program students take an elective course in art, English, history, sociology, teacher education, or another discipline, depending on the field of the instructor leading the program, and one credit of independent study.

AST-705 Asian Tonal Languages

An introduction to Thai, Vietnamese, and other tonal Asian languages with an emphasis on basic communication as well as the distinguishing features of languages that use tones as part of their linguistic system. (1.0 course credit.)

AST-715 Modern South East Asia

An introduction to several Asian cultures such as Thai, Cambodian, and Vietnamese. This course varies depending on the field of the supervising Coe faculty member. (1.0 course credit.)

AST-815, -825 Independent Study

A student designed study of some feature of Asian culture, arranged in consultation with the supervising Coe faculty member. (1.0 course credit each.) Prerequisite: consent of instructor.

ACM Programs

Through the Associated Colleges of the Midwest (ACM), Coe offers opportunities to study in locations around the world. Some programs are for students wishing to broaden their liberal arts perspectives, while others allow intensive research and study in a specific academic area. For detailed information and applications, students should contact advisors for each program.

BOTSWANA: UNIVERSITY IMMERSION IN SOUTHERN AFRICA

Lanegran, Program Advisor.

The Culture and Society in Africa program gives adaptable students the opportunity to experience the breadth of Botswana society and to study its culture, language, politics and socio-economic structures. The program is centered at the University of Botswana in Gaborone, the nation's capital, largest city, and center of its economic and political life. Gaborone prides itself on being one of the fastest-growing cities in Africa. Students find the people of Botswana, called Batswana, involved in the enterprise of educating the nation and preparing it to confront the demands of 21st-century globalization.

Length of Program	Early January to mid-May
Enrollment	Maximum of 20 students
Eligibility	Second-semester sophomores, juniors, seniors
Credit	4.0 course credits
Application Deadlines	April 1(Regular Deadline); October 15 (Final Deadline)

BRAZIL SEMESTER EXCHANGE PROGRAMS

St. Clair, Program Advisor.

Students will study at the Universidade Federal de Juiz de Fora (UFJF), one of Brazil's best-regarded universities, where they will have the opportunity to take classes in a variety of subject areas in the arts, humanities, sciences, and social sciences, as well as intensive Portuguese language. This program option is available to students from any academic major.

Students interested in environmental studies may apply to take classwork in the area of environmental studies at either the Universidade Federal de Juiz de Fora (UFJF) or the Universidade de Brasilia (UnB). Learn more at <http://www.acm.edu/programs/21/brazil/index.html>

Length of Program	August through mid-December or mid-February through mid-July
Eligibility	Sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	March 15 (Fall); October 15 (Spring)

BUSINESS, ENTREPRENEURSHIP, & SOCIETY

Kuennen, Program Advisor.

Set in Chicago, the Business, Entrepreneurship, and Society program emphasizes the intersection of liberal arts education and entrepreneurship, focusing in particular on the common themes of creativity, innovation, and problem solving. Students are exposed to the fundamental tools and practices of successful, entrepreneurial organizations and are asked to apply this knowledge within the broader context of their experiences studying, living, and working in Chicago.

Length of Program	Early September to mid-December or late January to mid-May
Eligibility	Sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	March 15 (Fall); October 31 (Spring)

CHICAGO ARTS

Wolverton, Program Advisor.

The Chicago Arts program is a 15-week term of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in internships, on Independent Study Projects and in two courses: the core seminar, Negotiating Chicago's Artworld, and an elective studio-based Special Topics workshop. Possible internship placements include but are not limited to museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

Length of Program	Late August to mid-December, or late January to mid-May
Enrollment	30 students (Fall), 20 students (Spring)
Eligibility	Advanced sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	March 15 (Fall); October 31 (Spring)

COSTA RICA: FIELD RESEARCH IN THE ENVIRONMENT, SOCIAL SCIENCES & HUMANITIES

Hadow, Program Advisor.

The Tropical Field Research program (Spring only) is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor.

Length of Program	Late January to May
Enrollment	25 to 27 students
Eligibility	Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college-level Spanish (two years are strongly recommended)
Credit	4.0 course credits
Application Deadlines	March 15 (Regular Deadline); November 1 (Final Deadline)

COSTA RICA: LANGUAGE, SOCIETY, & THE ENVIRONMENT

Mason-Browne, Program Advisor.

Studies in Latin American Culture and Society (Fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community.

Length of Program	Late August to December
Enrollment	25 to 30 students
Eligibility	Sophomores, juniors, and seniors, with at least two years of college-level Spanish or the equivalent
Credit	4.0 course credits
Application Deadlines	November 1 (Regular Deadline); March 15 (Final Deadline)

FLORENCE: ARTS, HUMANITIES, & CULTURE

Hoover, Program Advisor.

The Florence program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages, and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture.

Length of Program	Late August to December
Enrollment	25 to 30 students
Eligibility	Juniors and seniors, prior Italian language recommended
Credit	4.0 course credits
Application Deadlines	October 15 (Regular Deadline); March 1 (Final Deadline)

INDIA: CULTURE, TRADITIONS, & GLOBALIZATION

Drexler, Program Advisor.

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is both traditional and highly industrialized. This offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged.

Length of Program	Mid-July to mid-December
Enrollment	20 students
Eligibility	Any currently enrolled student may apply, though priority is given to rising juniors or seniors.
Credit	4.5 course credits
Application Deadline	March 1

JAPAN STUDY

Nordmann, Program Advisor.

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term option is also available. The full-year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA.

Length of Program	Early September to late June (academic year) Early September to late December (Autumn Term) Early September to early February (Fall Semester) Early September to mid-March (Fall Semester with cultural practicum)
Eligibility	Sophomores, juniors, and seniors with a minimum 3.0 GPA. No Japanese language study required for acceptance, but at least one term of Japanese must be completed before departure.
Credit	8.0 course credits (full-year program)
Application Deadline	February 1

LONDON AND FLORENCE: ARTS IN CONTEXT

Hoover, Program Advisor.

The London and Florence program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theatre as well as the Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-term break. An optional intensive course in Italian language is offered every January in Florence (.75 course credit).

Length of Program	Late January to May
Enrollment	50 students (25 begin in London, 25 in Florence)
Eligibility	Sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	March 1 (Regular Deadline); October 15 (Final Deadline)

NEWBERRY SEMINAR IN THE HUMANITIES

Buckaloo, Program Advisor.

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

Length of Program	Late August to early December (Fall Seminar) One month (January to May short-term seminars)
Enrollment	15 to 25 students (Fall Seminar); 8 to 15 students (short-term seminars)
Eligibility	Exceptionally qualified juniors and seniors (Fall Seminar) Instructor's discretion (short-term seminars)
Credit	4.0 course credits (Fall Seminar); 1.0 course credit (short-term seminars)
Application Deadlines	April 1 (Fall Seminar) December 1 (short-term seminars taught by Colorado College faculty) February 15 (short-term seminars taught by Cornell College faculty)

OAK RIDGE SCIENCE SEMESTER

St. Clair, Wu, Program Advisors.

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

Length of Program	August to December
Enrollment	20 students
Eligibility	Juniors and seniors in biology, chemistry, physics, geology, mathematics, or social sciences
Credit	4.0 course credits
Application Deadline	March 1

TANZANIA: ECOLOGY & HUMAN ORIGINS

Sanchini, Program Advisor.

Currently located on the University of Dar es Salaam campus in Tanzania, this interdisciplinary program addresses the challenges of building a modern independent nation and focuses on development issues in Africa. University of Dar es Salaam faculty members offer courses in culture and society, political and economic development, and Swahili language. Students also complete an independent field project under the guidance of program staff or university faculty. Family stays in Dar es Salaam offer students the opportunity to live with Tanzanians and participate in community life. The academic program is also enriched by field trips and a rural stay.

Length of Program	Early January to mid-May
Enrollment	15 to 20 students
Eligibility	Advanced sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	April 1 (Regular Deadline); October 15 (Final Deadline)

TANZANIA: STUDIES IN HUMAN EVOLUTION AND ECOLOGY

Farrell, Program Advisor.

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Maasai Ecosystem while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Tarangire/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding.

Length of Program	Late July to mid-December
Enrollment	20 students
Eligibility	Juniors and seniors
Credit	4.0 course credits
Application Deadline	March 1

URBAN STUDIES

R. Neal, B. Nesmith, Program Advisors.

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, media facilities, political and philanthropic institutes, along with a host of other possible placements. Foremost, the Urban Studies program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Length of Program	Early September to mid-December, or late January to mid-May
Enrollment	40 to 50 students (Fall); 25 to 35 students (Spring)
Eligibility	Sophomores, juniors, and seniors
Credit	4.0 course credits
Application Deadlines	April 8 (Fall); November 5(Spring)

Exchange Programs

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

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

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

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

COE/CHIANG MAI UNIVERSITY (THAILAND)

R. Drexler, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board at the Chiang Mai University. The students are provided with board and housing, if on-campus housing is available. A reasonable meal allowance (a minimum of 5,000 bat), agreed upon in advance, is provided by Chiang Mai University.

COE/MID SWEDEN UNIVERSITY (SWEDEN)

Carstens, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board at Mid Sweden University.

COE/NAGOYA-GAKUIN UNIVERSITY (JAPAN)

R. Drexler, Program Advisor.

One year of Japanese language study is recommended for students applying for this program.

Exchange students from Coe must pay room expenses at Coe College. In return, students receive a room expense waiver. All expenses associated with board are paid at Nagoya-Gakuin University.

COE/NORTHERN IRELAND (IRELAND)

Chaimov, Program Advisor.

Students can choose from three institutions: Queens University, the University of Ulster, and the Belfast Institution of Further and Higher Education (a business institution). Coe nominates for the program one or two scholars who submit an application to the U.S. committee that reviews the applications and recommends students for placement at the Irish universities. The student, if accepted, is responsible for housing, food, travel, books, and other living expenses at the host institution. Students interested in this program should contact the Director of Off-Campus Studies early in the Fall Term of the year prior to the year they would like to study in Ireland.

COE/UNIVERSITY OF JAUME I (CASTELLO, SPAIN)

Fuertes-Arboix, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board, as well as any student fees or insurance, at University of Jaume I.

Credits earned from the Jaume I exchange program are evaluated on an S/U basis.

COE/SOOKMYUNG UNIVERSITY (SOUTH KOREA)

Nordmann, Program Advisor.

Exchange students from Coe must pay room expenses at Coe College. In return, students receive a room expense waiver. All expenses associated with board are paid at Sookmyung University.

Credits earned from the Sookmyung exchange program are evaluated on an S/U basis.

COE/UNIVERSITY OF LANDAU (GERMANY)

Chaimov, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board at University of Landau.

Credits earned from the Landau exchange program are evaluated on an S/U basis.

COE/UNIVERSITY OF QUEBEC (CANADA)

Janca-Aji, Program Advisor.

Exchange students from Coe must pay room and board expenses at Coe College.

Credits earned from the Quebec exchange program are evaluated on an S/U basis.

COE/UNIVERSITY OF SEVILLE (SPAIN)

Fuertes-Arboix, Program Advisor.

Exchange students from Coe must pay room and board expenses at Coe College, as well as a program fee.

Credits earned from the Seville exchange program are evaluated on an S/U basis.

COE/UNIVERSITY OF VALENCIENNES (FRANCE)

Janca-Aji, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board, as well as any student fees or insurance, at University of Valenciennes.

Credits earned from the Valenciennes exchange program are evaluated on an S/U basis.

COE/WUHAN UNIVERSITY (CHINA)

Lanegran, Program Advisor.

Exchange students from Coe are responsible for all expenses associated with housing and board, as well as any student fees or insurance, at Wuhan University.

Credits earned from the Wuhan exchange program are evaluated on an S/U basis.

Libraries

The College libraries—Stewart Memorial Library, located at the center of the campus and Fisher Music Library in Marquis Hall—contain 302,600 volumes and 16,700 pieces of media. Current subscriptions to some 33,500 periodicals and serials are maintained in print or electronic format, and over 64,000 electronic resources with books and journal volumes added annually.

The collections ably support undergraduate education and are especially strong in the areas of literature, history, and music. The Fisher Music Library contains over 5,000 compact discs and records, 5,300 scores and books, and is equipped with modern listening facilities. Media services to the campus are provided through the Audiovisual Department of the library. These services include a circulating collection of over 6,500 DVDs and videotapes, three media-equipped auditorium styled classrooms, two editing stations, a television studio, and a variety of equipment and media available for use.

The main library houses a fine research collection consisting of both print and electronic books, journals, and reference resources. The Reference Department assists students with their research needs through one on one research assistance, evaluating resources and websites, citation assistance and multimedia evaluation. In addition to library orientations, research classes are offered on specific course related topics. The Library offers computer stations, study areas for individual and group study, including private study rooms and a multimedia study room. These resources are greatly augmented by providing access to over 100 scholarly databases and an extensive webpage: library.coe.edu.

The library is an active member in county, state, and national computer-based library networks. It is a charter member of the Linn County Library Consortium, the Iowa Private Academic Libraries consortium, and has been a member of OCLC since 1978. Through these networks, the library successfully acquires over 98 percent of all requested interlibrary loan materials.

The George T. Henry College Archives includes a research room and a climate-controlled vault located on the lower level of the Stewart Memorial Library. It houses and preserves the institutional records of Coe College and the papers of staff, students, and alumni of the college. Archive staff is available to aid students, faculty, and scholars in navigation and use of more than 900 linear feet of primary source documents. The Archives maintains the papers of journalist, author, and World War II broadcaster William L. Shirer ('25) author of *The Rise and Fall of the Third Reich*; the literary works and selected private papers of Iowa poet Paul Engle ('31); and the photographs of longtime Coe College photographer George T. Henry.

Art Collections

Selections from the College's Permanent Collection of Art totaling 500 works by 200 artists are displayed in and near many of the campus buildings. Most visible are the large outdoor sculpture pieces on the campus. The Ella Poe Burling Collection of 19th-century American and French art and antiques is installed in the lobby of Voorhees Hall.

Nearly half of the permanent collection is displayed in the Stewart Memorial Library. Four special galleries contain works by renowned American regionalist painters Grant Wood and Marvin Cone '14, and Conger Metcalf '36. Six large farm murals by Grant Wood constitute the heart of the important regionalist portion of Coe's collection. These murals are supplemented by nine smaller, yet significant works by Wood, including a charcoal on paper drawing of *The Daughters of Revolution*. Complementing the Grant Wood holdings is the comprehensive collection of paintings and drawings by Marvin Cone. Composed of over 60 pieces at this time, the Cone holdings are particularly noteworthy in that the majority of the pieces were personally selected by Marvin Cone as representative of major stylistic watersheds in his career. As such, they possess particular significance for both the scholar and the layperson. In addition to collecting works by native sons Cone and Wood, Coe College has acquired a distinguished collection of 50 works by Conger Metcalf. A brief tour of the art hanging in the library can be accessed on the library's webpage: www.library.coe.edu.

Academic Information Technology

The Department of Academic Information Technology provides a wide range of software and hardware support to the College. The computer facilities consist of over 2,400 computer ports on a fully-integrated campus-wide local area network, including one port per student in the residence halls; a wireless network accessible in the academic buildings as well as the residence halls; an extensive software library containing the latest graphical versions of popular applications; 290 computers available for student use located throughout the academic buildings; and a computer in each faculty and staff office. Full Internet services are provided. www.coe.edu is the URL for the college's World Wide Web site. Student-owned personal computers, either PC or Macintosh, which meet college-specified minimum requirements, can be connected to the campus network. Academic Information Technology staff, located in Stewart Memorial Library, provide technical support and training from the departmental offices.

Writing Center

The Coe Writing Center offers free individual writing assistance by appointment or on a drop-in basis for all students at Coe College. Staffed by 70 well-qualified student consultants, the Writing Center can provide over 180 hours of face-to-face conferences per week. While most conferences occur in a central location (Peterson Hall 154), students can schedule conferences with consultants in the residence halls to help with "last-minute" writing problems. Many Writing Center staff members also serve as Writing Fellows, working with First-Year Seminars and a variety of other academic courses. For individuals or small groups, the Writing Center arranges workshops and mini-sessions on diverse writing topics (editing and revising techniques, documentation procedures, résumés, portfolio preparation, etc.).

The Writing Center is a central element in supporting the College's Writing-Across-the-Curriculum program. Through the First-Year Seminars and the required Writing Emphasis courses, the College strives to ensure that all students become skilled writers within one or more academic disciplines.

Speaking Center

The Coe Speaking Center provides individual consultation for students interested in improving their speaking skills. Consultant services include walk-in tutoring or tutoring by appointment on a variety of areas, including: brainstorming, speech organization, group presentations, discussions, and debates.

English as a Second Language Program

The Intensive English as a Second Language Program is designed for international students who are high school graduates and whose TOEFL score is below 500. Admission to the ESL Program does not constitute admission to Coe College.

Degree seeking students whose first language is not English and whose TOEFL score is 500 or above will be tested in composition by the Writing Center director. Students needing instruction in composition must take one of the writing courses suggested by the Writing Center director before being allowed to register for a full-time course load.

College Scholars Program

Nordmann, Administrative Coordinator.

To graduate as a College Scholar, a student must:

1. complete an intensive composition course during the Spring Term of the first year.
2. complete at least four College Scholars seminars to be taken typically one each Fall and Spring Term during the sophomore and junior years.
3. maintain a minimum GPA of 3.3 in the intensive composition course, the four Scholars program seminars, as well as the overall coursework.

All Scholars program seminars, including the intensive composition course, must be taken for a letter grade. Students must maintain a minimum cumulative 3.3 GPA in their course work overall as well as in the intensive composition course and the four Scholars program seminars.

College scholars must satisfy all general education requirements with the following exceptions: Culture and Revolution (HON-705) may be substituted for one of the four required humanities or social science courses, depending on the content of the Scholars seminar; Style and Transformation in the Arts (HON-715) may be substituted for the fine arts core group requirement; Continuity and Transition in Non-Western Societies (HON-725) may be substituted for the Non-Western Perspectives requirement; and Topics in Scientific Inquiry (HON-735) may be substituted for the non-laboratory science requirement. All Scholars seminars, including Honors Composition (HON-205), are writing emphasis.

Students may apply to the College Scholars program in the Fall Term of the first year (the deadline is typically three weeks before registration for the Spring Term). Selection is based primarily on a review of First-Year Seminar work, the high school transcript, ACT or SAT scores, and a writing sample submitted during Orientation.

HON-205 Honors Composition

For each class meeting in this course, the student is asked to write an essay on a series of connected subjects. During class time, these essays are criticized in a workshop setting by both the instructor and the other class members. Prerequisite: consent of instructor.

HON-705 Culture and Revolution

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

HON-715 Style and Transformation in the Arts

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

HON-725 Continuity and Transition in Non-Western Societies

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

HON-735 Topics in Scientific Inquiry

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

Honors Projects & Graduating with Distinction

To graduate with Distinction, at the time of graduation a student must have:

- earned at least a 3.2 cumulative grade point average for all courses taken at Coe College,
- earned at least a 3.5 GPA (or higher if set higher in the program where distinction is being sought) in the courses taken toward the major or minor in which distinction is sought,
- earned at least 14 course credits of graded courses at Coe College,
- satisfactorily completed an honors project in a major or minor,
- completed the "Graduating with Distinction Form" found on my.coe and turned the form in to the Office of the Registrar no later than the second week of the Spring Term before graduation,
- turned in a thesis or project artifact, approved by the majority of the student's honors examining committee, to the Director of Library Services no later than Reading Day of Spring Term.

The honors project process normally starts in the student's junior year and is ordinarily completed during the senior year. The process typically includes the following:

1. The student prepares an honors project proposal working with a faculty mentor who will serve as his or her Honors Project Advisor during the junior year and secures the approval of the faculty who teach in the program in which the student is earning the major or minor in which the proposed work is related. The proposal must be submitted to the appropriate department chair or the administrative coordinator, with the approval of the Honors Project Advisor, by the deadline determined by the faculty who teach in the program. Application forms are available from the department chair or administrative coordinator.
2. If the Honors Project Advisor judges the proposed work to be of honors quality, the student and the Honors Project Advisor must convene an Honors Examining Committee. This committee is chaired by the Honors Project Advisor and consists of at least three other faculty members, including a representative who does not teach courses in the program. This Honors Examining Committee will review the student's progress during the spring term of the senior year, prior to the submission of the honors thesis or project artifact. This committee will also conduct an oral defense with the student of the completed work, and a majority of members of the committee must approve the thesis or project artifact before it may be submitted to the Director of Library Services.
3. The work on the honors project must represent a minimum of the equivalent of two courses, although courses do not need to be taken to accomplish the work. A student may, but is not required to, register for up to two course credits of Independent Study for the purpose of completing the honors work.
4. For projects involving a thesis, a word-processed copy of the thesis should be submitted to each member of the Honors Examining Committee no later than four weeks prior to graduation to permit time for revision, if the Honors Examining Committee so requires. If the thesis is approved by a majority of the Honors Examining Committee, the student must submit two copies to the Director of Library Services, suitable for binding and preservation, no later than Reading Day of Spring Term.
5. For projects not involving a written thesis, a project artifact appropriate to the discipline must likewise be submitted to the Director of Library Services no later than Reading Day in Spring Term.
6. After submission of the thesis or artifact to the Director of Library Services, the student must turn in the Honors Project cover sheet, signed by the Honors Examining Committee members and the Director of Library Services to the Office of the Registrar, no later than Reading Day of Spring Term so the distinction may be reflected on the student's transcript.
7. Transfer students petition for honors projects in the same manner and on the same schedule as other Coe College students.

Latin Honors

Cum laude is awarded to all graduating seniors with a cumulative GPA of 3.60 or higher.

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

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

Dean's List

Special recognition is given to students who show exceptional academic performance during a given grading period. The designation "Dean's List" is awarded a student if, during a given grade reporting period, the student: 1) is enrolled as a full-time, degree-seeking student; 2) earns at least a 3.5 GPA for the grading period, having no incomplete marks, no repeat courses, and at least three letter graded courses; and 3) ranks in the top 10 percent of the student body for that grading period.

ACADEMIC ADVISING

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 consultants for academic advising or they may continue to be advised by their First-Year Seminar instructors. Of course, 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. Students may change advisors at any time upon request to the Registrar.

OPPORTUNITIES WITH OTHER COLLEGES AND UNIVERSITIES

Clinical Laboratory Sciences/Medical Technology

Hadow, Advisor.

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

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

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

Professional School Degree Completion Plan

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

Cross-Registration with Mount Mercy University

This agreement:

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

Coe students wishing to enroll at Mount Mercy may not be on academic probation (See p. 45) and may not have been dismissed from Coe College. Prior to registering, students must submit a cross-registration request form to the Registrar, who grants approval to students wishing to register at Mount Mercy College. If the course is to be counted toward a major or minor, the approval of the appropriate Coe department chair is also required.

Declarations of Satisfactory/Unsatisfactory options are made at Coe according to Coe policies. Both course credit and the letter grade given at Mount Mercy are recorded in the student's permanent record, as well as the fact that the course was taught at Mount Mercy. Under the agreement no additional fees are charged for cross registration, although the sum of the credits registered at both institutions are used to determine full-time status and/or the need to petition to take 5.0 course credits or more.

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

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

PRE-PROFESSIONAL PROGRAMS

Pre-Law

D. Hayes, N. Evans, C. Wolfe, Advisors.

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

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

Health Professions

Leonardo, Advisor.

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

STUDENT AFFAIRS & CAMPUS LIFE

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

Campus Civility Statement

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

We, the members of the Coe College community, expect our campus climate to be safe, mutually supportive, academically encouraging, egalitarian, and tolerant of all its members:

we expect the academic experience to extend beyond the classroom into our living environment.

we expect a campus free of incidents that create a hostile living environment.

we expect a healthy and responsible attitude to accompany all social gatherings.

we expect that intoxication will not be an excuse for incidents that occur while under the influence.

we expect that diversity of opinion should be cultivated and encouraged as well as respected within our community.

we expect that everyone will have the right to be respected for his or her individuality.

we expect all campus community members to respect the rights of other persons regardless of their actual or perceived age, color, creed, disability, gender identity, national origin, race, religion, sex, or sexual orientation.

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

Student Contribution to College Policy

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

Student Senate

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

Student Handbook

The *Student Handbook* outlines the College's expectations for responsible behavior reflecting maturity, mutual respect, and cooperation among all members of the Coe community. The Committee on Student Affairs, a joint committee of students, faculty, and administrators, develops policies for judicial procedures, residence hall living, student organizations, and other areas of student affairs for approval by the Board of Trustees. The Committee on Student Affairs is responsible for the *Student Handbook*, which is available online at www.coe.edu/campuslife.

Committee Participation

Students serve on various committees, which aid in making educational policy at the college. Most committees (Academic Policies, Admission and Financial Aid, Assessment, Athletics, Computer Policies, Diversity, Executive, Marquis Series, Petitions, Student Affairs, Wellness, and Writing) include students appointed by the Student Senate as voting members. The Judicial Board, composed of five students, two faculty members, and one Student Affairs staff member, is responsible for hearing student judicial cases.

Student Services

Residence Life

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

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

Student Health Service

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

Personal Counseling

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

Career Services

The mission of Career Services is to empower people to clarify their values as they discover and develop their skills, abilities and passions for life. This mission is carried out through comprehensive career development programs that are designed for all students. Resources and programs include individualized career counseling sessions, assistance in choosing a major, an up-to-date computer lab, study abroad assistance and planning, assistance in applying to graduate school, internship resources and assistance, interest inventories and assessment tools, a career library resource center, *Coe Connections* (an online database of jobs and internships

for students and alumni), and a comprehensive website. Job recruitment opportunities are provided through the Iowa College Recruiting Network (I-CORN) and through on-campus interviews scheduled by employers. Transportation is provided, when requested, to career fairs including, but not limited to, the University of Iowa, Iowa State University, and the University of Northern Iowa. Many workshops are offered, including effective job search techniques, résumé and cover letter writing, interviewing skills, effective use of social networks, an etiquette dinner, developing a global CV, and graduate school preparation. All workshops and events are posted on the campus calendar. Career and *Life After College* resources are available online at www.coe.edu/careerservices.

Academic Achievement Program and Academic Support

The Academic Achievement Program is a government-funded program that provides a variety of services to assist students in completing their undergraduate education. Tutoring, help with study skills, math and reading, test proctoring, scholarship assistance, personal counseling, and cultural enrichment activities are just a few of the services offered. Eligibility for services is determined by academic merit and at least one of the following: first-generation college student, limited family income, and/or documented disability.

The Academic Achievement Program is also a valuable resource for academic assistance. Students desiring help with study skills are provided one-on-one or group assistance in a broad array of topics that include: time management, note-taking, reading comprehension, writing, test preparation, memory skills and math skills. Free tutoring assistance is also available in most subject areas. Students with documented disabilities may also receive help obtaining accommodations through the Academic Achievement Program.

Disability Services

Coe College follows the policy found in Section 504 of the Rehabilitation Act. The Academic Achievement Program helps coordinate accommodations for students with appropriate documentation. These services can include: tutors, note takers, extended and oral test proctoring, study skills and assistive technology for reading. The staff also serve as a liaison between students and faculty if needed.

Religious Life

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

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

Multicultural Affairs

Coe College provides the services of a full-time International Student Advisor to assist the international student population with their adjustment to the United States and to life at Coe. The International Student Advisor provides guidance and support to students by offering special orientation sessions, assistance with immigration regulations, as well as general counseling on cultural, financial, and personal matters.

The Coordinator of Multicultural Affairs helps to provide students with leadership and direction toward a diverse and inclusive community. Multicultural Affairs also provides students the opportunity for both educational and recreational activities including: orientation, BSEO (Black Student Education Organization), Multicultural Fusion, leadership trainings, cookouts, dinners, and other social gatherings. We encourage and support positive interactions between and among diverse populations.

Campus Activities

There is much to do on the Coe campus and in the Cedar Rapids community. Programming of campus activities is designed to meet the educational and recreational needs of the Coe community in a creative way. The diversity of the student body is considered in the scheduling of recitals, plays, exhibits, lectures, films,

and concerts, as well as all school events and relaxing evenings in Charlie's. The Dean of Campus Life coordinates the campus calendar of events.

Student Activity Groups

Students earn credit for their participation in Coe's music ensembles (the Jazz and Concert Bands, the Symphony Orchestra, the Concert Choir, Chorale, and the vocal ensemble "Crimson & Gold"), several of which have completed study/concert tours of Europe, Great Britain, and Asia in the past. Coe drama and forensics activities have received local and national recognition for their presentations. Special interest organizations are also represented on campus, as are national social fraternities and sororities and honor societies (Phi Beta Kappa, Phi Kappa Phi, Mortar Board, Alpha Lambda Delta, and Alpha Sigma Lambda).

Athletics

Coe College sponsors 21 athletic teams that compete in the Iowa Intercollegiate Athletic Conference (IIAC) and NCAA Division III. The goal at Coe is to provide our student athletes with positive educational and athletic experiences.

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

Recreational Facilities

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

Moray Eby Fieldhouse includes courts for basketball and volleyball, as well as a fitness center, athletic training rooms, natatorium, indoor baseball/softball batting cages, wrestling room, and a rock climbing wall. All outside playing fields and tennis courts are also available to Coe students.

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

Public Events and Artists-in-Residence

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

Marquis Lecture & Performance Series

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

Coe College Contemporary Issues Forum

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

Phi Beta Kappa Visiting Scholar

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

COLLEGE REGULATIONS AND POLICIES

EFFECTIVE CATALOG

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

GRADING

Grades

A	Excellent	4.0 grade points per course credit
A-		3.7 grade points per course credit
B+		3.3 grade points per course credit
B	Above average	3.0 grade points per course credit
B-		2.7 grade points per course credit
C+		2.3 grade points per course credit
C	Satisfactory, minimum expectation	2.0 grade points per course credit
C-		1.7 grade points per course credit
D+		1.3 grade points per course credit
D	Passing, below expectation	1.0 grade points per course credit
D-		0.7 grade points per course credit
F	Failure	0.0 grade points per course credit
WF	Failure	0.0 grade points per course credit
S	Satisfactory	Credit awarded, no grade points given
U	Unsatisfactory	No credit and no grade points

Status Marks

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

Audited Courses

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

Grading For First-Time Non-Traditional Students

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

Satisfactory-Unsatisfactory Graded Courses

Courses are graded A-F unless otherwise indicated in the course description, with the exception of experiential courses such as internships and student teaching. These are regularly graded Satisfactory or Unsatisfactory (S/U).

Under certain circumstances, in order to encourage exploration, a student is allowed to elect to take graded courses on an S/U basis. The following regulations apply:

1. The instructor is not informed of the student's request for S/U grading and must provide the Registrar with an appropriate letter grade.
2. The Registrar is responsible for converting the letter grade to the equivalent S or U. Grades of C (2.0) or higher are recorded as S, and grades of C- or below are recorded as U.
3. A grade of S or U does not affect the term or cumulative GPA because "grade-point courses attempted" is not increased.
4. Students may elect to take up to four graded courses during their undergraduate career on an S/U basis. However:
 - a. Students may not use a course graded S/U to satisfy the requirements for a major, minor, or teacher education core.
 - b. Students may not elect S/U grading in lieu of a letter grade while on academic probation.
 - c. First-year students may not elect S/U grading during their first term.
5. Students are permitted to change the method of grading a course from a letter grade to S/U through the midpoint of the term of enrollment. The first half of a term is regarded as ample time for deciding on academic exploration. Consequently, a change of grading from A-F to the equivalent S or U is not permitted after midterm.
6. A student's request for S/U grading may be nullified at any time by the student's written notification to the Registrar, the S or U being changed to the instructor's letter grade. Such a request counts as one of the four S/U elected courses during the student's undergraduate career, if requested after mid-term.
7. Ordinarily a student is limited to one course credit per term on an elected S/U basis. A student wishing to exceed this limitation must present a convincing rationale or significant mitigating circumstances to the Petitions Committee.

CLASS DESIGNATION

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

First-year student: Fewer than 8.0 course credits earned

Sophomore: 8.0-15.9 course credits earned

Junior: 16.0-23.9 course credits earned

Senior: 24.0 or more course credits earned

REGISTRATION

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

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

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

Changes in Registration

1. A registration form must be filed with the Office of the Registrar and signed by the student's advisor. In addition to the advisor's signature (to acknowledge notification), the signatures of the instructors who teach the courses being added and/or dropped are required when changes are made after the first week of classes for Fall and Spring Terms.
2. Courses may be added with the consent of the student's advisor and the course instructor during the first week of either Fall or Spring Term. Students may add a May Term course during the first three days of the term. If a student needs to add a course after these deadlines due to extenuating circumstances, the student must petition to the Committee on Petitions by completing the appropriate forms.
3. A student may withdraw from one or more courses with the following results:
 - a. If a Withdrawal Form is received by the Office of the Registrar by the midpoint of the term, a mark of W is given for the course(s). This will not affect the student's GPA.
 - b. A failing mark (WF) is reported when notification of a withdrawal is received after the midpoint of the term. This will affect the student's GPA.
4. Students have until the midpoint of the term to withdraw, change their method of grading, or change to audit status. In the event extenuating circumstances dictate the need to make such a change at a later date, the student may petition the Committee on Petitions by completing the appropriate forms.

Course Load

A student is full time for the Fall or Spring Term when enrolled for three or more course credits. A student enrolled for less than this course load is a part-time student.

A student must petition to register for five or more course credits in a Fall or Spring Term and may not register for more than one course credit during a May Term. Only petitions from those students who have completed at least one term as a full-time student and who have a high cumulative GPA will be considered by the Committee. Approval must be obtained from the Committee on Petitions before the student may register for the additional course(s).

ACADEMIC INTEGRITY POLICY

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

Forms of Academic Dishonesty

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

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

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

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

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

Sanctions

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

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

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

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

An instructor may impose the first two of these penalties. Suspension or expulsion may be recommended by the instructor but can only be carried out by the Vice President for Academic Affairs and Dean of the Faculty.

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

Procedure

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

If the instructor files a report with the Vice President for Academic Affairs and Dean of the Faculty, the student will be given a copy and will be notified of the right to appeal. The report will detail the nature of the violation and the steps taken to address it. The report will stay on file with the Vice President for Academic Affairs and Dean of the Faculty for five years after the student graduates from or permanently leaves the College. The Vice President for Student Affairs will be notified that a report has been filed. Information in the file will be confidential, to be shared only at the discretion of the Vice President for Academic Affairs and Dean of the Faculty for a legitimate educational or legal purpose.

Appeals Process

The student may appeal the charge and/or the sanction within two weeks of receiving the instructor's report by writing a letter to the Vice President for Academic Affairs and Dean of the Faculty requesting an appeals hearing. Students wishing to appeal are strongly encouraged to consult with the Director of Academic Achievement, who has been designated by the College to provide information and advocacy in these matters.

The case will be heard by an Academic Integrity Appeals Board consisting of one faculty member of the Academic Policies Committee, one member of the Executive Committee, one faculty member of Judicial Board, the Vice President for Student Affairs, and the Vice President for Academic Affairs and Dean of the Faculty, who will chair the hearing. The faculty appointments will be made by the Executive Committee. The student may choose to have the Director of Academic Achievement present at the hearing. The student and the instructor will each appear as witnesses and each may request that other pertinent witnesses appear.

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

ACADEMIC STANDING

A student shall be judged to be in good academic standing if the student in question is above the probationary level as described in this section of the Catalog.

Academic Probation

The Academic Standing Committee reviews academic records of all students at the conclusion of both the Fall and Spring Terms. Students on academic probation must comply with the guidelines set forth by the committee.

A student is placed on academic probation if the cumulative GPA falls below the following levels:

Total Course Credits Attempted	Minimum Levels
0-4.9	1.50
5-8.9	1.75
9-12.9	1.80
13-16.9	1.90
17+	2.00

Students who are placed on academic probation have a maximum of two consecutive Fall and Spring Terms to return to good standing before they are subject to academic dismissal. If the student's cumulative GPA decreases at the end of the first term on probation, the student is subject to academic dismissal after one term. If the cumulative GPA stays the same or increases at the end of the first term, the student may be allowed to continue at the College for another term.

Academic Dismissal

Students who do not meet the conditions of their academic probation or who fall below retention thresholds (see below) will be considered for academic dismissal by the Academic Standing Committee, and, if dismissed, will be unable to take courses at Coe College for a period of at least one year.

Total Course Credits Attempted	Minimum Levels
0-4.9	0.50
5-8.9	1.00
9-12.9	1.50
13-16.9	1.70
17-20.9	1.80
21-24.9	1.90
25+	2.00

Should the Academic Standing Committee recommend that a student be dismissed from the College for academic reasons, the Vice President for Academic Affairs and Dean of the Faculty, as chair of the committee, will send a letter to the student, by registered mail, at least five business days before the deadline for receipt of an appeal letter. Dismissed students have the right to appeal for immediate readmission only if they have significant evidence of extraordinary circumstances that would warrant reconsideration and have been dismissed for the first time. To appeal for immediate readmission:

- At least two days prior to the stated meeting time of the Academic Standing Committee to hear appeals, the dismissed student must submit, by delivering by hand or by registered mail to the Office of Academic Affairs, a letter describing any extraordinary circumstances and their direct effect on student achievement. In addition, the letter needs to explain how these issues can be dealt with in future terms. **Student appeals will not be considered if a written statement is not received by the deadline.**
- Although not mandatory, the dismissed student is urged to schedule to meet with the Academic Standing Committee on the date designated in the dismissal letter to respond to questions the Committee may have on the circumstances outlined in the student's letter.
- A dismissed student is welcome to request letters of support for immediate readmission from a faculty advisor or other faculty or staff member at Coe, if the letters can shed light on the student's ability and motivation to do well in future academic endeavors.

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

Readmission Following Dismissal

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

Students are not guaranteed readmission to the College. To be considered for readmission, the student must meet with Coe's Vice President for Academic Affairs and Dean of the Faculty, and possibly the Academic Standing Committee, to discuss the evidence the student can provide that indicates he or she has the possibility of succeeding academically. If a dismissed student provides evidence of successful course completion elsewhere and/or written evidence of motivation and maturity necessary to be academically successful at Coe, the student may be readmitted on probation at Coe.

The Academic Standing Committee reserves the right to conduct its own investigation, review the case, and make a final decision concerning the student's reinstatement to the College. When appropriate, certain academic stipulations may be applied.

EXITING THE COLLEGE

The exit procedure at Coe College, whether through withdrawing or taking a leave of absence, begins with an exit interview with the Dean of Student Retention Services. The student is given an official exit form on which to secure signatures from the following: the Office of the Registrar, to withdraw from classes; the Business Office, to verify a balance due or a credit to be refunded, as well as Perkins Loan information; the Financial Aid Office, to be aware of financial aid adjustments, as well as Stafford Loan information; the Library, to ascertain that all materials have been returned; and the Resident Director of the student's residence hall, to arrange for room checkout. The exit form is returned to the Dean of Student Retention Services, who notifies other pertinent offices of the withdrawal.

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

If a student withdraws from all courses during a period of enrollment for which he or she received financial aid, the Financial Aid Office will determine how much, if any, of the student's financial aid proceeds must be returned, based on a federally mandated refund formula. (See *Return of Title IV Funds/Institutional Refund Policy*, p. 189)

Leave of Absence

A student may find it necessary to interrupt a program of study at the College. Under this condition, the student may apply to the Office of Student Life for a leave of absence. A leave of absence may be granted for a period not to exceed 12 months, subject to renewal up to a total of 36 months. Students with a leave of absence need not apply for readmission. However, a statement of intent to enroll for course work must be received by the Registrar 30 days before the intended date of enrollment. Course work completed while on leave from the College is subject to the same conditions as work in transfer.

Withdrawal from the College and Readmission

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

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

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

Students previously enrolled at Coe and readmitted after an absence of two years or more may submit a request to the Academic Policies Committee that previous work at Coe be re-evaluated by the Registrar on the same basis as credits offered in transfer.

TRANSCRIPT EVALUATION POLICIES

Official transcripts for courses taken at Coe College can only be issued by the Office of the Registrar and only after the office has received a written request from the student. This request can be a letter with the student's signature or a completed form obtained from the Office of the Registrar. Requests are also accepted via fax (319-399-8748) or e-mail (o-registrar@coe.edu) provided the cost is covered by a credit card. Charges for transcripts are \$5.00 for official copies (additional official copies ordered at the same time are \$3.00 each) and \$3.00 for unofficial copies. Transcript requests are processed on Mondays and Thursdays and require a 24-hour lead time.

General Policy on Transfer Credit

To honor its mission and to preserve its academic integrity as a liberal arts institution, while recognizing its own financial needs and the financial needs of transfer students, the College accepts a course in transfer only if that course closely corresponds to a regular catalog course. In cases where it is unclear whether the course would be acceptable for transfer credit, the Registrar and the appropriate department chair will consult. Other exceptions are referred to the Committee on Petitions.

Evaluation of Credits in Transfer

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

Junior or Community College Credit

No more than 50% of the course credits required for a degree will be accepted in transfer from junior colleges, and these credits must be before the student achieves junior status. Graduates of accredited A.A. degree and college parallel A.S. degree programs that have a strong liberal arts component, who have at least a 2.5 GPA, will be accorded junior status at Coe.

Occasional Transfer Credit for Degree-Seeking Students

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

Evaluation of Credits for Graduation

The Office of the Registrar certifies the completion of general degree (See pp. 11-21) and general education requirements (See p. 15). Credits toward a major, minor, endorsement, license, authorization, etc. are approved by the applicable department chair, program coordinator, or by an appropriate committee for interdisciplinary areas.

Updating Course Work

In the natural course of reviewing academic records, a student may be required to repeat certain courses (or appropriate substitutes) in order to bring studies in those areas up to date. Satisfactory work taken in the four years prior to a review does not require repetition. Final decisions on updating of course work are made by the Academic Policies Committee. Review cases may be brought to the Committee by any member of the faculty.

Credit by Examination

A maximum of eight course credits in satisfaction of degree requirements may be applied from credit earned through the Advanced Placement Program and International Baccalaureate. Students in the Registered Nurse Advanced Placement Program are subject to different regulations on credit by examination and should consult the Office of the Registrar for the requirements.

ADVANCED PLACEMENT

Coe College's Advanced Placement code is 6106.

Coe College grants college credit for approved Advanced Placement examination scores of 4 or 5. Each AP exam may earn 1.0 course credit up to a maximum of eight course credits towards graduation. Credit is granted upon receipt of the results of the examination, which must be received directly from the Educational Testing Service. AP credit cannot be used to fulfill any general education requirement, including First-Year Seminar, distribution requirements, Diverse Cultural Perspectives, or academic practicum. Further information regarding Advanced Placement examination reporting to the College may be obtained in the Office of the Registrar and on Coe's [website](#).

INTERNATIONAL BACCALAUREATE (IB)

Coe College credit may be awarded for International Baccalaureate work. Students may earn 1.0 course credit for each higher level examination score of 5, 6, or 7 to a maximum of eight course credits. No credit is granted for standard level examinations. Students may not receive college credit for both AP and IB in areas of similar content. Credit is granted upon receipt of the results of the examination, which must be received directly from IB. IB credit cannot be used to fulfill any general education requirement, including First-Year Seminar, distribution requirements, Diverse Cultural Perspectives, or academic practicum. Further information regarding International Baccalaureate examination reporting to the College may be obtained in the Office of the Registrar and on Coe's [website](#).

PARTICIPATION IN COMMENCEMENT

Students can graduate from Coe College when they have met all the requirements for graduation for one of Coe's degrees and their financial obligations to Coe College are met. To participate in Commencement exercises, students must submit a completed *Declaration of Intent to Graduate* form to the Office of the Registrar, preferably by the end of the junior year, but no later than the November before Commencement. In addition, all students, unless excused in writing by the Registrar, must complete a survey assessing their educational experience at Coe. All graduates must participate in Commencement exercises unless excused in writing by the Vice President for Academic Affairs and Dean of the Faculty.

Pending Graduates

Students who are in good standing (cumulative GPA of at least 2.00) and need to earn no more than 2.00 course credits to complete graduation requirements may be permitted to participate in Commencement exercises as long as the remaining course credits are scheduled to be completed by August 31 of that year.

Pending graduates will be listed in the Commencement booklet, but since Latin honors (see p. 35) are bestowed only after all graduation requirements are met, they cannot be listed in the Commencement booklet for Latin honors, although any earned honors will be listed on their diploma.

FINAL EXAMS

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

CLASS ATTENDANCE

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

STUDENT NOTIFICATION OF RIGHTS UNDER FERPA

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

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

Coe College obtains written permission from the student before releasing any information from a student's educational record in most cases. However as the law allows, on a case-by-case basis appropriate parts of a student record might be shared, without consent, with the following:

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

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

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

For additional information, refer to the *Student Handbook*.

COURSES OF INSTRUCTION

SKILLS DEVELOPMENT

SKD-025 College Foundations

Familiarizes students with the skills and methods of study that lead to competence in college coursework. Through self-assessment and reflection, students determine strategies that increase satisfaction and success in the college environment. S/U basis only. (0.2 course credit) (Offered first seven weeks of Term)

OCCASIONAL COURSES

Additional courses, not found in the Catalog, may be offered occasionally.

These courses serve one or more of the following purposes: 1) to provide the opportunity for research, creative, or other scholarly activity for an instructor jointly with interested students; 2) to explore and develop intellectual pursuits which are attractive to members of the faculty; 3) to respond to student requests for courses which are distinctive, unusual, or meet specific needs; 4) to bridge between two or more disciplines or curricular categories; 5) to serve as one means of developing and testing a possible permanent course.

DEPARTMENTAL PROGRAMS

—ACCOUNTING, MANAGERIAL

See p. 67

—ACCOUNTING, PUBLIC

See p. 68

—AFRICAN AMERICAN STUDIES

See p. 167

—AMERICAN STUDIES

See p. 169

—ART

Beckelman, Black-Smith, Caraccio (New York Term), Goodson, Kann, Kennedy, Kovacs, Rogers, Songe, Thompson (Chair).

Art Major

A grade of “C” or higher must be received in all courses counted toward an art major.

1. ART-115 Drawing I
2. One of the following:
ART-135 Ceramics I
ART-165 Sculpture I
ART-185 Thinking in Three Dimensions
3. One of the following:
ART-145 Digital Art I
ART-155 Photography I
ART-175 Printmaking I
4. ART-208 Introduction to Art History
5. One of the following:
ART-448 Early 20th-Century Art
ART-457 Late Modern and Contemporary Art
6. One additional art history course
7. Four additional art courses approved by the department
8. Junior Review and Senior Exhibition (ART-800)

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

Scheduling may be planned to allow at least one term of study off-campus, either Washington Term, New York Term, or one of the approved foreign or domestic programs. With departmental approval, courses from these programs may count toward the four additional art courses required in item 7 above.

Art History Emphasis

Students who elect to pursue an emphasis in Art History must satisfy the first seven requirements for the major and the following final requirement:

8. **Junior Review and Senior Research Paper (ART-800)**

In addition to the course requirements, a student must participate in a Junior Review with the art department's faculty. This must be completed no later than April of the junior year. The material submitted at the Junior Review will be related to the senior graduation requirement, which is a demonstration of proficiency in written work through a major research paper.

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

Studio Art Minor

A grade of "C" or higher must be received in all courses counted toward an art minor.

1. One of the following:
ART-065 Two-Dimensional Fundamentals
ART-115 Drawing I
ART-125 Painting I
2. One of the following:
ART-135 Ceramics I
ART-165 Sculpture I
ART-185 Thinking in Three Dimensions
3. One of the following:
ART-145 Digital Art I
ART-155 Photography I
ART-175 Printmaking I
4. ART-208 Introduction to Art History
5. One of the following:
ART-448 Early 20th-Century Art
ART-457 Late Modern and Contemporary Art
6. An advanced studio course numbered 315 or above

Art History Minor

A grade of “C” or higher must be received in all courses counted toward an art minor.

1. ART-208 Introduction to Art History
2. One of the following:
ART-448 Early 20th-Century Art
ART-457 Late Modern and contemporary Art
3. Three additional art history courses, one of which must be numbered 400 or above.
4. An introductory level studio art course

An Art major with an Art History emphasis may also complete a Studio Art minor, but only two courses may be applied toward both the major and the minor.

An Art major with a Studio Art emphasis may also complete an Art History minor, but only two courses may be applied toward both the major and the minor.

Pre-Architecture

For most careers in architecture, students will need to complete a Master of Architecture degree following their B.A. at Coe. To prepare for successful application into these programs, students should complete a series of courses selected in consultation with an art department advisor, in addition to the courses completed for the major.

COURSES IN ART

The art department’s studio courses are designed to accommodate people with no experience in art, as well as those with previous experience. It is the department’s philosophy that a diversity of skill levels enhances the potential for the beginning student. **Although all department courses are available to the student with no previous studio experience, those courses marked with an asterisk (*) are recommended as being more suited to that student.** Further information for all these requirements and programs is available from the art department.

ART-025 Art in the Elementary Classroom

Designed for prospective classroom teachers. The course provides an overview of the role of art in the elementary curriculum. Students learn to incorporate art activities into other content areas and gain an understanding of the objective of elementary classes taught by elementary art specialist teachers. Prerequisite: admission to the Teacher Education Program or approval of the teacher education department. This course does not satisfy the College’s general education fine arts core group requirement. (0.5 course credit)

ART-045 Concepts in Art Education

Reading course in which students do research in the professional literature in art education. Meets by arrangement and is staffed by members of the art and/or teacher education faculties. This course does not satisfy the College’s general education fine arts core group requirement. (Offered on an occasional basis)

ART-055 Understanding Art*

The purpose of this course is to develop an understanding of the fundamental concepts, historical context, and critical vocabulary of the creative process. This course does not satisfy any of the requirements for a major in art.

ART-065 Two-Dimensional Fundamentals*

An exploration of two-dimensional media, process, and design concepts. An emphasis is placed on the examination of the elements of design: line, shape, value, form, space, and texture, and the principles of interaction involved with their use. There are production pieces concerning each compositional assignment.

ART-095 Collage and Assemblage*

An introduction to the media of collage and assemblage. Through a series of studio projects and discussion of theoretical texts, the student explores a number of specific approaches to the combining of found objects and images. Among the historical examples which are covered are: surrealist photomontage and frottage, Dada typographical montage, Joseph Cornell's poetic assemblages, and others.

ART-105 Topics in Digital Art

A studio course centering on a particular theme or issue not normally covered in Digital Art I, II, or III. Topics vary from year to year. No previous studio experience is necessary or required. (Offered on an occasional basis)

ART-115 Drawing I*

Beginning studio course in representational drawing. Basic techniques and media are approached through drawing from live models, still life, and landscape. Six studio hours per week.

ART-125 Painting I*

A basic studio course introducing the materials and techniques of painting with emphasis on the oil medium. Six studio hours per week.

ART-135 Ceramics I*

A studio course introducing the basic ceramic processes, including handbuilding, throwing, surface treatment, glazing, and firing. Six studio hours per week. Materials fee required.

ART-145 Digital Art I*

An introduction to the use of computer hardware and software as art-making and design tools. Six studio hours per week, including lecture and some lab time. Additional lab time will be necessary.

ART-155 Photography I*

An introduction to the art and mechanics of the camera and darkroom. Six hours per week; includes lecture and some lab time. Additional lab time necessary. The student must supply a manually operated 35mm camera. Materials fee required.

ART-165 Sculpture I*

A basic introduction to the techniques of making sculpture. Explorations include three-dimensional materials, processes, and concepts. Six studio hours per week.

ART-175 Printmaking I*

An introductory printmaking course which focuses on the processes of intaglio and monotype. Students are instructed in the techniques of drypoint, etching, aquatint, and various monoprinting processes. Emphasis is placed on investigating the visual properties on line, value, texture, and color unique to the discipline. No previous art experience is required. Six studio hours per week.

ART-185 Thinking in Three Dimensions

A studio course which examines our visual-spatial thinking abilities and the ways constructed three-dimensional form is influenced by visual, structural and expressive demands. This course also explores a variety of means by which our spatial thinking abilities can be enhanced.

ART-195 Lithography and Serigraphy*

An introduction to the processes of lithography and serigraphy (screen-printing). The first half of the course is in lithography, allowing the students to work with drawing on both stone and aluminum plates. The second half of the course includes a variety of technical approaches to screen printing, which includes photomechanical and innovative print processes. Six studio hours per week. (Offered alternate years)

ART-206 World Art

Traces key themes in art from a global perspective, focusing on the ways that cultures and civilizations across time have visually expressed social, religious and political values. Cross-cultural themes include: religion and spirituality, word and image, violence and death, power and propaganda, gender and society, and ritual and body decoration.

ART-207 Gender and Art

Thematic exploration of the ways in which visual culture reflects and projects cultural biases and issues related to gender from prehistory to the modern era. Analyzes how gender identities can be shaped by politics, religion, and culture, as well as the effect of an artist's sex and/or sexual preferences on subject choices, media, and market values.

ART-208 Introduction to Art History

A survey of Western art and architecture from prehistory to the later 19th century, with emphasis on the ways in which visual culture both reflects and shapes societies and civilizations. Explores how works of art create and sustain meaning for their original audiences, and how some objects or visual solutions transcend their historical moment and surface throughout time as familiar cultural icons or references.

ART-230 The Art of Children and Adolescents, Elementary and Secondary Methods

Designed principally for prospective art teachers. The course includes discussion, lecture, and studio on campus, as well as experience in public school classes off campus. This course does not satisfy the College's general education fine arts core group requirement. Prerequisite: Art major or minor and admission to the Teacher Education Program.

ART-288 History of Western Architecture

A survey of major monuments of Western architecture from prehistory to the mid-19th century, with emphasis on understanding form, function and meaning for original and later audiences. Focuses on analysis of stylistic choices, functional necessities, technological innovations, and symbolic forms.

ART-295 Topics in Art History

A study of a selected topic or theme in art history. Topics vary, and may include: Art Markets and Collectors; The Art of Pilgrimage; History of Photography.

ART-296 Topics in Art History: Non-Western Perspectives

A study of a selected topic or theme in art history. Topics vary, and may include: Asian Art; Japonisme/Occidentalism; African Art.

ART-297 Topics in Art History: U.S. Pluralism

A study of a selected topic or theme in art history. Topics vary, and may include: Native American Art; Public Art; Art History at the Movies.

ART-298 Topics in Art History: Diverse Western Perspectives

A study of a selected topic or theme in art history. Topics vary, and may include: Art and Cultural Property; Memory, Environment and Landscape.

ART-305 Topics in Graphic Design

A studio course centering on particular graphic themes or topics. Topics vary from year to year and include Typography, Publication Design, and Graphic Identity issues. Prerequisite: completion of an introductory level studio art course.

ART-315 Drawing II

Continuation of Drawing I (ART-115) with greater emphasis on personal conceptualization in solving problems related to the discipline. Prerequisite: Drawing I (ART-115).

ART-325 Painting II

Continuation of Painting I (ART-125) with special emphasis on style and personal exploration. Prerequisite: Painting I (ART-125).

ART-335 Ceramics II

Continuation of Ceramics I (ART-135) with special emphasis on individual projects and personal exploration. Advanced techniques are presented, as well as the opportunity to work with a variety of clays and firing methods. Materials fee required. Prerequisite: Ceramics I (ART-135).

ART-345 Digital Art II

Continuation of Digital Art I with special emphasis on style and personal exploration. In addition to two-dimensional digital artwork, students develop interactive, web-based artwork. Six studio hours per week. Prerequisite: Digital Art I (ART-145). (Offered alternate years)

ART-355 Photography II

Continuation of Photography I (ART-155). Experimentation with various film and camera types not previously covered in Photography I. Special emphasis is placed on individual conceptual and technical development.

Prerequisite: Photography I (ART-155).

ART-365 Sculpture II

Continuation of Sculpture I (ART-165) with the emphasis on individual development in specifically assigned areas. Six studio hours per week. Prerequisite: Sculpture I (ART-165).

ART-375 Printmaking II

Continuation of Printmaking I (ART-175), with the emphasis on a particular process or processes chosen by the student, and the relationship between concept and image. Advanced printmaking techniques are also examined. Six studio hours per week. Prerequisite: Printmaking I (ART-175).

ART-405 Watercolor Painting

A basic studio course in the use of the transparent watercolor medium as a means of making art. Students are instructed in the use of materials and the history and techniques of watercolor painting. Studio projects include abstract paintings as well as still life, landscape, and other observed subjects. (Offered May Term only)

ART-408 Ancient Empires, Myths, Heroes and Heroines

Explores the visual culture of the ancient world through narrative and symbolic form. Topics include: power, propaganda, violence, death, myth, and religion. Also addresses the ways in which many ancient visual forms have resurfaced in later cultural production. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-415 Life Drawing

A studio course concerned with an analysis of the skeletal, muscular, and surface anatomy of the human form. Six studio hours per week. Prerequisite: Drawing I (ART-115) or consent of instructor. (Offered alternate years)

ART-418 Monsters and Marvels

Explores depictions of monsters and marvels as mechanisms for portraying, understanding, and negotiating difference and diversity. Focuses on the medieval and early modern period, but extends the visual inquiry to encompass other eras and historical moments. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-425 Color

A studio course in the theory and practice of color, with emphasis on the use of color as a compositional element. Six studio hours per week. (Offered on an occasional basis)

ART-428 Old World/New World: Art of Exploration

Thematic exploration of the 17th century, focusing on depictions of the known world as well as those of newly discovered far-off lands. Focuses on the action, drama, and diversity of the Baroque period, and how the visual culture of the time reflected and shaped attitudes toward broader conceptual issues such as: trade, imperialism, religion, race, gender, and social class. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-438 The Grand Tour

Focuses on the Grand Tour, the journey to Italy by upper-class Western citizens in the 18th and 19th centuries. Emphasizes the complex cultural and visual dynamics of these odysseys, linking the world of antiquity to that of early modern Europeans. Structured as a virtual Grand Tour, with students playing the role of their predecessors and experiencing the journey as the original travelers did. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-445 Raku Ceramics

Offers the student an in depth study of this unique ceramic process. The course includes firing the Raku kiln, mixing clay and glazes, and glaze experimentation. (Offered on an occasional basis)

ART-448 Early 20th-Century Art

Traces the development of major artistic movements in Europe and the United States from the late 19th century to World War II. Emphasis on avant-garde styles such as Post-Impressionism, Cubism, Futurism, Surrealism, German Expressionism, Dada, and many others. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-457 Late Modern and Contemporary Art

A survey of developments in visual art from World War II to the early 21st century. Topics include: Pop Art, Minimalism, Conceptual Art, Postmodernism, installation, new media, performance, and digital production and distribution. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-458 The Art of Travel

Thematic exploration of the art of travel, both real and imaginary, in a visual journey across cultures and time. Analyzes imagery depicting past excursions, present encounters, and virtual or imaginary expeditions. Prerequisite: Introduction to Art History (ART-208) or consent of instructor.

ART-460 20th-Century Architecture

Focuses on the key movements, figures, theories and debates that contributed to architectural design from the late 19th century to the present. Emphasis on analysis of complex conceptual and formal components of modern architecture and urban planning at specific historical moments. Prerequisite: Introduction to Art History (ART-208) or History of Western Architecture (ART-288) or consent of instructor.

ART-470 Animation and Video

A studio course in the digital production of time-based artwork, particularly three-dimensional animation. Six studio hours per week. Prerequisite: Digital Art I (ART-145) or consent of instructor. (Offered alternate years)

ART-515 Drawing III

A term of drawing during which students apply the principles and techniques from the previous term to their personal vision. Prerequisite: Drawing II (ART-315).

ART-525 Painting III

A term of painting during which students apply the principles and techniques from the previous term to their personal vision. Prerequisite: Painting II (ART-325).

ART-535 Ceramics III

Continuation of Ceramics II with special emphasis on individual projects in consultation with the instructor. Materials fee required. Prerequisite: Ceramics II (ART-335).

ART-545 Digital Art III

Continuation of Digital Art II (ART-345). Students apply the principles and techniques from the previous terms to their personal vision. Six studio hours per week, including lecture and some lab time. Additional lab time is required. Prerequisite: Digital Art II (ART-345).

ART-555 Photography III

Continuation of Photography II (ART-355). Students are expected to work independently and concentrate efforts in the production of a portfolio of work showing a specific technical and conceptual direction. Prerequisite: Photography II (ART-355).

ART-565 Sculpture III

Continuation of Sculpture II (ART-365) with special emphasis on individual projects in consultation with the instructor. Six studio hours per week. Prerequisite: Sculpture II (ART-365).

ART-575 Printmaking III

Continuation of Printmaking II (ART-375). Students are expected to work independently in the production of a portfolio of prints showing research in a specific technical and conceptual direction. Studio hours to be arranged. Prerequisite: Printmaking II (ART-375).

ART-715, -725 Advanced Art Research I, II

Advanced research in studio art or art history. Emphasis is on preparation of work toward the senior exhibit or senior paper. Only art majors are admitted to this course. Materials fee (where applicable) should be discussed with instructor. Prerequisite: consent of instructor or completion of Junior Review.

ART-735 Southwest Photography Workshop

A course teaching students how to use the large format, professional 4"x5" camera. There are two days of in-class technical and historical orientation before departure for Organ Pipe National Monument, Arizona. The group visits several photographic collections, including The Center For Creative Photography in Tucson and the University of New Mexico, Albuquerque. (Offered May Term only)

ART-800 Senior Project – Non-Credit Bearing

Demonstrate proficiency in visual or written work through one of the following:

1. For studio majors: A public exhibition of studio work under the supervision of a faculty member of the art department and the generation of an exhibit announcement and portfolio of slides from the exhibition.
2. For art history majors: A major research paper written under the supervision of a faculty member of the art department. Successful completion of this non-credit bearing requirement is necessary to fulfill the requirements for a major in art.

Evaluated on an S/U basis only.

ART-815 Independent Study

Independent work on a selected project under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

ART-845, -855 Directed Studies in Art

Topics in studio art or art history selected by the student and instructor to fit the student's particular interests and educational needs. May be taken for credit more than once. Prerequisites: junior standing and consent of department chair.

ART-895 Internship in Art

Investigation of an area of interest related to the major, through voluntary field placement supervised by a faculty member of the art department. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisites: declared major in art, junior standing, and consent of department chair.

—ASIAN STUDIES

See p. 170

—ATHLETIC TRAINING

Libby (Chair), Fuhrman, McCarthy, Melchert, Orman.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

This major combines four years of concentrated studies with three-and-one half years of clinical experience for students wishing to prepare for the national Board of Certification (BOC) examination to become a certified athletic trainer (ATC®).

The curriculum prepares students to function as allied healthcare professionals by incorporating the National Athletic Trainers' Association (NATA) Athletic Training Educational Competencies related to injury prevention, pathology of injury, assessment and evaluation, acute care, pharmacology, therapeutic modalities and exercise, general medical conditions, nutrition, psychosocial intervention, health care administration, and professional development.

Admission to the Athletic Training Education Program is restricted by an imposed student-to-clinical instructor ratio. Competitive admission is based upon the student's academic abilities, knowledge of the profession, communication skills, professionalism, dedication, and plans following graduation. In order to be considered for admission, prospective students must submit an application packet, technical standards form, two recommendation forms, and written essay; and complete the entry examination and ten observation hours arranged by the Program Director by October 15. Prospective students should contact the Program Director to arrange observation hours and pick up application materials upon entering the College.

A selection committee consisting of athletic training faculty and staff conducts interviews and conditionally admits qualified candidates in November. Once conditionally admitted, candidates must provide verification of a recent physical examination and immunization history. At the completion of the Fall Term, candidates must

minimally possess four course credits and a cumulative GPA of 2.5 in order to be granted formal admission.

Students who wish to transfer from another college or university must follow the admission procedures outlined for prospective students. Students who were formally admitted, and in good standing, at another CAATE-accredited Athletic Training Education Program wishing to transfer to Coe College must contact the Program Director prior to enrollment. Advanced placement of students is determined after formal admission to the program. These students are given a battery of tests to determine any advanced placement to the extent that the first-year program requirements may be waived. All transfer students must minimally complete a two-year sequence of athletic training course work and clinical experiences.

Athletic Training Major

1. AT-20_, -30_, -40_ Clinical Athletic Training
2. AT-225 Clinical Examination of the Lower Extremity
3. AT-220 Clinical Examination of the Lower Extremity Laboratory
4. AT-235 Clinical Examination of the Upper Extremity
5. AT-230 Clinical Examination of the Upper Extremity Laboratory
6. AT-375 General Medical Conditions
7. AT-385 Therapeutic Modalities
8. AT-395 Therapeutic Exercise
9. AT-390 Therapeutic Exercise Laboratory
10. AT-505 Administration of Athletic Training
11. BIO-155 Organismal and Ecological Biology
12. BIO-215 Human Anatomy
13. BIO-210 Human Anatomy Laboratory
14. BIO-225 Human Physiology
15. BIO-220 Human Physiology Laboratory
16. PE-115 Fundamentals of Exercise and Nutrition
17. PE-175 Prevention and Care of Athletic Injuries
18. PE-435 Methods of Teaching Strength Training and Conditioning
19. PE-495 Kinesiology
20. PE-525 Physiology of Exercise
21. PSY-115 Introductory Psychology

COURSES IN ATHLETIC TRAINING

AT-20_, -30_, -40_ Clinical Athletic Training

Comprised of clinical experience assigned by Program Director and a weekly seminar. Provides students the opportunity to practice and integrate athletic training competencies within the context of direct patient care while under the supervision of a clinical instructor. Clinical experience assignments vary from term to term and are commensurate with demonstrated level of competence. Each course may be taken up to three times. Prerequisites: sophomore standing and admission to the Athletic Training Education Program. (0.2 course credit)

AT-225 Clinical Examination of the Lower Extremity

Introduction to the systematic procedures used in the examination of injuries involving the spine, thorax/abdomen and lower extremity. Prerequisites: Prevention and Care of Athletic Injuries (PE-175) and admission to the Athletic Training Education Program.

AT-220 Clinical Examination of the Lower Extremity Laboratory

Development and evaluation of commonly used clinical proficiencies related to surface palpation, goniometry, manual muscle, and special testing techniques involving the spine, thorax/abdomen and lower extremity. Two hours per week. Concurrent with Clinical Examination of the Lower Extremity (AT-225). (0.0 course credit)

AT-235 Clinical Examination of the Upper Extremity

Introduction to the systematic procedures used in the examination of injuries involving the head/neck and upper extremity. Prerequisites: Clinical Examination of the Lower Extremity (AT-225) and admission to the Athletic Training Education Program.

AT-230 Clinical Examination of the Upper Extremity Laboratory

Development and evaluation of commonly used clinical proficiencies related to surface palpation, goniometry, manual muscle, and special testing techniques involving the head/neck and upper extremity. Two hours per week.

Concurrent with Clinical Examination of the Upper Extremity (AT-235). (0.0 course credit)

AT-375 General Medical Conditions

Study of the etiology, clinical manifestations and management of common diseases/conditions that affect athletes and others involved in physical activity. Additional topics include pharmacology, counseling and psychosocial interventions. Prerequisites: Human Anatomy (BIO-215), Human Physiology (BIO-225), and admission to Athletic Training Education Program.

AT-385 Therapeutic Modalities

Investigation into the concepts, indications/contraindications, physiological effects, and clinical implications of physical modalities used in a therapeutic setting. Prerequisite: Human Physiology (BIO-225).

AT-395 Therapeutic Exercise

Introduction to various forms of individualized exercise and rehabilitation programs used in a therapeutic setting. Prerequisites: Clinical Examination of the Upper Extremity (AT-235) and Kinesiology (PE-495).

AT-390 Therapeutic Exercise Laboratory

Provides theoretical background and practical application of the principles and techniques related to the rehabilitation of injuries. Surgical and non-surgical rehabilitation protocols discussed with a special emphasis given to functional progressions. Two hours per week. Concurrent with Therapeutic Exercise (AT-395). (0.0 course credit)

AT-505 Administration of Athletic Training

Introduction to the organization and administration of an athletic training program including facility planning/design, information/resource management, legal/ethical considerations, risk management, insurance systems, and professional development. Prerequisite: senior standing in the Athletic Training Education Program.

AT-895 Internship in Athletic Training

Comprehensive experience in athletic training through voluntary field placement supervised by a certified athletic trainer (ATC®). A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisite: senior standing in the Athletic Training Education Program.

—BIOCHEMISTRY

See p. 78

—BIOLOGY

Christensen, Hadow, Keyes, Lackner, Leonardo, Leveille, Mulford, Redborg, Sanchini (Chair), Storer, Yuskis.

Biology Major

1. BIO-145 Cellular and Molecular Biology
2. BIO-140 Introduction to Biology Laboratory
3. BIO-155, -150 Organismal and Ecological Biology and Laboratory
4. BIO-205, -200 General Botany and Laboratory
5. BIO-235, -230 Genetics and Genetics and Laboratory
6. BIO-255, -250 Experimental Human Physiology and Laboratory
7. One of the following:
BIO-125 Organic Evolution
BIO-202 Topics in Evolution
8. Three biology electives with the associated laboratories
9. CHM-155 Principles of Structural Chemistry
10. CHM-165 Principles of Chemical Reactivity
11. One of the following:
MTH-135 Calculus I
STA-100 Statistical Foundations and STA-110 Inferential Statistics
STA-100 Statistical Foundations and STA-130 Experimental Design

Strongly recommended:

PHY-115 Basic Physics I, PHY-135 Basic Physics II

OR

PHY-215 General Physics I, PHY-225 General Physics II

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

Majors are expected to attend all biology research seminars during their junior and senior years.

Any student considering the possibility of graduate school should take the calculus course.

Collateral Major in Molecular Biology

Leonardo, Administrative Coordinator.

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

1. Completion of a major in biology
2. CHM-185 Organic Chemistry I
3. CHM-225 Organic Chemistry II
4. CHM-235 Organic Laboratory
5. BIO-345, -340 Techniques in Molecular Biology and Laboratory
6. One of the following:
CHM-405 Biochemistry
CHM-575, -570 Protein Biochemistry and Laboratory
7. One of the following:
BIO-405 Current Topics in Molecular Biology
BIO-425 Virology
8. One of the following:
BIO-415, -410 Developmental Biology and Laboratory
BIO-515, -510 Microbiology and Laboratory
BIO-525, -520 Cell Physiology and Laboratory

Strongly recommended:

PHY-115 Basic Physics I, PHY-135 Basic Physics II

OR

PHY-215 General Physics I, PHY-225 General Physics II

Because of significantly overlapping course requirements for the Molecular Biology and Biochemistry collateral majors, only one of the two majors can be elected by a student.

Collateral Major in Environmental Science (Biology)

Sanchini, Administrative Coordinator.

1. A major in biology (including Calculus (MTH-135) and Spatial Ecology (BIO-295) and Laboratory (BIO-290))
2. One of the following:
BIO-195, -190 Environmental Analysis and Laboratory
BIO-535, -530 Environmental Microbiology and Laboratory
3. CHM-185 Organic Chemistry
4. CHM-215, -210 Analytical Chemistry and Laboratory
5. Two of the following with the associated laboratories:
CHM-535 Advanced Analytical Chemistry
CHM-805 Independent Study
BIO-115 Marine Biology
BIO-165 Introduction to Ornithology
BIO-175 Field Botany
BIO-185 Entomology
BIO-275 Aquatic Ecology
BIO-385 Behavior and Ecology of Vertebrates
BIO-505 Ecology
BIO-515 Microbiology
Any course taught at the Wilderness Field Station with BIO prefix.

Recommended:

Any course taught at the Wilderness Field Station
BIO-105 Introduction to Environmental Studies
MTH-145 Calculus II
RHE-357 Environmental Rhetoric
STA-100 Statistical Foundations and STA-110 Inferential Statistics
STA-100 Statistical Foundations and STA-130 Experimental Design

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

Laboratory Study in Biology

An introduction to the processes of science, emphasizing student participation in hypothesis formulation, experimental design, data collection, data analysis, and the composition of papers in a format conventional to science. Offered concurrently with the course of corresponding subject area. Biology majors must complete laboratory experiences in all courses applied to the Biology major or any of its collateral concentrations. Students not majoring in biology should enroll in laboratory section of any course they plan to apply to the laboratory science requirement in general education. **Corequisite with class of corresponding subject matter.**

BIO-140 Introduction to Biology Laboratory (0.2 course credit)
BIO-150 Organismal and Ecological Biology Laboratory (0.2 course credit)
BIO-190 Environmental Analysis Laboratory (0.5 course credit)
BIO-200 General Botany Laboratory (0.2 course credit)
BIO-210 Human Anatomy Laboratory (0.2 course credit)
BIO-220 Human Physiology Laboratory (0.2 course credit)
BIO-230 Genetics Laboratory (0.2 course credit)
BIO-250 Experimental Human Physiology Laboratory (0.2 course credit)
BIO-290 Spatial Ecology Laboratory (0.5 course credit)
BIO-340 Techniques in Molecular Biology Laboratory (0.5 course credit)
BIO-360 Comparative Chordate Anatomy Laboratory (0.2 course credit)
BIO-380 Behavior and Ecology of Vertebrates Laboratory (0.2 course credit)
BIO-390 Invertebrate Zoology Laboratory (0.2 course credit)
BIO-500 Ecology Laboratory (0.2 course credit)
BIO-510 Microbiology Laboratory (0.2 course credit)
BIO-520 Cell Physiology Laboratory (0.2 course credit)
BIO-530 Environmental Microbiology Laboratory (0.2 course credit)

COURSES IN BIOLOGY

BIO-025 Human Biology

A study of *Homo sapiens* applying the same tools biologists use to study other organisms. Topics may include an overview of human evolution, reproduction, genetics, population genetics, adaptations of selected organs and organ systems, humans' relationship to and impact on their environment, and other contemporary issues in human biology. Laboratory exercises support topics covered in class. This course does not satisfy any of the requirements for a major in biology.

BIO-020 Human Biology Laboratory

3 hours per week. Concurrent with BIO-025. (0.0 course credit)

BIO-055 Anatomy and Physiology

Introduces the student to the structure, function, and organization of the human body. Designed for nonbiology majors as well as students with health-related career interests. Includes lecture and laboratory. This course does not satisfy any of the requirements for a major in biology.

BIO-105 Introduction to Environmental Studies

Examines interactions between human population density and natural resources, biodiversity, and human health; emphasizing the ecological concepts that underlie selected environmental problems, but also drawing methods and viewpoints from the social sciences. The focus of the course is global and uses case studies reflecting diverse political, economic, and cultural perspectives. Sustainability is a central theme. Three hours per week. Counts as a non-lab science course. This course does not satisfy any of the requirements for a major in biology.

BIO-115 Marine Biology

A survey of marine organisms and communities with emphasis on tropical systems. The primary field analyses focus on the dynamics of coral reefs, tidal regions, and turtle grass meadows. An off campus course taught at an appropriate site and involving extensive field work. Prerequisite: consent of instructor. (Offered May Term only)

BIO-125 Organic Evolution

Consideration of the evidence for and the principles involved in the Darwinian theory of organic evolution by natural selection. Focus is directed to how selection operates in plant and animal populations and the mechanisms of adaptation, speciation, and extinction, with special consideration given to human evolution. Other topics include the historical development of evolutionary thought, modern theories of evolution, and discussion of the anti-evolutionary controversy. Three meetings per week. Credit is given for Organic Evolution (BIO-125) or Topics in Evolution (BIO-202), not both.

BIO-145 Cellular and Molecular Biology

A study of biology at the cellular and molecular level, including cytology, metabolic, and genetic processes. Three lectures per week.

BIO-140 Introduction to Biology Laboratory

An introduction to experimental design, collection of data, and selected software for the analysis of data. Instruction in writing of scientific papers is also provided. Three hours per week. Corequisite: Cellular and Molecular Biology (BIO-145). (0.2 course credit)

BIO-155 Organismal and Ecological Biology

The study of organ systems, reproduction, and embryology, with an emphasis on human biology. Principles of evolution, ecology, and animal behavior are also studied. Three lectures per week.

BIO-150 Organismal and Ecological Biology Laboratory

Three hours per week. Concurrent with Organismal and Ecological Biology (BIO-155). (0.2 course credit)

BIO-165 Introduction to Ornithology

Lecture, laboratory, and field study of birds, emphasizing local forms. Two lectures and one four-hour field trip or laboratory per week. Binoculars furnished. (Offered alternate years)

BIO-175 Field Botany

Study of variation in plant structures within and among species. Identification and classification of common Iowa plants is one focus of the course. A basic understanding of the distribution of plants within communities is also developed. Three lectures and one four-hour laboratory or field trip each week. (Offered alternate years)

BIO-185 Entomology

An introduction to the biology of insects and related arthropods, focusing on how homeostatic problems common to all organisms have been solved. Topics include physiology, morphology, systematics, and the relationship among insects, plants, and humans. The laboratory consists of both in-class study as well as field trips emphasizing the ecology and behavior of local forms. A representative insect collection is made. Three lectures and one three-hour laboratory per week.

BIO-192 Introduction to Microbiology

An elementary-level study of the principles of microbiology. Special attention is given to the medical aspect of the subject. Three lectures and one two hour laboratory per week. Designed for students with allied health career interests. Prerequisite: Cellular and Molecular Biology (BIO-145). This course does not satisfy any of the requirements for a major in biology.

BIO-195 Environmental Analysis

See also Chemistry (CHM-395), p. 77

Introduction to standard field and laboratory methods of measuring environmental characteristics. These methods are used to investigate functional relationships between measured characteristics and life processes. The relationship of fundamental biological and chemical processes to global environmental issues is discussed. Three hours of lecture per week. Prerequisites: Organismal and Ecological Biology (BIO-155) and Analytical Chemistry (CHM-215). This course does not satisfy any of the requirements for a major in biology. (Offered alternate years)

BIO-190 Environmental Analysis Laboratory

Five hours per week. Concurrent with Environmental Analysis (BIO-195). (0.5 course credit)

BIO-202 Topics in Evolution

Investigates the roles of selective and non-selective evolutionary mechanisms, especially as they affect adaptation, speciation, and extinction. Selected aspects of the fossil record and current theories of hominid evolution are also part of the course. Prerequisites: consent of instructor and Cellular and Molecular Biology (BIO-145). Credit is given for Topics in Evolution (BIO-202) or Organic Evolution (BIO-125), not both. (Offered May Term only)

BIO-205 General Botany

A study of the basic structure and functions of plants, with emphasis on seed plants. Functional aspects of structure and development on the cellular, tissue, and whole plant level receive equal emphasis. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140) and Organismal and Ecological Biology (BIO-155).

BIO-200 General Botany Laboratory

Three hours per week. Concurrent with General Botany (BIO-205). (0.2 course credit)

BIO-215 Human Anatomy

A survey of gross and microscopic human anatomy, providing necessary background for students in physiology and body mechanics. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145) or Organismal and Ecological Biology (BIO-155).

BIO-210 Human Anatomy Laboratory

Three hours per week. Concurrent with Human Anatomy (BIO-215). (0.2 course credit)

BIO-225 Human Physiology

The functional study of the various systems of the human body, including the application of physiological principles to the health professions. Three lectures per week. Prerequisites: Human Anatomy (BIO-215) and either Cellular and Molecular Biology (BIO-145) or Organismal and Ecological Biology (BIO-155). This course does not satisfy any of the requirements for a major in biology.

BIO-220 Human Physiology Laboratory

Three hours per week. Concurrent with Human Physiology (BIO-225). (0.2 course credit)

BIO-235 Genetics

An exploration of the three main branches of heredity: transmission (classical), molecular, and population genetics. Transmission genetics examines how genes and genetic traits are passed from generation to generation. Molecular genetics probes the structure, function, and regulation of genes, while population genetics investigates through mathematical models the distribution and behavior of genes in populations. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), and Organismal and Ecological Biology (BIO-155).

BIO-230 Genetics Laboratory

Three hours per week. Concurrent with Genetics (BIO-235). (0.2 course credit)

BIO-255 Experimental Human Physiology

The study of function in terms of basic physical and chemical processes; an introduction to the principles of physiology using the human organism as a model. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), and Organismal and Ecological Biology (BIO-155).

BIO-250 Experimental Human Physiology Laboratory

Three hours per week. Concurrent with Experimental Human Physiology (BIO-255). (0.2 course credit)

BIO-275 Aquatic Ecology

Study of the biota of lakes and streams in northern Minnesota and adjacent Ontario, and their abiotic environment. Extensive field sampling enables students to study predation, diel vertical migration, stream drift, induced morphological defenses, and food-web interactions. Regional and North American lake and stream biodiversity and the effects of introduced species and human intervention on aquatic ecosystems are reviewed. Prerequisites: Cellular and Molecular Biology (BIO-145) and Introduction to Biology Laboratory (BIO-140), or Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150). (Offered summers at the Wilderness Field Station)

BIO-285 Animal Behavior

Principles and methods in ethology are considered with emphasis on temporal and spatial patterns, adaptive significances, communication, aggression and territoriality, social organization, and the nature of regulatory mechanisms. Prerequisites: One of the following: Cellular and Molecular Biology (BIO-145) and Introduction to Biology Laboratory (BIO-140); Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150); or Statistical Methods and Data Analysis (PSY-301). (Offered summers at the Wilderness Field Station)

BIO-295 Spatial Ecology

Study of spatial patterns of organisms in natural, agricultural, and urban landscapes. Emphasis is on how the arrangements of organisms both reflect and feedback on underlying resources and geography. Students learn how to capture spatial characteristics of individuals, populations, species, communities, and landscapes sampled in the field, integrate them with satellite imagery, and analyze them statistically. Use of global positioning system hardware to provide spatial reference for field ecology surveys and use of ArcView as a data management, display, and analysis tool are important features of the course. Three lectures per week. Prerequisites: Organismal and Ecological Biology (BIO-155) and Laboratory (BIO-150).

BIO-290 Spatial Ecology Laboratory

Five hours per week. Concurrent with Spatial Ecology (BIO-295). (0.5 course credit)

BIO-345 Techniques in Molecular Biology

An intensive introduction to biological molecular techniques. Students learn how to manipulate recombinant DNA and express and detect protein products in prokaryotic systems. Course methods include cloning, restriction, mapping, ligation, labeling, purification, elution, blotting, hybridization, agarose, and acrylamide gels, protein expression and detection, and immunological techniques. On completing the course, students should have a working knowledge of most methods used in molecular biology research. Course consists of two discussion sessions per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Genetics (BIO-235) and Laboratory (BIO-230), Principles of Structural Chemistry (CHM-155), and Principles of Chemical Reactivity (CHM-165).

BIO-340 Techniques in Molecular Biology Laboratory

Six hours per week. Concurrent with Techniques in Molecular Biology (BIO-345). (0.5 course credit)

BIO-365 Comparative Chordate Anatomy

A survey of the chordates and the development and evolution of form in vertebrates, using primarily the shark, mudpuppy, and cat in laboratory. Two lectures, one discussion recitation per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Organismal and Ecological Biology (BIO-155), and Organic Evolution (BIO-125) or Topics in Evolution (BIO-202).

BIO-360 Comparative Chordate Anatomy Laboratory

Four hours per week. Concurrent with Comparative Chordate Anatomy (BIO-365). (0.2 course credit)

BIO-385 Behavior and Ecology of Vertebrates

Identification, evolutionary history, behavior and ecological relationships of local mammals, birds, reptiles, amphibians, and fish. Students learn and apply survey techniques appropriate for particular groups to understand species/habitat relationships, diversity within groups, and the impact of humans on diversity. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145) and either Organic Evolution (BIO-125) or Topics in Evolution (BIO-202). (Offered alternate years)

BIO-380 Behavior and Ecology of Vertebrates Laboratory

Three hours per week. Concurrent with Behavior and Ecology of Vertebrates (BIO-385). (0.2 course credit)

BIO-395 Invertebrate Zoology

Morphology, life cycles, classification, and significance to man of invertebrate animals. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145) and Organismal and Ecological Biology (BIO-155). (Offered alternate years)

BIO-390 Invertebrate Zoology Laboratory

Three hours per week. Concurrent with Invertebrate Zoology (BIO-395). (0.2 course credit)

BIO-405 Current Topics in Molecular Biology

An intensive exploration of Molecular Biology's primary literature, focusing on recent advances in DNA, RNA and protein manipulation, characterization, and control. Students read research articles, critically evaluate published data, and communicate technical information effectively. Three lectures per week. Prerequisites: Techniques in Molecular Biology (BIO-345) and Genetics (BIO-235).

BIO-415 Developmental Biology

An exploration of the developmental processes that occur as an organism grows from fertilized egg to adult organism. The actions and interactions of cells and tissues are examined in the living, growing, and rapidly changing environment of the body. Classical embryology is examined through modern genetic techniques, with special emphasis on how differential gene expression makes us who we are. Survey of research methodologies are a prominent topic. Three lectures per week. Prerequisites: Genetics (BIO-235) and Laboratory (BIO-230).

BIO-410 Developmental Biology Lab

Three hours per week. Concurrent with Developmental Biology (BIO-415). (0.2 course credit)

BIO-425 Virology

An exploration of viruses with emphasis on their genomes, organization, composition, mechanisms of replication, and modes of infection. The emergence of new human diseases such as AIDS (Acquired Immune Deficiency Syndrome) and SARS (Severe Acute Respiratory Syndrome), the use of viruses as gene-therapy vectors for basic and clinical studies, and viral-induced carcinogenesis are examined. Three lectures per week. Prerequisites: Genetics (BIO-235) and Laboratory (BIO-230), and Principles of Chemical Reactivity (CHM-165).

BIO-505 Ecology

Study of the interrelationship of living organisms with their environment. The structure and dynamics of populations, communities, and ecosystems are examined through lectures and laboratory or field observations. Three lectures per week. Prerequisites: General Botany (BIO-205) or consent of instructor.

BIO-500 Ecology Laboratory

Three hours per week. Concurrent with Ecology (BIO-505). (0.2 course credit)

BIO-515 Microbiology

Study of major fields of microbiology with emphasis on bacteria and viruses. Topics include bacterial cell structure, genetics, and pathogenesis as well as immunology and epidemiology. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-185) and Organic Laboratory (CHM-235) or Genetics (BIO-235).

BIO-510 Microbiology Laboratory

Four hours per week. Concurrent with Microbiology (BIO-515). (0.2 course credit)

BIO-525 Cell Physiology

The content, organization, and function of the cell and its components are studied. Other topics include the relationship of the cell to its environment, the cell membrane, enzymes, conversion of matter and energy, cell growth, and cell division. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155), Genetics (BIO-235), and Principles of Structural Chemistry (CHM-155).

BIO-520 Cell Physiology Laboratory

Three hours per week. Concurrent with Cell Physiology (BIO-525). (0.2 course credit)

BIO-535 Environmental Microbiology

An examination of the role of microbes in the environment. Topics include microbial diversity, nutrient cycling including biogeochemistry, bioremediation, and biodegradation. The use of molecular methods and microscopy to study microbes in situ are special emphases of the course. Three lectures per week. Prerequisites: Cellular and Molecular Biology (BIO-145), Introduction to Biology Laboratory (BIO-140), Organismal and Ecological Biology (BIO-155), Organic Chemistry I (CHM-185) and Organic Laboratory (CHM-235) or Genetics (BIO-235).

BIO-530 Environmental Microbiology Laboratory

Three hours per week. Concurrent with Environmental Microbiology (BIO-535). (0.2 course credit)

BIO-805 Research Participation

Participation in a research program designed and directed by a biology department faculty member, including some or all of the following: library research, research design, and field or laboratory investigations. Scheduled by arrangement with sponsoring professor with a time requirement of 10 hours per week minimum per course credit. With permission of instructor prior to registration, may be taken for an X status grade. S/U basis only. Research participation credit does not satisfy any of the requirements for a major in biology. (0.2 – 1.0 course credit)

BIO-815 Independent Study

Independent work on a selected project under direction of a member of the department. Students are limited to two registrations in Independent Study. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: Courses providing appropriate background for the project selected and consent of department chair.

BIO-895 Internship in Biology

Investigation of an area of interest through voluntary field placement supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in biology. Prerequisites: declared major in biology, junior standing, and consent of department chair.

OR-715, -725 Study and Research at Oak Ridge Laboratory

See description, p. 28

INT-895 Internship in Health & Science

See description, p. 21

—BUSINESS ADMINISTRATION AND ECONOMICS

Carstens (Chair), Chen, Eichhorn, Garner, Hall, Hansen, Hayes, Hoag, Knudson, Kuennen, Larew, Nguyen, Pritchard, Trout, Wu.

The Stead Department of Business Administration and Economics offers majors in accounting, business administration and economics, and a minor in economics. Students pursuing one or more of these are strongly encouraged to consult with departmental faculty to develop specific plans of study.

BUSINESS ADMINISTRATION

The major in business administration is designed to develop in its students a high degree of competence in the application of business theories and sound judgment to the solution of business operating problems. Graduates are able to contribute effectively to the activities of their organizations by applying business skills required to plan, analyze, and control company activities. Beyond enhancing the value of a firm, the graduate should have a firm knowledge from which to achieve professional growth in the workplace and/or graduate school. Students are also provided the opportunity to specialize in a particular area through selection of elective courses.

Business Administration Major

1. BUS-205 Principles of Accounting I
2. BUS-215 Principles of Accounting II
3. ECO-205 Principles of Macroeconomics
4. ECO-215 Principles of Microeconomics
5. BUS-240 Statistical Analysis
6. BUS-315 Business Law I
7. One of the following Management courses:
BUS-245 Human Resource Management
BUS-275 Principles of Management
BUS-387 Advanced Topics in Human Resource Management
BUS-535 Strategic Management
8. One of the following Marketing courses:
BUS-355 Marketing
BUS-460 Advertising
BUS-465, -466 Advanced Topics in Marketing
BUS-467 Consumer Behavior

9. One of the following Finance courses:
BUS-350 Principles of Finance
BUS-495 Investment Analysis
BUS-525 Intermediate Financial Management
ECO-305 Money and Banking
ECO-495 International Finance
10. Two additional business courses numbered 200 or above

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

ACCOUNTING

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

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

Accounting students at Coe should work closely with faculty in the department to determine their plan of study. Students wishing to become a CPA should also check the state board's education requirements for the state in which they wish to practice.

Managerial Accounting Major

1. BUS-205 Principles of Accounting I
2. BUS-215 Principles of Accounting II
3. ECO-205 Principles of Macroeconomics
4. ECO-215 Principles of Microeconomics
5. BUS-235 Computer Applications – Accounting
6. BUS-240 Statistical Analysis
7. BUS-315 Business Law I
8. BUS-405 Intermediate Accounting I
9. BUS-415 Intermediate Accounting II
10. BUS-435 Managerial Accounting
11. BUS-505 Auditing
12. BUS-555 Advanced Managerial Accounting

Public Accounting Major

Students wishing to prepare for the examination to become a Certified Public Accountant should select the Public Accounting major, which meets the guidelines for the breadth of business and accounting courses recommended by The American Institute of Certified Public Accountants. Students at Coe can meet the 150 semester hour requirement by completing 37.5 credits.

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

1. BUS-205 Principles of Accounting I
2. BUS-215 Principles of Accounting II
3. ECO-205 Principles of Macroeconomics
4. ECO-215 Principles of Microeconomics
5. BUS-235 Computer Applications – Accounting
6. BUS-240 Statistical Analysis
7. BUS-315 Business Law I
8. BUS-405 Intermediate Accounting I
9. BUS-415 Intermediate Accounting II
10. BUS-435 Managerial Accounting
11. BUS-445 Tax Accounting
12. BUS-505 Auditing
13. BUS-545 Advanced Auditing
14. One of the following:
 - BUS-325 Business Law II
 - BUS-535 Strategic Management
 - BUS-605 Entrepreneurship and New Business Formation
 - BUS-705 Seminar in Management
15. Three of the following:
 - BUS-425 Fraud Examination
 - BUS-455 Advanced Tax Accounting
 - BUS-515 Advanced Accounting
 - BUS-615 Fund Accounting and Advanced Topics

COURSES IN BUSINESS

BUS-105 Colloquium in Business

A study of the dynamic world of business, with emphasis on the role of the individual as a consumer, a manager, an employee, and an investor. Such topics as the social responsibility of business, business environment, and the relationship of business to governments and to people are included.

BUS-125 Computers in Business

An introduction to computers in business. Topics covered include the most commonly encountered software used for word processing, database management, and spreadsheets.

BUS-137 Environmental Law: The Wilderness Act and the Battle Over the Boundary Waters

An introduction to environmental law and the effort to control the effects of human activity on land and water. After an overview of basic environmental law covering property rights and wilderness protection, the class applies the same to the Boundary Waters Canoe Area Wilderness (BWCAW), local communities, recreation, and use of the area. Significant time is spent on the legislative efforts to establish the BWCAW and subsequent judicial interpretation of those laws. Multiple trips to areas of different preservation status are taken to help evaluate the practical effects of the disparate levels of protection. (Offered summers at the Wilderness Field Station)

BUS-205 Principles of Accounting I

A study of the accounting process and preparation of financial statements, primarily for external reporting purposes. Includes analyses of asset and liability accounts and owners' equity accounts of sole proprietorships and partnerships.

BUS-215 Principles of Accounting II

Continuation of the study of financial accounting, including corporate owners' equity accounting and statements of cash flow. An introduction to managerial accounting and the analysis of financial information for management decision making. Prerequisite: Principles of Accounting I (BUS-205).

BUS-235 Computer Applications – Accounting

An introduction to specialized accounting software used in financial accounting, tax accounting, and auditing. Application of generalized software to topics covered in managerial accounting and financial accounting. S/U basis only. Prerequisites: Computers in Business (BUS-125), senior standing, and completion of at least three upper-level accounting courses or consent of instructor. (0.5 course credit)

BUS-240 Statistical Analysis

Methods of statistical analysis and decision-making in business research and the behavioral sciences. Topics are selected from analysis of variance, regression analysis, factor analysis, time series analysis, and statistical decision theory. Prerequisite: The equivalent of three years of secondary school mathematics or consent of instructor.

BUS-245 Human Resource Management

A study of the theories, policies, and institutional forces that affect the human resource manager. This course analyzes managerial decisions regarding staffing, compensation, training, appraising, safety/ health, industrial relations, and the employment laws and environmental factors affecting human resource management.

Prerequisite: sophomore standing.

BUS-255 Introduction to Management Science

The construction and use of mathematical models for making business decisions. Models studied include linear programming and related algorithms, project scheduling, waiting lines. Prerequisites: competency in algebra and junior standing or consent of instructor.

BUS-265 Production and Operations Management

A study of the design, planning, and control of the factors that affect operations, including how to use labor, facilities, and equipment to manufacture finished goods or provide services. Prerequisites: competency in algebra and junior standing or consent of instructor.

BUS-275 Principles of Management

A study of the general principles of management that are applicable to any organization with an established set of goals and objectives. This course analyzes the four major managerial functions of planning, organizing, leading, and controlling, and introduces the topics of international management and managerial ethics. Prerequisite: sophomore standing.

BUS-285 Computer Applications – Advanced Topics

Advanced computer applications courses on selected topics covered in business. Example topics: Management Science, Database Management, Marketing Publications. S/U basis only. May be repeated for credit, provided the topics are substantially different. Prerequisites: Computers in Business (BUS-215) and completion of or concurrent registration in relevant courses in the department, or consent of instructor. (0.5 course credit)

ECO-305 Money and Banking

See Economics, p. 74

BUS-315 Business Law I

Introduction to law as an agency of control in the business world. Special attention to contracts, agencies, sales, negotiable instruments, and other types of contracts commonly used in the business world. Prerequisite: sophomore standing.

ECO-317 Labor Economics

See Economics, p. 74

ECO-325 Collective Bargaining

See Economics, p. 74

BUS-325 Business Law II

An extended study of traditional business law subjects, with the addition of Federal Securities Regulation, secured transactions, suretyship, and accountant's legal responsibility. Special attention is also given to agency, bankruptcy, and estates and trusts. Prerequisite: Business Law I (BUS-315).

BUS-340 Applied Regression Analysis

Introduction to the construction and use of regression models. Topics include estimation and inferential techniques in Simple and Multiple Regression; consequences of violations of the assumptions of the Classical Linear Regression model; regression with qualitative dependent variables. Prerequisite: Statistical Analysis (BUS-240) or consent of instructor.

BUS-345 Regulation of Business

Includes an examination of the social and economic impact of control legislation such as the Sherman Act, Clayton Act, Federal Trade Commission Act, Wagner Act, Securities Exchange Act, and many others. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

BUS-350 Principles of Finance

A survey of securities markets and financial institutions and an introduction to finance and development in finance theory. Practices of personal and business finance decisions are also included. Prerequisites: Principles of Macroeconomics (ECO-205), Principles of Microeconomics (ECO-215), and Principles of Accounting II (BUS-215).

BUS-355 Marketing

A study of the basic principles of marketing including the analysis of market opportunities, market segmentation, and product positioning. Emphasis is placed on consumer markets and the development of marketing strategy using the variables of product, price, promotion, and distribution. Prerequisite: sophomore standing.

ECO-355 Industrial Organization

See Economics, p. 74

BUS-365 Principles of Insurance

Insurance as a method of dealing with business and personal hazards. Types of insurance in the life, fire, and casualty fields. Social Security measures and personal insurance programs. Social and economic significance of the insurance industry. Prerequisite: junior standing.

BUS-375 Business Ethics

A study of some of the central ethical issues in the business world and some of the various ethical theories that might be employed in thinking about solutions to these problems. Topics likely to be covered include affirmative action, sexual harassment, whistleblowing, product safety standards, labor relations, advertising, and environmental issues. Prerequisite: sophomore standing or consent of instructor.

BUS-387 Advanced Topics in Human Resource Management

Expands on some of the traditional material presented in the Human Resource Management course. Contemporary issues in the workplace which affect the nature of the relationship between the organization and the employee are discussed. Prerequisite: Human Resource Management (BUS-245).

BUS-395 Organizational Behavior

Combines theory and practice to investigate human behavior in organizations. Topics at the macrolevel (history, culture, design, communications, total quality), human-level (perception, personality, attitudes, learning, stress), and group-level (team and organization development), and their influences on organizational effectiveness are examined. Prerequisite: Principles of Management (BUS-275).

BUS-405, -415 Intermediate Accounting

An in-depth study of financial accounting topics. Emphasis is on income determination, evaluation, and presentation of assets, liabilities, and owners' equity. Prerequisite: Principles of Accounting II (BUS-215).

ECO-405 Intermediate Macroeconomic Theory

See Economics, p. 74

ECO-415 Intermediate Price Theory

See Economics, p. 74

BUS-425 Fraud Examination

An examination of real world cases that represent the many types of accounting fraud in order to gain an understanding of the behavioral and social factors that motivate offenders. Emphasis is placed on understanding the exposures to loss and the appropriate prevention, detection, and investigation approaches, including legal

requirements for testifying as an expert witness. Prerequisites: Principles of Accounting II (BUS-215) or consent of instructor. (Offered on an occasional basis)

BUS-435 Managerial Accounting

A study of the principles of managerial accounting and the methods of analyzing financial information. Includes analyses of accounting for the costs of production and the use of various decision models for planning and control. Prerequisite: Principles of Accounting II (BUS-215).

BUS-437 Strategic Compensation

A study of compensation systems used in organizations. This course looks at ways to develop, administer, and maintain compensation plans that attract and motivate employees while controlling labor costs. It covers such topics as the strategic importance of compensation; different types of compensation; designing competitive pay systems and employee benefits; and compensation for executives, expatriates, and contingent employees. Prerequisite: Human Resource Management (BUS-245).

BUS-445 Tax Accounting

A study of the federal income tax system with an emphasis on individual taxation. Development of a basic understanding of gross income, exclusions from gross income, and deductions which pertain to individuals, corporations, and partnerships. Prerequisite: Principles of Accounting II (BUS-215).

BUS-446 International Business Management

An introduction to the concepts of international business and the global economy. Topics include the impact of national and cultural differences on global business; cross-cultural communication, negotiation, and decision making; international human resource management; international trade theory; cross-border trade and investment; and global business strategy development. Prerequisite: Human Resource Management (BUS-245) or Principles of Management (BUS-275).

ECO-446 International Economics

See Economics, p. 74

BUS-455 Advanced Tax Accounting

A continuation of Tax Accounting (BUS-445) with an emphasis on taxation of corporations, “S” corporations, partnerships, estates, and trusts. Development of a basic understanding of tax research methodology. Prerequisite: Tax Accounting (BUS-445).

BUS-457 Employment and Discrimination Law

Examines the legal regulation of the employment relationship. Extensive coverage of federal workplace discrimination statutes is featured, with particular consideration of Title VII, the ADEA, and the ADA. Significant attention placed on recent Supreme Court decisions and Congressional responses. Additional issues addressed may include employment-at-will and its exceptions, vicarious liability of employers for employee tort, and employee privacy concerns. Prerequisites: Human Resource Management (BUS-245) and Business Law I (BUS-315).

BUS-460 Advertising

A study of the basic practices and concepts of advertising. Advertising is studied in the broader context of integrated marketing communications, including public relations and sales promotion. Topics to be covered include historical, legal, and ethical concepts of advertising and other forms of promotion, the management and planning of advertising, creativity in advertising, media planning, and advertising research. Prerequisite: Marketing (BUS-355).

BUS-461 Marketing Management

A continuation of the study of marketing principles with special emphasis on understanding marketing as the basis for management decision-making. Topics to be covered include customer relationship management, market-oriented strategic planning, brand asset management, buyer behavior analysis, the use of marketing research to identify and target customers, and integrated marketing communications planning. Prerequisites: Marketing (BUS-355).

BUS-465 Advanced Topics in Marketing

An advanced study of a major topic in marketing. May be repeated for credit, provided the topics are substantially different. Example topics: marketing research, international marketing, and sales management. Prerequisite: Marketing (BUS-355).

ECO-465 Public Finance

See Economics, p. 76

BUS-466 Advanced Topics in Marketing: Non-Western Perspectives

Same as Advanced Topics in Marketing (BUS-465), except the course focuses on topics related to non-Western cultures.

BUS-467 Consumer Behavior

A study of the behavioral aspects of marketing with an emphasis on consumer markets. Various models of consumer decision-making are examined. Influences on consumer behavior are studied from both an individual perspective, including topics such as personality, perception, learning and attitudes, and a social perspective, including topics such as culture, social class, reference groups, and family. Prerequisite: Marketing (BUS-355).

BUS-475 Advanced Topics in Management

An advanced study of a major topic in management. Example topics: organizational theory, international management, negotiation, management information systems, and organizational change. May be repeated for credit, with consent of department chair, provided the topics are substantially different. Prerequisite: Principles of Management (BUS-275).

BUS-476 Advanced Topics in Management: Non-Western Perspectives

Same as Advanced Topics in Management (BUS-475), except the course focuses on topics related to non-Western cultures.

BUS-495 Investment Analysis

A study of the fundamental principles underlying investment decisions. The course offers a basic understanding of the nature of risk and return considerations, the valuation framework for financial assets and derivatives, and introduction to the concepts of modern portfolio theory. Prerequisite: Principles of Finance (BUS-350).

ECO-495 International Finance

See Economics, p. 63

BUS-505 Auditing

A study of the audit function primarily as it relates to the independent CPA. An integration of auditing theory and practice in an environment of legal liability and professional responsibility. Prerequisites: Principles of Accounting II (BUS-215) and junior standing, or consent of instructor.

BUS-515 Advanced Accounting

A study of business combinations, international business transactions, international subsidiaries, fund accounting, and accounting for partnerships. Prerequisite: Intermediate Accounting (BUS-405, -415).

BUS-525 Intermediate Financial Management

A study of the major theories and models for planning and analyzing the working capital position, the financial structure, the cost of capital, and the capital budgeting of a business firm. Prerequisite: Principles of Finance (BUS-350).

ECO-525 Econometrics

See Economics, p. 63

BUS-535 Strategic Management

A study of strategic management principles and the application of these principles to problems encountered by managers at all levels in large and small, for-profit and not-for-profit organizations. An advanced course in case studies to be taken near completion of the major. Prerequisite: junior standing.

BUS-545 Advanced Auditing

A continuation of Auditing (BUS-505) with emphasis on special reports, compilation and review services, and additional current auditing topics. Auditing theories and practices are presented in a manner which enables the student to conceptualize the entire audit process. Prerequisite: Auditing (BUS-505).

ECO-545 Mathematical Economics

See Economics, p. 63

BUS-555 Advanced Managerial Accounting

A continuation of the study of managerial accounting and the methods of analyzing financial information. Topics covered include management control systems, pricing decisions, operations management, and regression analysis. Prerequisite: Managerial Accounting (BUS-435) or consent of instructor.

BUS-595 Advanced Topics in Finance

An advanced study of a major topic in finance. Example topics include quantitative methods in finance, behavioral finance, the evolution of financial thought, alternative investments, fixed income management, portfolio management, and derivatives. May be repeated for credit, with consent of department chair, provided the topics are substantially different. Prerequisite: Principles of Finance (BUS-350).

BUS-605 Entrepreneurship and New Business Formation

Analysis of the role of the entrepreneur in the capitalist economy. Development of the procedural system for establishing a new business. Establishment and operation of a “small business” by teams of students, including presentation of a business plan in order to secure financing with a local financial institution, acquisition of tax information necessary for start-up and continued operations, and analysis of problems confronting the new or small enterprise. Prerequisite: senior standing or consent of instructor.

BUS-615 Fund Accounting and Advanced Topics

Fiduciary accounting, accounting for not-for-profit entities, consignment sales, and other advanced accounting topics. Prerequisite: Intermediate Accounting (BUS-405, -415).

BUS-705 Seminar in Management

Development of written and oral communication proficiency through an intensive study of one or more selected topics in management. Topics are studied through the use of readings, class discussions, writings, and presentations, and vary from term to term. May be repeated for credit, provided the topics are substantially different. Prerequisites: senior standing and at least one course in management [Human Resource Management (BUS-245), Principles of Management (BUS-275), or Organizational Behavior (BUS-395)], or consent of instructor.

BUS-805 Research in Business

The student works on a research program in business, independently or in participation with a business department faculty member. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: junior standing and consent of instructor.

BUS-815 Independent Study

Independent studies under the direction of a faculty member in some area of business administration or economics. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

BUS-895 Internship in Business

A work experience with a business organization involving opportunities, experiences, and personal growth which can be evaluated in equivalent terms to traditional course work. In most circumstances such experience shall count for one course credit. On-site work plus academic work must total a minimum of 160 hours (140 of which must be spent on-site.) In exceptional situations where an internship presents significant theoretical or practical ways to augment or extend traditional classroom experiences, two course credits are available. (See p. 196) This course does not satisfy any of the requirements for a major in business administration. Prerequisites: Candidates must meet GPA and departmental residency requirements. All candidates must have the consent of a supervising faculty member of the department and consent of department chair. Students seeking more than one course credit must further have approval of the Department Internship Review Committee.

—ECONOMICS

Economics is a social science concerning the study of how economic agents make choices in the face of scarcity. Economists study a broad variety of topics ranging from the theory of the consumer to economic growth and the wealth of nations. The major in economics is designed to permit a broad enough selection of courses for students to develop a general competence in economics, and to prepare students for graduate work in economics or other disciplines, such as law or business.

Economics Major

1. ECO-205 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. ECO-405 Intermediate Macroeconomic Theory
4. ECO-415 Intermediate Price Theory
5. ECO-525 Econometrics
6. Two of the following Applied Microeconomics courses:
ECO-317 Labor Economics
ECO-355 Industrial Organization
ECO-446 International Economics
7. Two of the following Applied Macroeconomics courses:
ECO-305 Money and Banking
ECO-336 Divergent Economic Growth
ECO-495 International Finance
8. One of the following:
ECO-436 Economic Development
ECO-457 U.S. Economic History
ECO-515 History of Economic Thought
9. One additional economics course numbered 300 or higher

Students intending to pursue a graduate degree in economics are strongly encouraged to complete the following:

- MTH-135 Calculus I
- MTH-145 Calculus II
- MTH-255 Calculus III
- MTH-265 Linear Algebra
- ECO-535 Time Series Analysis
- ECO-545 Mathematical Economics
- ECO-815 Independent Study
- ECO-805 Research in Economics

Economics Minor

1. ECO-205 Principles of Macroeconomics
2. ECO-215 Principles of Microeconomics
3. One of the following Microeconomics courses:
ECO-317 Labor Economics
ECO-355 Industrial Organization
ECO-415 Intermediate Price Theory
ECO-446 International Economics
4. One of the following Macroeconomics courses:
ECO-305 Money and Banking
ECO-336 Divergent Economic Growth
ECO-405 Intermediate Macroeconomic Theory
ECO-495 International Finance
5. One of the following:
ECO-436 Economic Development
ECO-457 U.S. Economic History
ECO-515 History of Economic Thought
6. BUS-340 Applied Regression Analysis **or** one additional economics course numbered 300 or above

COURSES IN ECONOMICS

ECO-105 Economics and the Public Interest

Designed to give students the opportunity to learn the fundamentals of the economic approach to problems and enable them to apply elementary concepts such as supply and demand, marginal costs and benefits, and the national income identity to problems like the environment, public choice, the budget deficit, the trade deficit, etc. The core of the course consists of the analytics of the economic way of thinking; the applications change from time to time. This course does not satisfy any of the requirements for a major or minor in economics.

ECO-115 Introduction to Political Economy

An introduction to political economy. A study of the roots of economics and the interaction between public policy debates and economic theory. The course explores the historical foundation and development of a variety of schools of thought, ranging from the classical liberalism of Adam Smith to the radical voice of Karl Marx. Emphasis is placed on understanding not only the historical progression of ideas, but also the relevance varied perspectives have on present political and economic issues. This course does not satisfy any of the requirements for a major or minor in economics.

ECO-205 Principles of Macroeconomics

Theories of aggregate demand and supply applied to national income determination, business cycles, money, interest rates, inflation, and other macroeconomic questions.

ECO-215 Principles of Microeconomics

A study of demand and supply, theories of household and firm behavior, market structures, and pricing in output and factor markets under competitive and non-competitive conditions. Includes an economic analysis of the nature and consequences of market failure. Prerequisite: Principles of Macroeconomics (ECO-205).

ECO-305 Money and Banking

A study of the role of financial intermediaries in a modern economy, financial institutions and markets, and money and interest rates. Topics include the role of financial institutions and the central bank in creating and regulating money supply, and monetary policy in economic stabilization. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-317 Labor Economics

A study of the wage earner in modern economic society, of the development and operation of labor organizations and their policies, and of economic and social issues raised as a result of the existence of these organizations. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-325 Collective Bargaining

Traces the development of labor law and the legal interpretation of the statutes by the NLRB as they affect collective bargaining relationships. Public-sector implications for public employees because of state law and executive orders are also discussed. Major emphasis on the functioning of the grievance process to administer, interpret, and enforce the negotiated contract. Rules and principles of arbitration as the terminal step in the grievance process are taught via a case approach.

ECO-336 Divergent Economic Growth

A combination of modern macroeconomic growth theory and its application to the underdeveloped economies of the world. The course begins with the basics of growth theory and identifies the commonly cited lessons for growth in order to analyze underdeveloped economies, especially those of Sub-Saharan Africa. A preponderance of content is aimed at investigating the growth-promoting and growth-inhibiting institutions currently in place in underdeveloped economies. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-355 Industrial Organization

An upper division course devoted to the environment that firms operate within, the tools to analyze market processes under imperfect competition, and the consequences for economic performance. Topics include the structure-conduct-performance paradigm and the fundamentals of game theory. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-365 Law and Economics

A study of the Law and Economics school of jurisprudence, utilizing standard, elementary tools of microeconomics to analyze legal problems. The principal areas of property, contracts, crime, and tort law are evaluated from the economic perspective. Legal paradigms and rules of Western Europe and the New Zealand socialist tort program are also compared to the substantive laws of the United States. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-405 Intermediate Macroeconomic Theory

A study of national income accounting concepts and analysis of the determination of the levels of gross national product, national income and employment, and their control. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-415 Intermediate Price Theory

Concepts and methods of analysis, including analysis of demand, theory of production, costs, pricing under different market structures, and functional distribution. General equilibrium analysis serves to introduce welfare economics. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-436 Economic Development

The definition of development and underdevelopment in the modern context. A consideration of the process and problems of development in the presently less developed countries, strategies of planning for growth with distributional equity, the contribution of resources and capital, and the role of foreign trade and aid. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-446 International Economics

A study of the theories of international trade and the theoretical constructs needed to understand balance of payments, foreign exchange markets, commercial and trade policy, regional economic groupings, and foreign investments. Consideration of the nature of the emerging international monetary system. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-457 U.S. Economic History

Analysis of the economic institutions, policies, and theories which influenced the development of the American economy from colonial times to the present. The course allows development of historical perspective in economic development; it also requires the application and analysis of the effects of economic theory, policy, and institutions in the developmental process. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-465 Public Finance

Consideration of optimal resource allocation and the role of the public sector, the concept of public and semi public goods, allocation of public goods, principles of taxation and tax incidence, the tax and expenditure system of the U.S., the budgetary process, and the theory and techniques of modern fiscal policy. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-475 Comparative Economic Systems

A study of economic systems and theoretical models of competitive market economies, socialist market economies, and command economies. Topics include actual world economies such as those of the United States, Japan, Germany, and China; the breakdown of hitherto socialist command economies and the problems of transition to mixed market economies; emergence and strength of regional groupings such as European Community; and problems of stabilization, growth, and planning in different economies. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

BUS-350 Principles of Finance

See Business Administration, p. 66

ECO-495 International Finance

A study of the theory of exchange rate determination and the balance of payments. Attention is given to how changes in the exchange rates affect international assets and portfolios. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-515 History of Economic Thought

A history and comparison of the doctrines of various schools of economic thought from the Mercantilists to the present. Prerequisites: Principles of Macroeconomics (ECO-205), Principles of Microeconomics (ECO-215), and a nearly completed major in economics.

ECO-525 Econometrics

Application of elementary statistical methods to test economic theory that has been stated in mathematical terms. It is recommended that students take Statistical Analysis (BUS-240) or Statistical Reasoning I-Statistical Foundations (STA-100) prior to taking this course. Prerequisites: Principles of Macroeconomics (ECO-205) and Principles of Microeconomics (ECO-215).

ECO-535 Time Series Analysis

An advanced econometrics course emphasizing the challenges of working with dynamic systems of economic variables. Modeling stationary and nonstationary processes for hypothesis testing, forecasting, and policy design and evaluation are emphasized. Prerequisite: Econometrics (ECO-525).

ECO-545 Mathematical Economics

An introduction to mathematics as a tool to formulate economic models. Includes elementary matrix operations, use of derivatives in utility and production theory, and constrained optimization solutions. Little mathematical preparation required; familiarity with economics a necessity. Prerequisites: Intermediate Macroeconomic Theory (ECO-405), and Intermediate Price Theory (ECO-415) or equivalent.

ECO-705, -715, -725 Seminar in Economics

An advanced study of selected economic theories and practices. (See instructor for specific content.) Prerequisite: a nearly completed major in economics.

ECO-805 Research in Economics

The student works on a research program in economics, independently or in participation with an economics department faculty member. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: Principles of Macroeconomics (ECO-205), Principles of Microeconomics (ECO-215), and consent of instructor.

ECO-815 Independent Study

See Independent Study (BUS-815), p. 73

—CHEMISTRY

Dean (Chair), Noreuil, St. Clair, Singleton, Stoudt.

Students who receive a grade of less than “C-“ in a prerequisite course are expected to consult with the instructor prior to continuing in the chemistry curriculum.

Chemistry Major

1. CHM-155 Principles of Structural Chemistry
2. CHM-165 Principles of Chemical Reactivity
3. CHM-185 Organic Chemistry I
4. CHM-215, -210 Analytical Chemistry and Laboratory
5. CHM-225 Organic Chemistry II
6. CHM-235 Organic Laboratory
7. CHM-415 Physical Chemistry I
8. One of the following advanced chemistry electives:
 - CHM-405 Biochemistry
 - CHM-425 Physical Chemistry II
 - CHM-515 Advanced Organic Chemistry
 - CHM-525 Advanced Analytical Chemistry
 - CHM-535 Inorganic Chemistry
 - CHM-565 Material Physics and Chemistry
9. PHY-215 General Physics I
10. PHY-225 General Physics II
11. MTH-145 Calculus II
12. One of the following:
 - CHM-705 Seminar in Chemistry I **and** CHM-715 Seminar in Chemistry II
 - OR-715, -725 Study and Research at Oak Ridge Laboratory **and** CHM-715 Seminar in Chemistry II

Recommended:

MTH-255 Calculus III

The chemistry department also offers an **American Chemical Society certified chemistry major**, which is very useful for those interested in chemistry as a career. Students who wish to receive an American Chemical Society certified major should, in addition to completing the chemistry major, take the following:

1. CHM-405 Biochemistry
2. CHM-425 Physical Chemistry II
3. CHM-525 Advanced Analytical Chemistry
4. CHM-535, -530 Inorganic Chemistry and Laboratory
5. One term of Advanced Laboratory in Chemistry
6. One of the following:
Summer Research
Oak Ridge Science Semester
Two terms of Independent Study

Recommended:

CHM-515 Advanced Organic Chemistry

Chemistry Minor

1. CHM-155 Principles of Structural Chemistry
2. CHM-165 Principles of Chemical Reactivity
3. CHM-185 Organic Chemistry I
4. CHM-215, -210 Analytical Chemistry and Laboratory
5. CHM-225 Organic Chemistry II
6. CHM-235 Organic Laboratory

Collateral Major in Biochemistry

Dean, Administrative Coordinator.

1. Completion of a major in chemistry, including Calculus II and two General Physics courses
2. BIO-145 Cellular and Molecular Biology
3. CHM-405 Biochemistry
4. CHM-575 Protein Biochemistry
5. Two of the following:
BIO-345, -340 Techniques in Molecular Biology and Laboratory
BIO-405 Current Topics in Molecular Biology
BIO-525, -520 Cell Physiology and Laboratory
BIO-515, -510 Microbiology and Laboratory

Genetics (BIO-235) and Laboratory (BIO-230) and all of the courses under #5 are strongly encouraged, especially for those planning graduate study.

Because of significantly overlapping course requirements for the Biochemistry and Molecular Biology collateral majors, only one of the two majors can be elected by a student.

Collateral Major in Environmental Science (Chemistry)

St. Clair, Administrative Coordinator.

1. Completion of a major in chemistry, including Calculus II and two General Physics courses
2. BIO-295, -290 Spatial Ecology and Laboratory
3. One of the following:
CHM-395, -390 Environmental Analysis and Laboratory
BIO-535, -530 Environmental Microbiology and Laboratory
4. Two of the following with the associated laboratories:
CHM-535 Advanced Analytical Chemistry
CHM-805 Independent Study
BIO-115 Marine Biology
BIO-165 Introduction to Ornithology
BIO-175 Field Botany
BIO-185 Entomology
BIO-275 Aquatic Ecology
BIO-385 Behavior and Ecology of Vertebrates

BIO-505 Ecology
BIO-515 Microbiology
Any course taught at the Wilderness Field Station with BIO prefix

Recommended:

Any course taught the Wilderness Field Station
BIO-105 Introduction to Environmental Studies
RHE-357 Environmental Rhetoric
STA-100 Statistical Foundations and STA-110 Inferential Statistics
STA-100 Statistical Foundations and STA-130 Experimental Design

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

COURSES IN CHEMISTRY

CHM-035 Selected Concepts in Chemistry

A consideration of the basic principles of chemistry and applications of chemistry in contemporary society. Intended for students not majoring in the sciences or for students who have not taken a course in chemistry. Three class meetings and one laboratory per week.

CHM-045 Introduction to Forensic Science

An introduction to all aspects of forensic science from obtaining specimens to identifying the criminal with accurate forensic tests. The course teaches students a basic understanding of the laboratory tests and processes of forensic science.

CHM-055 Food Chemistry

An introductory course that introduces chemical concepts in the context of cooking. Topics include the makeup, shape, and behavior of the four major classes of food molecules, effects of chemical structure on physical properties, the role of vitamins and nutrients, and basic principles of energy. Three class meetings per week.

CHM-145 Introduction to Organic and Biological Chemistry

Designed as a terminal course for students who plan no further work in chemistry. Topics in introductory organic and biological chemistry include drugs, proteins, and DNA. Laboratory involves basic experimental techniques in organic chemistry. Three class meetings and one laboratory per week. Prerequisites: Cellular and Molecular Biology (BIO-145) and one year of secondary school chemistry or one term of college chemistry, or consent of instructor.

CHM-155 Principles of Structural Chemistry

A study of basic structures important to chemistry. The course deals with structures of atoms and nuclei, the nature of chemical bonds and structures of molecules, and mass relations in formulas and in chemical reactions. The relation of structure to the natures of solids, liquids, and gases is discussed, along with basic concepts of energy. Three class meetings and one three-hour laboratory per week. Prerequisite: secondary school chemistry or consent of instructor.

CHM-165 Principles of Chemical Reactivity

Covers the nature of acids, bases and ionic reactions, oxidation-reduction reactions, chemical equilibrium, and rates of chemical reactions. These ideas are then used to discuss non-metals, metals, and transition metal complexes. Three class meetings and one three-hour laboratory period per week. Prerequisite: Principles of Structural Chemistry (CHM-155) or consent of instructor.

CHM-185 Organic Chemistry I

Introduction to organic chemistry, including the chemistry of alkanes, alkenes, alkynes and benzene derivatives, and a more rapid survey of other families of organic compounds. An integrative approach in which theory is developed to explain chemical phenomena. Three class meetings per week. Prerequisite: Principles of Chemical Reactivity (CHM-165) or consent of instructor.

CHM-215 Analytical Chemistry

A study of the theory of equilibria as they apply to quantitative chemical analysis. The basic principles of spectroscopy, potentiometry, and chromatography are introduced. Three class meetings per week. Prerequisite: Principles of Chemical Reactivity (CHM-165).

CHM-210 Analytical Chemistry Laboratory

An introduction to experimental analytical chemistry, including titrimetric, potentiometric, spectroscopic, and chromatographic techniques. Two three-hour laboratories per week. Prerequisite: Principles of Chemical Reactivity (CHM-165). Corequisite: Analytical Chemistry (CHM-215). (0.5 course credit)

CHM-225 Organic Chemistry II

A continuation of Organic Chemistry I (CHM-185). Additional functional groups, including halides, alcohols, carboxylic acids, and their derivatives, aldehydes and ketones, discussed in detail. Ultraviolet, infrared, and nuclear magnetic resonance spectroscopy introduced. Three class meetings per week. Prerequisite: Organic Chemistry I (CHM-185).

CHM-235 Organic Laboratory

Laboratory work in synthesis; infrared and nmr spectroscopy; gas, thin layer and column chromatography; distillation; and crystallization. Underlying principles discussed. One discussion class and two three hour laboratories per week. Prerequisite: previous or concurrent registration in Organic Chemistry II (CHM-225).

CHM-395 Environmental Analysis

See also Biology (BIO-195), p. 62

Introduction to standard field and laboratory methods of measuring environmental characteristics. These methods are used to investigate functional relationships between measured characteristics and life processes. The relationship of fundamental biological and chemical processes to global environmental issues is discussed. Prerequisites: Organismal and Ecological Biology (BIO-155) and Analytical Chemistry (CHM-215). (Offered alternate years)

CHM-390 Environmental Analysis Laboratory

An introduction to the area of environmental analysis, emphasizing student participation in hypothesis formation, experimental design of field and laboratory studies, data collection, data analysis, and presentation of results. Prerequisites: Organismal and Ecological Biology (BIO-155) and Analytical Chemistry (CHM-215). Corequisite: Environmental Analysis (CHM-395). (0.5 course credit)

CHM-405 Biochemistry

Introduction to biochemical processes, emphasizing biological oxidation reduction; the chemistry of carbohydrates, lipids, proteins, and nucleotides; and the theory and mechanism of enzyme reactions. Laboratory includes modern techniques for separation, purification, and analysis of biochemical systems and substances. Three class meetings and one laboratory per week. Prerequisite: Organic Laboratory (CHM-235).

CHM-415 Physical Chemistry I

Study of chemical systems from a molecular basis. Basic concepts of quantum chemistry and statistical theory applied to molecular structure and chemical change. Fundamentals of electronic structure of atoms and molecules, molecular symmetry, and interaction of matter with light. Three class meetings and one three-hour laboratory per week. Prerequisites: Analytical Chemistry (CHM-215), General Physics I (PHY-215), and Calculus II (MTH 145).

CHM-425 Physical Chemistry II

Study of basic chemical thermodynamics in chemical reactions. Why reactions occur, physical and chemical equilibria, reaction kinetics, gas theory, and the Boltzmann distribution. Three class meetings per week. Prerequisite: Physical Chemistry I (CHM-415).

CHM-515 Advanced Organic Chemistry

Extensive survey of synthetic and mechanistic implications of many organic reactions. Symmetry and mass spectroscopy are included. Recent chemical developments and the use of the original scientific literature emphasized. Three class meetings per week. Prerequisites: Organic Laboratory (CHM-235) and Physical Chemistry I (CHM-415). (Offered alternate years)

CHM-525 Advanced Analytical Chemistry

Theory and applications of instrumental methods for chemical analysis. Methods include FTIR spectroscopy, cyclic voltammetry and stripping techniques, advanced chromatographic methods, and mass spectrometry. Three class meetings per week. Prerequisite: Physical Chemistry I (CHM-415). (Offered alternate years)

CHM-535 Inorganic Chemistry

Structures and properties of selected ionic and covalent inorganic substances, coordination compounds and electron deficient compounds, general acid base theory, and inorganic reactions in solution. Three class meetings per week. Prerequisite: Physical Chemistry I (CHM-415). (Offered alternate years)

CHM-530 Inorganic Chemistry Laboratory

Advanced methods for the synthesis and characterization of main group and transition metal compounds. Synthesis techniques include high temperature and inert atmosphere methods, while characterization methods include electrochemistry, multinuclear NMR, and Raman spectroscopy. One three-hour laboratory period per week. Prerequisite: previous or concurrent registration in Inorganic Chemistry (CHM-535). (0.2 course credit)

CHM-545 Advanced Chemistry Laboratory I

Synthesis, characterization, and mechanisms of reactions of organic and inorganic compounds based on current chemical literature. One class meeting and two laboratories per week. Prerequisite: Physical Chemistry I (CHM-415). (Offered alternate years)

CHM-555 Advanced Chemistry Laboratory II

Spectroscopic investigations of chemical systems and applications of chemical instrumentation for analysis based on current chemical literature. One class period and two laboratories per week. Prerequisite: Physical Chemistry I (CHM-415). (Offered alternate years)

CHM-565 Material Physics and Chemistry

Study of the structure and properties of a wide variety of modern materials, including glasses, polymers, metals, semiconductors, and superconductors. Using fundamental ideas from physics and chemistry, considerable attention is focused on the atomic structures and phase diagrams of these materials. Mechanical, thermal, optical, magnetic, and electrical properties are reviewed and compared with structure. Prerequisite: Electromagnetism (PHY-415) or Physical Chemistry (CHM-415) or consent of instructor.

CHM-560 Material Physics and Chemistry Laboratory

Using state-of-the-art research-grade equipment, students perform a host of structure/property measurements on a wide variety of materials. The materials that are studied include glasses, polymers, metals, semiconductors, and superconductors. Students learn the theory and operating principles for each instrument. Prerequisite: previous or concurrent registration in Material Physics and Chemistry (CHM-565). (0.2 course credit)

CHM-575 Protein Biochemistry

A study of the structure and function of proteins in their many biochemical roles. Topics include proteins as enzymes, messengers, antibodies, regulators, storage, structure, and transport molecules. Protein purification, protein engineering and kinetics, structure prediction, spectroscopy, and current literature topics are covered. Laboratory studies introduce methods and tools of protein purification and analysis. Prerequisites: Cellular and Molecular Biology (BIO-145) and Organic Chemistry II (CHM-225).

CHM-570 Protein Biochemistry Laboratory

Three hours per week. Concurrent with Protein Biochemistry. (0.2 course credit)

CHM-705, -715 Seminar in Chemistry I, II

Weekly seminar covering two terms, in which topics of interest in modern chemistry and chemical research are presented. Particular emphasis on improving student skills in scientific communication. Students are expected to attend each weekly seminar. The final topic is a presentation open to the campus community. Required for all majors in chemistry. Prerequisite: previous or concurrent enrollment in Physical Chemistry (CHM-415) or consent of department chair. (Each seminar: 0.25 course credit)

CHM-815 Independent Study

Research on a selected project directed by a member of the department, including library research, laboratory investigation, and submission of a research report. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

CHM-845 Undergraduate Summer Research

Prerequisite: consent of department chair.

CHM-895 Internship in Chemistry

Investigation of an area of interest through voluntary field placement supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in chemistry. Prerequisite: completion of a chemistry minor or junior standing and consent of department chair.

OR-715, -725 Study and Research at Oak Ridge Laboratory

See description, p. 28

INT-895 Internship in Health & Science

See description, p. 21

—COMMUNICATION STUDIES

See p. 143

—COMPUTER SCIENCE

See p. 107

—ECONOMICS

See p. 74

—ELEMENTARY EDUCATION

See p. 154

—ENGLISH

Aukema, Burke, Drexler, Gorman, Hausknecht (Chair), Heller, Mennenga, Naick, Sodeman, Struthers.

The English department offers a major and a minor in English and offers a major and minor in creative writing. The department's main goals are to teach skills in critical thinking and textual analysis, to provide familiarity with literary works central to Western cultural traditions, and to develop students' knowledge of and appreciation for major traditions of world literature.

Students are invited to visit informally with English faculty to discuss English programs. Students planning to major in English should discuss their goals with English faculty; those considering graduate study should consult an English advisor in the first term of the second year or as soon as possible thereafter.

English Major

1. One of the following:
ENG-158 Irish Literature
AAM/ENG-166 African Literature
ENG-187, -188 Literary Studies in Gender
ENG-206 Asian Literature
ENG-226 Middle Eastern Literature
AAM/ENG-267 African American Literature
ENG-288 Russian Literature
2. ENG-315 History of English Literature
3. Three English courses numbered 335 or above.
4. ENG-615 Literary Analysis (This is the prerequisite for Seminars and Honors Projects in English.)
5. Two additional English course credits, one of which may be in creative writing.
6. Two of the following seminars:
ENG-705 Seminar in Literature
ENG-715 Seminar in Literature
ENG-725 Seminar in Literature
AAM/ENG-777 Seminar in Black Literature
AAM/ENG-787 Seminar in Black Literature
AAM/ENG-797 Seminar in Black Literature
7. Two Reflection and Evaluation projects (See p. 84)

English Minor

1. One of the following:
ENG-158 Irish Literature
AAM/ENG-166 African Literature
ENG-187, -188 Literary Studies in Gender
ENG-206 Asian Literature
ENG-226 Middle Eastern Literature
AAM/ENG-267 African American Literature
ENG-288 Russian Literature
2. Two additional English course credits, one of which must be numbered 335 or above and one of which may be in creative writing.
3. ENG-315 History of English Literature
4. ENG-615 Literary Analysis
5. One of the following:
ENG-705 Seminar in Literature
ENG-715 Seminar in Literature
ENG-725 Seminar in Literature
AAM/ENG-777 Seminar in Black Literature
AAM/ENG-787 Seminar in Black Literature
AAM/ENG-797 Seminar in Black Literature

Collateral Major in Creative Writing

The Creative Writing program offers instruction in writing fiction, poetry and scripts. Students who wish to develop skills in writing non-fiction prose – journalism, personal essays, etc. – should consider the Writing major offered by the rhetoric department.

Students choosing a Creative Writing major or minor may not elect either the major or minor in writing offered by the rhetoric department.

Students majoring in both English and Creative Writing cannot count more than two ENG-courses toward the Creative Writing major.

1. Fulfill requirements for any of the majors listed on p. 13 of the catalog.
2. Two courses in literature (ENG-____) one of which must be ENG-315 or above.
3. CRW-105 Topics in Creative Writing
4. Two of the following:
CRW/THE-200 Beginning Playwriting (The One-Act Play)
CRW-280 Poetry Workshop 1
CRW-290 Fiction Workshop 1
5. Two of the following:
CRW/THE-300 Advanced Playwriting (The Full-Length Play)
CRW-380 Poetry Workshop 2
CRW-390 Fiction Workshop 2
CRW-405 Advanced Topics in Creative Writing
CRW-480 Poetry Workshop 3
CRW-490 Fiction Workshop 3
6. One of the following:
One elective from Creative Writing (CRW-____)
One elective from English (ENG-____)
Two terms of CRW-075 Advanced Literary Magazine Editing
RHE-255 The Essay
RHE-277 Cultural Studies
RHE-335 Writers Colony
RHE-345 Nature Writing
RHE-357 Environmental Rhetoric
7. CRW-505 Manuscript Workshop
8. Senior Reading: a public reading from the final manuscript completed in CRW-505. Required of majors.

Creative Writing Minor

1. One course in literature (ENG-___)
2. CRW-105 Topics in Creative Writing
3. Three of the following:
 - CRW/THE-200 Beginning Playwriting (The One-Act Play)
 - CRW-280 Poetry Workshop 1
 - CRW-290 Fiction Workshop 1
 - CRW/THE-300 Advanced Playwriting (The Full-Length Play)
 - CRW-380 Poetry Workshop 2
 - CRW-390 Fiction Workshop 2
 - CRW-405 Advanced Topics in Creative Writing
 - CRW-480 Poetry Workshop 3
 - CRW-490 Fiction Workshop 3
 - CRW-505 Manuscript Workshop
4. One elective from Creative Writing (CRW-___), **or** from English (ENG-___), **or** from the following list:
 - RHE-215 Introduction to Journalism
 - RHE-225 Journalism and Media Writing Workshop
 - RHE-255 The Essay
 - RHE-265 Professional Writing
 - RHE-285 Technical Writing and Information Design
 - RHE-325 Advanced Media Writing Workshop
 - RHE-335 Writers Colony
 - RHE-345 Nature Writing
 - RHE-845 Directed Studies in Writing

Advanced Placement

Students who achieve a four or five on the College Board Advanced Placement examination in literature automatically receive one course credit toward graduation. They still need to complete ten courses for an English major and six courses for an English minor, and they need to take a course numbered below 300 as prerequisite for those numbered 300 and above.

English and Creative Writing Courses Counting Toward Other Majors

Majors and minors toward which some English and Creative Writing courses may be applied include: African American Studies, American Studies, Asian Studies, Classical Studies, Communication Studies, Gender Studies, Literature, Writing.

The English department accepts, for elective credit toward an English major or minor, the following courses from the foreign language department: French Literature in Translation (FRE-145, -146, -148) and Spanish Literature in Translation (SPA-148).

Reflection and Evaluation

The English department requires each student to reflect upon his or her progress in the program during two courses. All students taking Literary Analysis (ENG-615) are required to complete a short writing project in which they: a) list and evaluate the courses and activities they have completed related to their English studies; and b) summarize their plans for completing the program.

During the second Seminar in Literature (ENG-7_5), English majors are required to complete a short writing project in which they describe and evaluate their overall experience in the English program.

Students receive brief written responses to each project from the course instructor. The chair keeps copies of the projects and the responses on file for at least five years; they are used by the department to assess and plan the curriculum.

These two projects are requirements for completion of an English major. **A student is not certified to have completed the major unless copies of these projects are on file with the department chair.**

COURSES IN LITERATURE

Some English courses may be repeated for credit, provided the topics are substantially different. To repeat a course for credit, the student must have consent from the instructor in order to ensure that the course content is substantially different. For a repetition to apply toward an English major or minor, the student must have written consent from the English department chair. This consent must be secured before enrolling in the course.

ENG-010 Film Festival

An activity course in which students see a group of related films. S/U basis only. May be repeated for credit for a maximum of 1.0 credit. This course does not satisfy any of the requirements for a major in English. (0.2 course credit)

ENG-025 English Tutorial

Study of an individually chosen topic in literature or writing under the direction of a faculty member of the department. This course does not satisfy any of the requirements for a major in English. May be repeated for credit for a maximum of 1.0 credit. Prerequisite: consent of directing faculty member and department chair. (0.25, 0.5, or 1.0 course credit)

ENG-115 Western Masterworks

Study of works of major authors of Western Civilization from ancient times to the present.

ENG-125 Exploring Literature: Humanities

Explores works by a variety of world authors outside the United States with the purposes of stimulating the appreciation of literary art and considering the various functions of literature in the contemporary world.

ENG-127 Exploring Literature: United States Pluralism

Explores works by writers from one or more subgroups in American culture with the purposes of stimulating the appreciation of literary art and considering the various functions of literature in the contemporary world.

ENG-128 Exploring Literature: Diversity in Western Culture

Explores works by writers from one or more subgroups in Western Civilization outside the United States with the purposes of stimulating the appreciation of literary art and considering the various functions of literature in the contemporary world.

ENG-158 Irish Literature

Study of selected literary works written by Irish writers. Typical topics may be the Irish Renaissance, Contemporary Irish Playwrights, or Irish Poetry.

ENG-166 African Literature

See also African American Studies (AAM-166), p. 167

A course of selected focus which centers on a particular author, theme, region, or genre of African literature. Possible topics include South African Literature, Nigerian Drama, Chinua Achebe. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-187 Literary Studies in Gender: United States Pluralism

Examination of a particular author, theme, region, or genre in the context of gender studies. Course focuses on topics related to United States pluralism, such as American Women Writers or Gender and Race in American Literature. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department Chair.

ENG-188 Literary Studies in Gender: Diverse Western Perspectives

Examination of a particular author, theme, region, or genre in the context of gender studies. Course focuses on topics related to Western cultural diversity, such as Gender Identity in Literature, Renaissance Women Writers, Women's Autobiography. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-201 Ancient Mythology

Provides a careful review of the principal myths of the ancient Near East, Greece, and Rome. The review, moreover, includes analysis of certain myths as they appear subsequently in the Western Tradition. Finally, attention is paid to a review of certain of the principal theories of mythic interpretation, e.g., structuralism.

ENG-202 Popular Literature

Study of one or more popular literary genres, such as science fiction, fantasy, romance, horror, detective, western. May deal with video and film materials as well as written texts. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-206 Asian Literature

An examination of one of the national literatures of Asia or some topic concerning Asian literature. Topics and materials may change each time the course is offered. Possible topics include Classical Chinese Literature, Classical Japanese Literature, Modern Japanese Fiction, the Modern Indian Novel. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-215 Modern English Literature

Reading and discussion of selected works in English Literature from Shakespeare to the present. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-226 Middle Eastern Literature

An examination of one of the national literatures of the Middle East or some topic concerning Middle Eastern literature. Possible topics include the Egyptian Novel, Poetry of the Middle East, Palestinian Fiction, a survey of Middle Eastern Fiction. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-245 English Symposium

Examination of a cross-disciplinary topic in literary or cultural studies. This course normally includes guest lectures by faculty from several departments at weekly evening meetings. Possible topics include Politics and Literature, Fantasy, Gender Identity. May be repeated, with consent of instructor, provided the topics are substantially different. One credit may be counted toward an English major.

ENG-250 Film Topics

Includes a brief introduction to film analysis, but focuses on a specific topic such as: adaptations, a genre, a period, an individual director, a studio. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-256 Film Topics: Non-Western Perspectives

Same as Film Topics (ENG-250) except selected works focus on non-Western perspectives.

ENG-257 Film Topics: United States Pluralism

Same as Film Topics (ENG-250) except selected works focus on United States pluralism.

ENG-258 Film Topics: Diverse Western Perspectives

Same as Film Topics (ENG-250) except selected works focus on diverse Western perspectives.

ENG-267 African American Literature

See also African American Studies (AAM-267), p. 167

Reading and discussion of the writings of African Americans, with emphasis on the 20th century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-275 Current Literature

Study of recent British and American poetry and fiction. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-288 Russian Literature

Reading, in English translation, of selected works of literature originally published in Russian. Typical topics include Russian short fiction, Tolstoy's *War and Peace*, Dostoevski's fiction. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

ENG-300 Film Analysis

Introduces the methodology of film criticism and acquaints students in a theoretical sense with the methods of filmmaking. Explores picture composition, movement, editing, sound, and film theory. Prerequisite: a college literature course.

ENG-315 History of English Literature

A survey of English Literature from Beowulf to the middle of the 18th century, paying special attention to the major works and writers of this period. Prerequisite: a college literature course.

ENG-335 United States Literature

A survey of United States Literature from the Colonial Period to the present, paying special attention to major works and writers. Prerequisite: a college literature course.

ENG-345 American Literature

Study of selected literary works written by North Americans. Sample topics: Modern U.S. Literature, Canadian Fiction, or American Short Story. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair. Prerequisite: a college literature course.

ENG-347 American Literature: United States Pluralism

Study of selected literary works written by North Americans with special attention to cultural differences such as race, gender, religion, and social class. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair. Prerequisite: a college literature course.

ENG-415 European Literature Topics

Study of selected works in English or translation by major writers from Europe. Selections may range from ancient Greeks to modern European literature. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair. Prerequisite: a college literature course.

ENG-416 Non-Western Literature Topics

Study of selected works in English or translation by major writers from non-Western cultures. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair. Prerequisite: a college literature course.

ENG-418 Diverse Western Literature Topics

Study of selected works in English or translation by major writers from one or more subgroups in Western Civilization outside the United States. Explores themes such as class, race, gender, religion, colonialism, and post-colonialism. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair. Prerequisite: a college literature course.

ENG-425 Modern Poetry

Close reading of poems by British and American poets of the late 19th and early 20th centuries, such as Hardy, Yeats, Eliot, Frost, Moore, Stevens, Auden, Thomas. Prerequisite: a college literature course.

ENG-445 The Age of Chaucer

Reading and discussion of literature of the later Middle Ages, with some emphasis on the work of Geoffrey Chaucer. Prerequisite: a college literature course. The department strongly recommends taking History of English Literature (ENG-315) as preparation.

ENG-455 Shakespeare: Comedies and Romances

Reading, viewing, and discussion of comedies and romances spanning Shakespeare's career. Prerequisite: a college literature course.

ENG-465 Shakespeare: Tragedies and Histories

Reading, viewing, and discussion of history plays and tragedies, with some emphasis on the middle period of Shakespeare's career, including the major tragedies. Prerequisite: a college literature course.

ENG-475 British Renaissance Literature

Study of the development of English literature in the 16th and 17th centuries. Typically the focus is on either poetry or drama. Prerequisite: a college literature course.

ENG-485 Restoration and Eighteenth-Century British Literature

Study of major works from 1660 to the end of the eighteenth century or of an author, topic, or genre of the period. Prerequisite: a college literature course.

ENG-495 Romantic Literature

Study of major works from 1780 to 1830, with emphasis on writings by: Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Byron, Keats, P. Shelley, and M. Shelley. Prerequisite: a college literature course.

ENG-505 Victorian Literature

Study of poetry and prose of the Victorian era from 1832 through the fin-de-siècle, including such writers as Tennyson, Browning, Barrett Browning, Arnold, Mill, Ruskin, C. Rossetti, D.G. Rossetti, Swinburne, Hopkins, Pater, and Wilde. Prerequisite: a college literature course.

ENG-515 The Nineteenth-Century British Novel

Study of major British novelists such as Austen, Scott, Dickens, C. Brontë, E. Brontë, Eliot, Collins, and Hardy. Prerequisite: a college literature course.

ENG-525 Modern British Fiction

Study of novels and short fiction by British writers of the late 19th and 20th centuries, such as Conrad, Joyce, Lawrence, and Woolf. Prerequisite: a college literature course.

Advanced Study in English

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

ENG-615 Literary Analysis

Practice in analysis of poetry, fiction, drama, and other literary genres, with special attention paid to the skills necessary for completing an English major. The department recommends taking this course at about the middle of the major, in the fourth or fifth term of full-time study. Prerequisites: History of English Literature (ENG-315) and one other English course numbered above 315.

ENG-705, -715, -725 Seminar in Literature

Seminars provide intensive, advanced work in literature. Study of selected literary works and subjects. Sample subjects: the theory and varieties of a literary genre (comedy); a significant aspect of the intellectual, cultural, or social relationships of literature; a single challenging work or author or small group of authors. Prerequisites: junior standing and Literary Analysis (ENG-615).

ENG-777, -787, -797 Seminar in Black Literature

See also African American Studies (AAM-777, -787, -797), p. 167

Intensive study of selected works and subjects in Black Literature. Topics may include African, African American and West Indian literature. Prerequisites: junior standing and Literary Analysis (ENG-615).

ENG-815 Independent Study

A course for students completing honors projects in English. Normally, students register for one Independent Study in Fall Term of the senior year. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: Literary Analysis (ENG-615) and either Seminar in Literature (ENG-705, -715, -725) or Seminar in Black Literature (AAM/ENG-777, -787, -797) and consent of instructor.

ENG-845 Directed Studies in English

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

ENG-895 Internship in English

Exploration of a career area related to English. A minimum of 140 hours on-site experience is required. S/U basis only. Application and supervision through the Director of Internships. This course does not satisfy any of the requirements for a major in English, but with consent of rhetoric department chair, one credit from an appropriate

internship may satisfy the requirements for a minor in writing. Prerequisites: junior standing and consent of department chair.

COURSES IN WRITING

CRW-050 Literary Magazine Editing

Combines instruction in the skills of producing a literary magazine with the practical tasks of publishing the *Coe Review*. Students learn to plan a production schedule, evaluate and select materials, design an issue, organize and direct staff, manage a budget, promote the magazine, plan for the next cycle, communicate with contributors, and other skills related to producing an issue of the *Coe Review*. Current appointed *Coe Review* editorial staff are required to enroll in either CRW-050 or CRW-075 as a condition of retaining their appointments. Students may not register for both CRW-050 and CRW-075 in the same term. May be repeated for credit for a maximum of 1.6 credits. S/U basis only. (0.2 course credit)

CRW-075 Advanced Literary Magazine Editing

Combines instruction in the skills of producing a literary magazine with the practical tasks of publishing the *Coe Review*, but this course focuses on developing and practicing skills in one of the main editorial positions of the magazine. Only students who have been appointed to an editorial position on the *Coe Review* staff may register for this course. Current appointed *Coe Review* editorial staff are required to enroll in either CRW-050 or CRW-075 as a condition of retaining their appointments. Students may not register for both CRW-050 and CRW-075 in the same term. A maximum of one credit from this course may be applied to a collateral major in Creative Writing. May be repeated for credit for a maximum of 1.0 credit. (0.5 credit)

CRW-105 Topics in Creative Writing

Emphasizes basic skills in writing one or more forms of poetry, fiction, or drama. Students study classic examples and write original works in these forms. Topics vary depending on the instructor. Topics may include sonnets and other closed forms, fables and myths, literary fiction, fantasy, young adult fiction, Internet literature, one-act plays, or other forms. May be repeated, with consent of instructor, provided the topics are substantially different.

CRW-200 Beginning Playwriting (The One-Act Play)

See also Theatre Arts (THE-200), p. 164

Explores the basics of playwriting through the study of dramatic structure, creative exercises, and reading and analysis of existing play scripts, with emphasis on the one-act play. Students complete a one-act play script of their own creation. Open to all students.

CRW-300 Advanced Playwriting (The Full-Length Play)

See also Theatre Arts (THE-300), p. 164

Focuses on the analysis and creation of play scripts of two acts or more. Emphasis is placed on the writing and marketing of the student's own creative work, culminating in the completion and public reading of a full-length script. Prerequisite: Beginning Playwriting (CRW/THE-200).

WORKSHOPS IN CREATIVE WRITING

Workshops in poetry and fiction usually meet concurrently, students at all three levels working together. Workshop students are required to submit a collection of finished work at the end of each course. Included in this collection is reflective discussion of the composition history of the finished work.

CRW-280 Poetry Workshop 1

Special attention to differences between closed forms of traditional rhymed, metrical verse, and open forms, such as non-stanzaic and free verse. Prerequisite: Topics in Creative Writing (CRW-105) or consent of instructor.

CRW-290 Fiction Workshop 1

Emphasis on techniques of setting, plot, characterization, dialogue, timing, and systematic architecture, and on a variety of narrative methods. Prerequisite: Topics in Creative Writing (CRW-105) or consent of instructor.

CRW-380 Poetry Workshop 2

Advanced study of poetic forms and practice writing poetry. Prerequisites: Topics in Creative Writing (CRW-105) and Poetry Workshop 1 (CRW-280).

CRW-390 Fiction Workshop 2

Advanced study of the short story and practice writing fiction at the advanced level.. Prerequisites: Topics in Creative Writing (CRW-105) and Fiction Workshop 1 (CRW-290).

CRW-480 Poetry Workshop 3

Continued advanced writing, with an emphasis on producing finished poems. Prerequisite: Poetry Workshop 2 (CRW-380).

CRW-490 Fiction Workshop 3

Continued advanced writing, with an emphasis on producing finished fiction. Prerequisite: Fiction Workshop 2 (CRW-390).

CRW-405 Advanced Topics in Creative Writing

Study of special topics in creative writing, such as scriptwriting, experimental fiction and poetry, and hypertext. May be repeated, with consent of instructor, provided the topics are substantially different. Prerequisite: Advanced Playwriting (CRW-300), Poetry Workshop 2 (CRW-380) or Fiction Workshop 2 (CRW-390).

CRW-505 Manuscript Workshop

The capstone of the Creative Writing major. Students in this intensive workshop complete a thoroughly revised, polished major manuscript, suitable for an MFA writing sample or to submit for publication. Manuscripts usually are in a single genre. Students also write reflections on their manuscript and prepare for the senior reading. Prerequisites: completion of all writing courses required for the major or minor and consent of Creative Writing Program Director.

CRW-895 Internship in Creative Writing

Exploration of a career area related to Creative Writing. A minimum of 140 hours on-site experience is required. S/U basis only. Application and supervision through the Director of Internships. This course does not satisfy any of the requirements for a major or minor in creative writing, but with the consent of rhetoric department faculty, one credit from an appropriate internship may be applied to a major or minor in writing. Prerequisites: junior standing and consent of Creative Writing Program Director.

For additional writing and journalism courses, see Rhetoric, p. 143.

—ENVIRONMENTAL SCIENCE

See pp. 60, 78

—FOREIGN LANGUAGES

Armitage, Burke, Chaimov (Chair), Fuertes-Arboix, Hidalgo, Janca-Aji, Mason-Browne, Potter, Wilke.

EDU-495 Methods of Foreign Language Instruction in Secondary Schools

See Teacher Education, p. 154

FSA-100 Study Abroad

Study abroad during May Term under the supervision of a Coe College faculty member, with site visits to places of historical and cultural interest. When appropriate, may count as a course in the major. May be repeated if offered in different locations. Prerequisite: consent of instructor. (Offered May Term only)

—FRENCH**French Major**

A grade of "C" or higher must be received in all courses counted toward the French major.

Students who major in French complete a minimum of eight courses in French beyond Intermediate French II (FRE-225), though either French Literature in Translation (FRE-145, -146, -148) or France and the Francophone World (FRE-158) may be taken as one of the eight. Study abroad is strongly encouraged. By enrolling in a program approved by the College and the department, a student may earn up to three credits toward a major. One upper-level course in French must be taken in the senior year.

Students selecting French as a second teaching field should complete a minimum of four French courses numbered 315 or above. Any advanced courses taken for the second teaching field must include French Composition and Conversation (FRE-315).

French Minor

A grade of "C" or higher must be received in all courses counted toward the French minor.

The minor in French consists of four courses beyond Intermediate French II (FRE-225) and must include French Composition and Conversation (FRE-315) and Introduction to French Literature and Culture (FRE-335), though either French Literature in Translation (FRE-145, -146, -148) or France and the Francophone World (FRE-158) may be taken as one of the four.

French Studies Major

A grade of "C" or higher must be received in all courses counted toward the French Studies major.

The French Studies major requires: 1) successful completion of a minor in French, or four courses taught in French at any level and a departmentally approved term-long study abroad experience; and 2) successful completion of a departmentally approved list of five courses proposed by the student which exhibits both internal coherence and relevance to the course work in French. Typically, application to the department for the approval of the interdisciplinary elected courses is to be made no later than the Spring Term of the junior year.

COURSES IN FRENCH

FRE-115, -125 Elementary French I and II

Designed for students with no previous knowledge of French. In the first term, emphasis is placed on oral practice and exposure to aspects of contemporary French culture. Activities in class are designed to develop the student's proficiency in understanding, speaking, writing, and reading the French language. In the second term, these skills are developed further in the context of class discussion and short compositions. Note: FRE-115 is not open to students with one or more full years of French in secondary school without consent of instructor in consultation with the student's advisor. Prerequisite for FRE-125: Elementary French I (FRE-115) or consent of instructor.

FRE-145 French Literature in Translation

Reading, in translation, of a selection of works by major French authors. Content varies from term to term. In most cases selections center on a theme, a time period, or a genre. Contact the instructor for specific information about course content. Students preparing a French major or minor must write a paper in French. Taught in English.

FRE-146 French Literature in Translation: Non-Western Perspectives

Same as French Literature in Translation (FRE-145) except selected works focus on non-Western perspectives.

FRE-148 French Literature in Translation: Diverse Western Perspectives

Same as French Literature in Translation (FRE-145) except selected works focus on diverse Western perspectives.

FRE-158 France and the Francophone World

An interdisciplinary survey of social, cultural, political, and economic issues central to an understanding of contemporary France and the francophone world. The format of this course includes films and guest speakers. Taught in English.

FRE-215 Intermediate French I

Continuation of Elementary French, with review of key grammatical structures and an emphasis on oral practice. Prerequisite: Elementary French II (FRE-125) or consent of instructor.

FRE-225 Intermediate French II

A thorough review of French grammar and vocabulary in the context of an introduction to French and Francophone culture. Includes short readings and compositions, films, discussions, and immersion activities to improve language skills. Note: Course also designed for students with 2-4 years of high school French but not yet ready for FRE-315. Prerequisite: Intermediate French I (FRE-215) or consent of instructor.

FRE-315 French Composition and Conversation

Serves as the capstone of previous language courses, sharpens oral and written communication skills, and introduces students to the particular ways in which native speakers of French tend to express themselves through listening exercises, discussion, immersion activities, interviews, and compositions on cultural aspects of communication. This course is required of all students majoring or minoring in French. It is expected that this course is followed by Introduction to French Literature and Culture (FRE-335) in the following term. Prerequisite: Intermediate French II (FRE-225) or consent of instructor.

FRE-335 Introduction to French Literature and Culture

Designed to teach the basics of literary analysis and French history and culture. This course examines works in five different genres (fiction, poetry, essay, theatre, and film) embedded in their specific contexts and offers close instruction on how to write, revise, and edit longer papers in French. This course is a prerequisite for all other upper-level courses in French, and its goal is to provide a smooth transition from intermediate level language courses to content courses in literature and culture. Prerequisite: French Composition and Conversation (FRE-315) or consent of instructor.

FRE-405 Reinventing the Novel

A study of the various transformations and incarnations of the novel from Arthurian romances to francophone experiments in light of radical cultural and aesthetic shifts. As a final project, students create their own collection of novellas, modeled on examples from their readings. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-422 Subversion and Masquerade in French Poetry, Theater, and Folk Tales

Closely examines texts for public performance which promote subversive political, philosophical, and aesthetic agendas. May include works by Christine de Pizan, Joan of Arc, Rabelais, Beaumarchais, Voltaire, Hugo, Baudelaire, Beauvoir, Beckett, Ionesco, and Césaire. Students are involved in the writing and performance of a one-act play. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-432 French Cinema and Contemporary Culture

Survey of some of the major genres, directors, and films of French and francophone cinema from the Lumière brothers to the present, as well as discussions of French film culture and cinema's relations to history, literature, and other forms of visual and media arts. Students produce their own short films in French. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-438 Women in French

Examines the strategies that peasants, queens, writers, artists, saints, courtesans, and revolutionaries have used in art, literature, and film to confront legal and social limitations on their gender. Texts may include writings by Marie de France, Joan of Arc, Christine de Pizan, Madame de Lafayette, Olympe de Gouges, Marie Antoinette, George Sand, Colette, Duras, and Yourcenar. A field trip to the Art Institute of Chicago is a required part of this course. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-442 Francophone Voices

A study of the history of "la francophonie" in terms of France's colonial experiments and their literary legacies and current issues of immigration and multiculturalism. Includes novels and films from France, Cameroon, Senegal, Canada, Morocco, and Martinique. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-452 The History of French and the Art of Translation

Close examination of the history, evolution, ideology, and structure of French through intensive practice translating from and into French and across a variety of genres and media, including film adaptations of literary texts. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-495 Topics in French/Francophone Literature and Culture

Literature and culture course centering on a theme, region, time period, or genre. Approach and content vary from term to term as determined by the instructor. Topics include: Literary Paris, The Grotesque and the Sublime, Love and War, or The Fantastic, the Surreal, and the Absurd, or Postcolonial Lives. Prerequisite: Introduction to French Literature and Culture (FRE-335) or consent of instructor.

FRE-815 Independent Study

Independent investigation of a selected project in French under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of department chair.

FRE-845, -855 Directed Reading

For students wishing to investigate a particular aspect of French literature unavailable through the regular sequence of courses offered. Periodic conferences and papers are required. May be taken for credit more than once. Prerequisite: Introduction to French Literature (FRE-335) or consent of instructor.

FRE-895 Internship in French

Exploration of a career area related to French. A minimum of 140 hours on-site experience is required. S/U basis only. Application and supervision through the Director of Internships. This course does not satisfy any of the requirements for a major in French. Prerequisites: junior standing and consent of department chair.

—GERMAN

German Major

The German major offers the opportunity to perfect one's skills in spoken and written German and to study a range of vital issues in Central European culture and how those issues relate to us. It prepares the student for graduate or professional study in several disciplines or for work in an international context. Students who major in German complete a minimum of eight German courses numbered 315 or above. Students are urged to substitute study abroad in a program approved by the college and the department for up to three of these courses. One German literature course must be taken in the senior year.

A grade of "C" or higher must be received in all courses counted toward the German major.

Students selecting German as a second teaching field should complete a minimum of four German courses numbered 315 or above. Any advanced courses taken for the second teaching field should include German Composition and Conversation (GER-315).

German Minor

A grade of "C" or higher must be received in all courses counted toward the German minor.

The minor in German consists of four courses numbered GER-315 or above.

German Studies Major

A grade of "C" or higher must be received in all courses counted toward the German Studies major.

Synthesizing work across such disciplines as language, literature, history, political science, art, philosophy and religion, the German Studies major requires: 1) successful completion of either four German courses numbered 315 or above (i.e., a minor) or four courses taught in German at any level and a departmentally approved term-long study abroad experience; and 2) successful completion of a departmentally approved list of five courses proposed by the student which exhibit both internal coherence and relevance to the course work in German. Typically, application to the department for the approval of the interdisciplinary elected courses is to be made no later than the spring term of the junior year.

COURSES IN GERMAN

GER-108 Images of Foreign Culture

GER-115 Elementary German I

Beginning German speaking, reading, and writing.

GER-125 Elementary German II

Continuing study of German speaking, reading, and writing. Prerequisite: Elementary German I (GER-115) or consent of instructor.

GER-148 German Literature in Translation

Reading, in translation, of a selection of works by German authors, from the brothers Grimm to Kafka to contemporary writers. Taught in English.

GER-158 Germany Today

An interdisciplinary survey of topics and issues central to an understanding of contemporary Germany: social, cultural, and political. Films and speakers are included in the format of this course. Taught in English.

GER-168 Holocaust and Memory

An investigation of the European Holocaust through films, novels, short stories, nonfiction memoirs, monuments, museums, and class visitors. Taught in English.

GER-215 Intermediate German

Reading and discussion of intermediate-level German texts, review of structures and syntax with written and oral practice. Prerequisite: Elementary German II (GER-125) or consent of instructor.

GER-315 German Composition and Conversation

A culture-based course that emphasizes speaking, writing, and review of grammar, with class presentations, peer-feedback on compositions, and guest speakers. Prerequisite: Intermediate German (GER-215) or consent of instructor.

GER-325 Texts in Social Context

Continues both Intermediate German (GER-215) and German Composition and Conversation (GER-315). Prepares the student for 400-level literature courses by introducing the analysis of how poetry, prose fiction, drama, and film relate to the social context of their authors and readers. Prerequisite: Intermediate German (GER-215) or German Composition and Conversation (GER-315) or consent of instructor.

GER-405 Technology and Modernity

Critically investigates 20th-century technology and its controversial role within the literary and cultural productions of modernity. Readings include Dada poetry, Franz Kafka, The Frankfurt School, and Christa Wolf. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-435 The Child as Citizen

Investigates through the use of German children's literature, from Grimms' fairy tales onwards, and films about children, how children are socialized and disciplined into their eventual roles as citizens. The course views childhood less as the raw material out of which adulthood is produced, than as a never-entirely-fathomable object of memory, an imagined construct that adult writers of children's literature put to political uses. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-445 Race, Class, and Gender

Studies the production and critique of racial, social, and sexual roles in literature from the Medieval period to the present. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-455 Deutsch-Amerika

Explores the past and present of German-American culture by way of a novel of Iowa-German farm life, immigrant family letters, historic German-language magazines, oral interviews with German-Americans, and visits to the Amana Colonies. Questions may include: What does it mean to be between two cultures? Do ethnic sub-groups simply receive their heritage or also produce it? Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-465 Ghosts and Madness

Examines the political implications of the occult —mesmerism, ghost sighting, alchemy—in the literature of the German Enlightenment and Romanticism. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-475 Nation and Narration

Explores how Germany creates a changing national self-image in literature and the other arts from Lessing's 18th-century efforts to found a national stage to the Heimat literature of the 20th century. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-485 Topics in German Literature

Centers on a theme, time period, or genre of German literature. Approach and contexts vary from term to term and are determined by the instructor. Prerequisite: Texts in Social Context (GER-325) or consent of instructor.

GER-815 Independent Study

For outstanding senior majors in German. Independent investigation of a selected project in German under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of department chair.

GER-845, -855 Directed Reading

For students wishing to pursue independent investigation of some special phase of German literature and for majors in other fields who wish to study works of German authorities on their subject. Prerequisite: Intermediate German (GER-215) or consent of instructor.

GER-895 Internship in German

Exploration of a career related to German. A minimum of 140 hours on-site experience is required. S/U basis only. Application and supervision through the Director of Internships. This course does not satisfy any of the requirements for a major in German. Prerequisites: junior standing and consent of department chair.

—GREEK

See Classical Studies, p. 172.

COURSES IN GREEK

CLA-108 Images of Foreign Culture

CLA-135 Basic Greek

An intensive examination and analysis of Greek grammar and syntax. Selected readings from works of the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: no prior instruction in Greek or up to two terms of secondary school Greek and consent of instructor.

CLA-145 Selected Readings in Ancient Greek

Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from authors selected from the koine or Classical tradition. Combination of drill work, lecture, and discussion. Prerequisite: Basic Greek (CLA-135) or two or more terms of secondary school Greek and consent of instructor.

CLA-215, -225, -235, -245 Topics in Greek

Close textual reading and analysis of major Greek writers in the koine or Classical tradition. Concern with stylistic differences, translating facility, and Greek culture. Combination of lecture, discussion, and translating. Prerequisite: Selected Readings in Ancient Greek (CLA-145) or four or more terms of secondary school Greek and consent of instructor.

—JAPANESE

COURSES IN JAPANESE

JPN-106 Images of Foreign Culture

JPN-155 Elementary Japanese I

Beginning Japanese phonology, structure, and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji.

JPN-165 Elementary Japanese II

Continuing study of Japanese phonology, structure and vocabulary. Study of hiragana and katakana syllabaries with introduction of some kanji. Prerequisite: Elementary Japanese I (JPN-155) or consent of instructor.

JPN-215 Intermediate Japanese I

Reading and discussion of selected Japanese texts, with continued work on grammatical structures. Increased emphasis on kanji. Prerequisite: Elementary Japanese II (JPN-165) or consent of instructor.

JPN-225 Intermediate Japanese II

Reading and discussion of selected Japanese texts, with continued work on grammatical structures. Increased emphasis on kanji. Prerequisite: Intermediate Japanese I (JPN-215) or consent of instructor.

JPN-305 Topics in the Japanese Language

An advanced study of the Japanese language. May be taken more than once. Prerequisite: Intermediate Japanese II (JPN-225) or consent of instructor.

—LATIN

See also Classical Studies, p. 172.

COURSES IN LATIN

CLA-108 Images of Foreign Culture

CLA-115 Basic Latin

An intensive examination and analysis of Latin grammar and syntax. Selected readings from the great literary works of the Republic and Empire. A combination of lecture, drill work, and discussion. Prerequisite: no prior instruction in Latin or up to two terms of secondary school Latin and consent of instructor.

CLA-125 Selected Readings in Latin

Review of basic grammar and syntax and examination of more advanced grammar and syntax. In-depth readings from selected authors. Combination of lecture, drill work, and class discussion. Prerequisite: Basic Latin (CLA-115) or two or more terms of secondary school Latin and consent of instructor.

CLA-845, -855, -865, -875 Topics In Latin

Close textual reading and analysis of major Roman writers. Concern with stylistic differences, translating facility, and Roman culture. Combination of lecture, discussion, and translating. Prerequisite: selected Readings in Latin (CLA-125) or four or more terms of secondary school Latin and consent of instructor.

—SPANISH

Spanish Major

A grade of “C” or higher must be received in all courses counted toward the Spanish major.

Students who major in Spanish complete a minimum of eight courses in Spanish beyond Intermediate Spanish II (SPA-225), though Spanish Literature in Translation (SPA-148) may be taken as one of the eight. Elementary Spanish I (SPA-115), Elementary Spanish II (SPA-125) and Spanish Review and Preparation (SPA-135) are not counted toward the Spanish major, but are regarded rather as skill courses preliminary to undertaking the major. Spanish students are urged to substitute study abroad in a program approved by the College and the department for up to three of these courses. One Hispanic literature course (SPA-336 or above) must be taken in the senior year.

Students selecting Spanish as a second teaching field should complete a minimum of four Spanish courses numbered 315 or above. Any advanced courses taken for the second teaching field should include Spanish Composition and Conversation (SPA-315).

Spanish Minor

A grade of “C” or higher must be received in all courses counted toward the Spanish minor.

The minor in Spanish requires the completion of four courses beyond Intermediate Spanish II (SPA-225), though with the consent of department chair, Spanish Literature in Translation (SPA-148) may be taken as one of the four. Elementary Spanish I (SPA-115), Elementary Spanish II (SPA-125) and Spanish Review and Preparation (SPA-135) are not counted toward the Spanish minor.

Spanish Studies Major

A grade of “C” or higher must be received in all courses counted toward the Spanish Studies major.

The Spanish Studies major requires: 1) successful completion of four courses beyond Intermediate Spanish II (SPA-225), with Hispanic Life and Culture (SPA-336, -338) recommended as one of the four; and 2) successful completion of a departmentally approved list of five courses proposed by the student which exhibits both internal coherence and relevance to the course work in Spanish. Typically, application to the department for the approval of the interdisciplinary elected courses is to be made no later than the Spring Term of the junior year.

COURSES IN SPANISH

SPA-108 Images of Foreign Culture

SPA-115, -125 Elementary Spanish I and II

Designed for students with no previous knowledge of Spanish. In the first term, emphasis is placed on oral practice and exposure to varied aspects of Hispanic culture. Assignments and activities are designed to develop the student’s proficiency in understanding, speaking, reading, and writing the Spanish language. In the second term these skills are developed further, in the context of class discussion and short reading and writing assignments.

SPA-135 Spanish Review and Preparation

Designed to prepare students who have had some limited experience in Spanish to enter SPA-215 the following term. Strong students with one year of secondary school Spanish should enter this course. This class is also appropriate for students with two years of secondary school Spanish or for those for whom some time has elapsed since their earlier study of Spanish. This course provides review and elementary college-level preparation in Spanish grammar, vocabulary, speaking, and writing.

SPA-148 Spanish Literature in Translation

Reading, in translation, of a selection of works by major Hispanic authors. Content varies from term to term. In most cases selections center on a theme, a time period, or a genre. Contact the instructor for specific information about course content. Students preparing a Spanish major or minor must write a paper in Spanish. Taught in English.

SPA-215, -225 Intermediate Spanish I and II

Continuation of Elementary Spanish, with emphasis on oral practice and a review of grammatical structures. Prerequisite: Elementary Spanish II (SPA-125) or Spanish Review and Preparation (SPA-135) or consent of instructor.

SPA-315 Spanish Composition and Conversation

A course stressing the skills of speaking and writing. Some third-year grammar is studied, with an emphasis on the key problematic structures of the Spanish language. Students write frequent compositions, and class time concentrates on conversational activities.

SPA-325 Spanish Language and Literature

Continuation of Spanish Composition and Conversation, with an emphasis on speaking and writing. A wide range of short literary texts is also studied.

SPA-336 Hispanic Life and Culture: Latin America

An interdisciplinary overview of the culture and civilization of Latin America as portrayed in literature, art, architecture, and film. Particular attention is given to the way the past has created and shaped contemporary Hispanic culture in Latin America.

SPA-338 Hispanic Life and Culture: Europe

Same as Hispanic Life and Culture (SPA-336) except focus of the course is European culture and civilization as portrayed in literature, art, architecture, and film. Particular attention is given to the way the past has created and shaped Hispanic culture in Spain.

SPA-345 Introduction to Hispanic Literature

An introduction to the study of Peninsular and Spanish-American literary works, with an emphasis on basic critical concepts, terminology, and methods. A wide range of texts is studied, beginning with poems and short narratives, and ending with longer works. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325). (Offered alternate years)

SPA-346 Introduction to Hispanic Literature: Non-Western Perspectives

Same as Introduction to Hispanic Literature (SPA-345) except focus of the course is related to non-Western cultures.

SPA-416 Spanish American Short Story of Fantasy

An introduction to the modern literature of Spanish America. Readings include a wide range of short narratives with an emphasis on those of the past 50 years. Particular attention is given to the treatment of the supernatural in fiction and its relation to social context. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-426 Spanish American Short Fiction: Realism

An introduction to the modern literature of Spanish America. Readings include short stories and selected novels with an emphasis on those written after 1950. Particular attention is given to the presentation of social problems and issues in realistic fiction. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-435 Spanish Fiction of the 20th Century

An introduction to the modern literature of Spain. Readings include short stories and selected novels with an emphasis on those since the Spanish Civil War (1936-1939). Particular attention is given to the effect of the Spanish Civil War on the literature of contemporary Spain. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-445 Masterpieces of Spanish Literature

A survey of the most famous literary works of Spain throughout its history. All works from early periods are read in modern Spanish, and in the case of large works, short segments are read. Texts include selections from

Lazarillo de Tormes and *Don Quixote*, and representative works of Larra, Garcia Lorca, Cela, and others.

Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-455 Hispanic Drama

An introduction to Spanish theatre and the various techniques, themes, and images used to express, criticize, or romanticize Hispanic society and life. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-456 Hispanic Drama: Latin America

Same as Hispanic Drama (SPA-455) except focus of course is Latin American theatre.

SPA-465 Hispanic Poetry

An introduction to Spanish poetry and the various techniques and images used to portray Hispanic society and life in verse. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-466 Hispanic Poetry: Latin America

Same as Hispanic Poetry (SPA-465) except focus of course is Latin American poetry.

SPA-475, -485 Topics in Hispanic Literature

A course of narrowed focus that centers on a theme, region, time period, or genre of Hispanic literature. Approach and content varies from term as determined by the instructor. May be taken twice, provided the topics are substantially different. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-476, -486 Topics in Hispanic Literature: Latin America

Same as Topics in Hispanic Literature (SPA-475, -485) except the focus of the course is Latin American culture.

SPA-815 Independent Study

Independent investigation of a selected project in Spanish under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of department chair.

SPA-845, -855 Directed Reading

For students wishing to investigate a particular aspect of Spanish literature unavailable through the regular sequence of courses offered. Periodic conferences and papers are required. May be taken for credit more than once. Prerequisite: Spanish Composition and Conversation (SPA-315) or Spanish Language and Literature (SPA-325).

SPA-895 Internship in Spanish

Exploration of a career area related to Spanish. A minimum of 140 hours on-site experience is required. S/U basis only. Application and supervision through the Director of Internships. This course does not satisfy any of the requirements for a major or minor in Spanish. Prerequisites: junior standing and consent of department chair.

—FRENCH

See p. 90

—GENDER STUDIES

See p. 174

—GENERAL SCIENCE

See p. 175

—GERMAN

See p. 93

—**HISTORY**

Arnold, Buckaloo (Chair), Burke, Keenan, Nordmann, Phifer.

History Major

1. HIS-115 The History of Western Civilization to 1500
2. HIS-125 The History of Western Civilization Since 1500
3. HIS-145 History of the United States to 1865
4. HIS-155 History of the United States Since 1865
5. HIS-205 The Historian's Craft
6. One of the following:
HIS-136 East Asian Civilization
HIS-246 History of Modern China
HIS-256 History of Modern Japan
7. One of the following:
HIS-725 Seminar in American History I
HIS-735 Seminar in American History II
8. One of the following:
HIS-745 Seminar in Modern European History
HIS-756 Seminar in East Asian History
9. Three additional history courses

History Minor

1. HIS-115 The History of Western Civilization to 1500
2. HIS-125 The History of Western Civilization Since 1500
3. One course in United States history
4. One course in Asian history
5. Two additional history courses approved by the department

OR

1. HIS-145 History of the United States to 1865
2. HIS-155 History of the United States Since 1865
3. One course in European history
4. One course in Asian history
5. Two additional history courses approved by the department

Collateral Major in Historical Studies

Buckaloo, Administrative Coordinator.

Students with a major other than history may choose this collateral major.

1. Fulfill requirements for any of the majors listed on p. 13, with the exception of History.
2. HIS-115 The History of Western Civilization to 1500
3. HIS-125 The History of Western Civilization Since 1500
4. HIS-145 History of the United States to 1865
5. HIS-155 History of the United States Since 1865
6. HIS-205 The Historian's Craft
7. One of the following:
HIS-136 East Asian Civilization
HIS-246 History of Modern China
HIS-256 History of Modern Japan
8. One of the following:
HIS-725 Seminar in American History I
HIS-735 Seminar in American History II
9. One of the following:
HIS-745 Seminar in Modern European History
HIS-756 Seminar in East Asian History
10. One additional history course
11. Two appropriate additional electives, approved by the chair of the history department

COURSES IN HISTORY

HIS-115 The History of Western Civilization to 1500

The development of Western civilization from the earliest times to 1500, with primary emphasis on the culture and thought of the Ancient, Medieval, and Renaissance eras.

HIS-125 The History of Western Civilization Since 1500

The development of Western civilization from 1500 to modern times, with emphasis on the cultural and intellectual development of the West and such topics as the Reformation, the Enlightenment, the Industrial Revolution, Imperialism, and the rise of Totalitarianism.

HIS-136 East Asian Civilization

A survey of East Asian civilization with emphasis on China from its origins to 1700. Particular attention is paid to cultural and political factors.

HIS-145 History of the United States to 1865

A survey of the development of American civilization from the colonial period to 1865. Emphasis is on the winning of independence, the founding of the government, the territorial growth of the nation, and the crisis of the Civil War.

HIS-155 History of the United States Since 1865

A survey of American history from the Reconstruction to the present. Topics include the changing American economy, the inclusion and exclusion of various Americans defined by race, class, and gender, and the emergence of the United States as a world power.

HIS-205 The Historian's Craft

Introduction to the nature and craft of history. Emphases include use of sources, historiography, philosophy of history, and various forms of historical writing. The capstone assignment is a research paper. Prerequisite: sophomore standing.

HIS-217 The American War in Vietnam

Examines the American war in Vietnam from its earliest roots to its latest ramifications and from multiple perspectives. Emphases include the French Indochina War, American policy debate, the sources of American policy, Vietnamese perspectives, and the war in fiction and film. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-227 The American Civil War

A study of events, issues, ideas, and forces leading to the American Civil War and the resulting Reconstruction. Topics emphasized include slavery, social, economic, and political events leading to the war, the political and military strategies of the war, the efforts of Americans on the homefront, and the trials and triumphs during Reconstruction. Prerequisite: sophomore standing.

HIS-237 American Catholicism

A study of the history, institutions, beliefs, culture(s) and spirituality of the Roman Catholic community in the United States within the broader context of American history, as well as that of global Catholic Christianity. Special attention is given to the role of immigration and anti-Catholicism, along with the role of Native American, African, Latino/Hispanic and Asian Catholics that make American Catholicism the most diverse multi-ethnic, racial and cultural community in contemporary America.

HIS-246 History of Modern China

A history of modern China since 1700. Chinese states and society from the height of Qing culture, through the impact of the West and Japan, the rise of Chinese Republicanism and Marxism, the Liberation of 1949, the Great Leap Forward, the death of Mao Zedong, and rule of Deng Xiaoping, up to the present day.

HIS-256 History of Modern Japan

A history of modern Japan since 1700. Historical analysis of Edo period culture, politics and society, rapid Meiji era changes, constitutionalism and imperialism, Japan's expansion in Asia, World War II, the post-war social change, and economic recovery and rise to international leadership, up to the present.

HIS-267 The American West

A survey of the history of the trans-Mississippi west and its impact on the rest of the United States. Topics include relationships of power based on race, gender and class, as well as issues regarding the environment, expansion, and settlement.

HIS-275 Ancient Greek History

An examination of the evolution of certain key institutions and traditions in the ancient Greek world—political, constitutional, military, social, and economic—with particular emphasis on the revolutionary changes experienced during the Classical Age, i.e., the fifth and fourth centuries B.C.

HIS-285 History of Ancient Rome

An examination of the evolution of certain key institutions and traditions—political, constitutional, military, social, and economic—in the ancient Roman world, with emphasis on the revolutionary changes during the transition from the Republic to the Empire, i.e., the first centuries B.C. and A.D.

HIS-316 Topics in History: Non-Western Perspectives

An intensive study of a selected topic (or topics) in history related to non-Western cultures through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)

HIS-317 Topics in History: United States Pluralism

An intensive study of a selected topic (or topics) in history related to United States Pluralism through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)

HIS-318 Topics in History: Diverse Western Perspectives

An intensive study of a selected topic (or topics) in history related to Diverse Western Perspectives through lectures or group discussion or directed readings or research and writing. (Offered on an occasional basis)

HIS-357 Native American History

Examines the history of Native Americans and their relationships to Europe and Anglo-America from pre-Columbian times to the present. Emphases include understanding Native cultures, early Anglo-Indian relations, the western “Indian wars,” and the Red Power movement of the 1970s. Prerequisite: History of the United States to 1865 (HIS-145), History of the United States Since 1865 (HIS-155), or consent of instructor.

AAM-367 The African American in the United States I

See also African American Studies (AAM-367), p. 167

A study of the history of African Americans and their contribution to culture and society during the colonial and national eras to 1865. Prerequisite: The History of Western Civilization Since 1500 (HIS-125) or consent of instructor.

HIS-368 Latin America

Survey of the social, political, economic, and cultural factors of Latin America from the colonial era to the present, with an emphasis on how these factors influence present day Latin America.

HIS-375 History of Medieval Europe

A survey of Medieval Europe focusing on the intellectual, cultural, religious, artistic, and literary achievements of the High Middle Ages from roughly 1000 A.D. to 1300 A.D.

AAM-377 The African American in the United States II

See also African American Studies (AAM-377), p. 167

African American history from 1865 and Reconstruction to the present. Emphasis on significant African American leaders and organizations, and on general movements and trends affecting African Americans. Prerequisite: The History of Western Civilization Since 1500 (HIS-125) or consent of instructor.

HIS-388 Renaissance and Reformation

The European experience from the waning of the Middle Ages through the period of the religious wars, with the emphasis on art, the rise of nation states, overseas expansionism, the scientific revolution, the Protestant and Catholic Reformations, and concluding with the Peace of Westphalia (1648).

HIS-397 Women in America

A survey of the role and power of a variety of women in America’s history from colonial times to the present, with an emphasis on understanding the place of women today.

HIS-405 History of Modern England

A survey of the major constitutional, political, and social developments in England from The Glorious Revolution to the present. Particular attention is paid to the growth of Empire, the Industrial Revolution, the rise of labor, and the effects of The Great War and World War II.

HIS-428 Eastern Europe Since 1914

A historical survey of Eastern Europe—from Poland, the Czech Republic, Slovakia, Hungary, and the Baltics to the Ukraine and the Balkans—from World War I to the present. Emphasis is on World War I, World War II, the Holocaust, the Cold War, Soviet domination of the region, and the collapse of Communism.

HIS-438 Imperial Russia

Historical analysis of the Russian Empire from Peter the Great to Lenin and the Russian Revolution. Emphasis on the westernization of Imperial Russia, foreign policy, industrialization, the revolutionary movement, Russian Marxism, World War I, and the Bolshevik Revolution.

HIS-445 20th-Century Russia

A historical survey of Russia from 1900 to the present. Emphasis is on World War I, the Russian Revolutions of 1917, Leninism, Stalinism, World War II, the Cold War, Gorbachev, and the collapse of Communism and the Soviet Union since 1989.

HIS-455 19th-Century Europe

The evolution of Europe from the French Revolution to World War I, with an emphasis on such topics as Liberalism, the Industrial Revolution, Nationalism, Marxian Socialism, Imperialism, and Great Power diplomacy.

ECO-457 U.S. Economic History

See Economics, p. 76

HIS-465 20th-Century Europe

A historical survey of modern Europe from 1900 to the present. Emphases are on World War I, the Russian Revolution, the rise of Fascism, Hitler, Nazi Germany, Stalin and Soviet Communism, World War II and the Cold War, as well as the emergence of the European Community (EC) and the collapse of Communism and the Soviet Union.

HIS-475 Early Modern Europe

The history of Europe from 1648 to 1815, with emphasis on the English Revolutions, the age of Absolute Monarchy, the Enlightenment, the decline of the *ancient regime*, the French Revolution, the Napoleonic era, and concluding with the Congress of Vienna.

HIS-487 American Colonial History

The history of the American colonies from their founding through the American Revolution, focusing on the diverse perspectives of people varying in religion, ethnicity, and gender, as well as economic and political backgrounds.

HIS-495 United States Diplomatic History

Begins with an examination of the relations of the colonies to international affairs. The course focuses attention on topics in American diplomatic history which provide a background for an understanding of the nation's present status as a world power.

HIS-505 United States Legal History

A survey of the development of American legal institutions, legal education, and the legal profession within the context of United States history. Prerequisite: juniors standing.

HIS-525 Recent American History I

An examination of American domestic development from the last quarter of the 19th century to the present. Topics include immigration, workers in a changing economy, the World Wars, the Cold War, civil rights, the changing role of women in society, and the contested post-1960's move to the political right. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-535 Recent American History II

An examination of American foreign relations from the 1890s to the present, including the World Wars, the Cold War, and the post-9/11 world. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-725 Seminar in American History I

An introduction to historical research in earlier American history (prior to 1865). Critical inquiry is emphasized in detailed examination of specific topics. Prerequisite: History of the United States to 1865 (HIS-145).

HIS-735 Seminar in American History II

An introduction to historical research in later American history since 1865. Critical inquiry is emphasized in detailed examination of specific topics. Prerequisite: History of the United States Since 1865 (HIS-155) or consent of instructor.

HIS-745 Seminar in Modern European History

An intensive reading and research seminar on selected topics in 19th- and 20th-century European political, diplomatic, and intellectual history.

HIS-756 Seminar in East Asian History

An intensive reading and research seminar on selected topics in the history of China and Japan.

HIS-815 Independent Study

Independent work on a selected project under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

HIS-895 Internship in History

Part-time work experience for one term in a history-related field. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by a faculty member of the department in cooperation with the Director of Internships. This course does not satisfy any of the requirements for a major or minor in history. Prerequisites: junior standing and consent of department chair.

—LITERATURE

See p. 177

—MATHEMATICAL SCIENCES

Cross (Chair), Curtis, Herron, Hostetler, Van Niewaal, White.

Mathematics Major

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-215 Foundations of Advanced Mathematics
4. MTH-255 Calculus III
5. MTH-265 Linear Algebra
6. MTH-385 Modern Algebra I
7. CS-125 Computer Science I
8. One of the following:
MTH-415 Real Analysis I
MTH-445 Complex Analysis

9. Three of the following:
 - STA-315 Probability and Statistics I
 - STA-325 Probability and Statistics II
 - MTH-305 Advanced Geometry
 - MTH-325 Differential Equations
 - MTH-395 Modern Algebra II
 - MTH-415 Real Analysis I (if not used to satisfy #8)
 - MTH-425 Real Analysis II
 - MTH-445 Complex Analysis (if not used to satisfy #8)
 - MTH-455 Mathematical Modeling
 - MTH-505 Set Theory and Topology
 - MTH-705 Special Topics
 - MTH-815 Independent Study

Mathematics Minor

1. MTH-135 Calculus I
2. MTH-145 Calculus II
3. MTH-215 Foundations of Advanced Mathematics
4. Three of the following:
 - STA-315 Probability and Statistics I
 - STA-325 Probability and Statistics II
 - MTH-255 Calculus III
 - MTH-265 Linear Algebra
 - MTH-305 Advanced Geometry
 - MTH-325 Differential Equations
 - MTH-385 Modern Algebra I
 - MTH-395 Modern Algebra II
 - MTH-415 Real Analysis I
 - MTH-425 Real Analysis II
 - MTH-445 Complex Analysis
 - MTH-455 Mathematical Modeling
 - MTH-505 Set Theory and Topology
 - MTH-705 Special Topics
 - MTH-815 Independent Study

NOTE: A course in statistics and a course in geometry are required for the Iowa teaching endorsement in mathematics at either the elementary or secondary school level. Students planning to teach should consult with faculty in the teacher education department.

COURSES IN MATHEMATICS

MTH-105 Mathematics in Today's World

An introduction to contemporary mathematical thinking with emphasis on its connections to society. Logical thinking and the ability to read critically are interwoven with elementary mathematical skills. The course concentrates on discussions about mathematics —about its nature, its content, and its applications to a variety of topics, such as management science, social choice, and the geometry of size and shape. This course is appropriate for a varied audience. Some ability in arithmetic, geometry, and elementary algebra is assumed. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences.

MTH-135 Calculus I

An introduction to the concepts of limits, continuity, differentiation of elementary functions, applications, definite and indefinite integrals, and the Fundamental Theorem. Prerequisite: three years of secondary school mathematics or consent of instructor.

MTH-145 Calculus II

Further study of the techniques of differentiation and integration, the calculus of exponential, logarithmic and trigonometric functions, sequences, series, and applications. Prerequisite: Calculus I (MTH-135) or consent of instructor.

MTH-215 Foundations of Advanced Mathematics

A survey of material common to all advanced study of mathematics, including elements of formal logic, axiomatic set theory, induction, relations, functions, cardinality, and various other topics in discrete mathematics. This course is specifically intended to serve both as a transition to upper-division mathematics courses and also as a survey of some areas of mathematics important for future teachers of mathematics and related fields.

Prerequisite: Calculus I (MTH-135) or consent of instructor.

MTH-255 Calculus III

Further study of curves, surfaces, power series, partial derivatives, iterated and multiple integrals, and an introduction to differential and integral vector calculus. Prerequisite: Calculus II (MTH-145) or consent of instructor.

MTH-265 Linear Algebra

A study of the elementary concepts of vector spaces, including matrix algebra, basis and dimension, inner products, linear transformations. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.

MTH-305 Advanced Geometry

A course designed to give the student an introduction to the modern approaches to geometry at an advanced level. Topics include foundations, Euclidean, projective, and non-Euclidean geometries. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.

MTH-325 Differential Equations

The theory, solution, techniques, and applications of elementary types of ordinary differential equations.

Prerequisite: Calculus III (MTH-255) or consent of instructor.

MTH-385 Modern Algebra I

A rigorous introduction to advanced algebra. Topics include mappings, operations, groups, rings, fields, integral domains, and homomorphisms. Prerequisite: Linear Algebra (MTH-265) or consent of instructor.

MTH-395 Modern Algebra II

A continuation of Modern Algebra I (MTH 385), including homomorphisms, permutation groups, symmetry, unique factorization domains, quotient rings, and field extensions. Prerequisite: Modern Algebra I (MTH-385). (Offered on an occasional basis)

MTH-415 Real Analysis I

A rigorous introduction to selected topics in analysis. Topics selected from number systems, Euclidean spaces, metric spaces, limits, continuity, derivatives, and integrals. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215).

MTH-425 Real Analysis II

A continuation of Real Analysis I (MTH-415), including a study of such topics as Riemann Stieltjes and Lebesgue integration, series and series expansions. Prerequisite: Real Analysis I (MTH-415). (Offered by arrangement)

MTH-445 Complex Analysis

An introduction to the theory, techniques, and applications of functions of a complex variable. Topics include elementary and analytic functions, limits, differentiation, integration, series, mappings, and applications.

Prerequisite: Calculus III (MTH-255) or consent of instructor.

MTH-455 Mathematical Modeling

An introduction to the application of mathematical techniques used in the solution of real world problems. These techniques include interpolation, ordinary differential equations, Taylor series expansions, curve fitting, matrix inversion, numerical differentiation, and integration. Prerequisites: Computer Science I (CS-125), Foundations of Advanced Math (MTH-215), and Differential Equations (MTH-325) or consent of instructor.

MTH-505 Set Theory and Topology

A rigorous introduction to abstract set theory and to metric and topological spaces, including a discussion of such topics as separation, connectedness, and compactness. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.

MTH-705 Special Topics

An opportunity to study current and topical material unavailable through the regular catalog offerings.

Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Math (MTH-215) or consent of instructor.

MTH-815 Independent Study

An opportunity for independent and intensive study in mathematics. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: appropriate background courses depending on the nature of the work planned and consent of department chair.

MTH-895 Internship in Mathematics

Investigation of a career area related to the student's interest in mathematics. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by a faculty member of the department in cooperation with the Director of Internships. This course does not satisfy any of the requirements for a major or minor in mathematics.

Prerequisites: junior standing and consent of department chair.

COURSES IN STATISTICS

STA-100 Statistical Reasoning I—Statistical Foundations

A hands-on introduction to the use of statistical techniques. Provides a foundation for statistical analysis and introduces the basic concepts involved in data collection and presentation. (0.5 course credit) (Offered first 7 weeks of Term)

STA-105 Probability: A World of Chance

An introduction to probability and its applications in our world. This hands-on course examines how probability techniques can be used to understand topics in science, government, recreation, and communication. Bizarre events in everyday life are also discussed. This course is appropriate for a varied audience. Some ability in arithmetic and elementary algebra is assumed. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences.

STA-110 Statistical Reasoning IIA- Inferential Statistics

A continuation of Statistical Reasoning I (STA-100), presenting a broad range of data analysis techniques. Topics covered include hypothesis testing, confidence intervals, Chi-square tests, and regression. Emphasis is on a project-based approach to analyzing data. Prerequisite: Statistical Reasoning I (STA-100) or consent of instructor. (0.5 course credit) (Offered second seven weeks of Term)

STA-130 Statistical Reasoning IIB- Experimental Design

A continuation of Statistical Reasoning I (STA-100), with an emphasis on Analysis of Variance designs. Topics covered include factorial, nested, and hierarchical models. Coursework uses a project-based approach to analyzing data. Prerequisite: Statistical Reasoning I (STA-100) or consent of instructor. (0.5 course credit) (Offered second seven weeks of Term)

STA-315 Probability and Statistics I

A calculus-based introduction to the mathematical theory of probability and statistics. Topics include enumeration techniques, Bayes' theorem, random variables, discrete and continuous distributions, expectation, moment-generating functions, and sampling distribution theory. Prerequisites: Calculus II (MTH-145) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.

STA-325 Probability and Statistics II

A continuation of Probability and Statistics I (STA-315), presenting the theory behind inferential statistics. Topics include point and interval estimation, hypothesis tests, regression, analysis of variance, and nonparametric methods. Prerequisite: Probability and Statistics I (STA-315) or consent of instructor.

Computer Science Major

1. CS-125 Computer Science I
2. CS-225 Computer Science II
3. CS-325 Computer Organization and Operating Systems
4. CS-345 Data Structures and Algorithms
5. CS-365 Discrete Structures
6. CS-425 Programming Languages
7. MTH-135 Calculus I
8. MTH-215 Foundations of Advanced Mathematics
9. Three of the following:
 - CS-335 Machine Architecture and Assembly Language
 - CS-355 Advanced Object Oriented Programming
 - CS-405 Software Engineering
 - CS-435 The Theory of Computation
 - CS-455 Introduction to Database Systems
 - CS-475 Computer Communications
 - CS-485 Principles of Computer Graphics
 - CS-495 Introduction to Compilers
 - CS-7_5 Special Topics
 - CS-815 Independent Study

Computer Science Minor

1. CS-125 Computer Science I
2. CS-225 Computer Science II
3. MTH-135 Calculus I
4. MTH-215 Foundations of Advanced Mathematics
5. CS-325 Computer Organization and Operating Systems
6. Two of the following:
 - CS-335 Machine Architecture and Assembly Language
 - CS-345 Data Structures and Algorithms
 - CS-355 Advanced Object Oriented Programming
 - CS-365 Discrete Structures
 - CS-405 Software Engineering
 - CS-425 Programming Languages
 - CS-435 The Theory of Computation
 - CS-455 Introduction to Database Systems
 - CS-475 Computer Communications
 - CS-485 Principles of Computer Graphics
 - CS-495 Introduction to Compilers
 - CS-7_5 Special Topics
 - CS-815 Independent Study

COURSES IN COMPUTER SCIENCE

CS-105 Computers and Society

An examination of the impact of emerging computer technologies on western culture. Topics include computer ethics, intellectual property rights, the transformation of work, electronic communities, free speech, privacy, and security. This course does not satisfy any of the requirements for a major or minor in the mathematical sciences.

CS-125 Computer Science I

An introduction to computer science with an emphasis on programming and problem solving. Topics include selection control, iteration, subprograms, algorithms, arrays, and records. Students experiment with basic concepts during regularly scheduled laboratory sessions.

CS-225 Computer Science II

Continuation of CS-125, focusing on the design and implementation of complex programs. This course covers the basics of recursion, pointers, and dynamically allocated data structures. Other topics include classic algorithms,

efficiency analysis, abstract data types, and the software development life cycle. Prerequisite: Computer Science I (CS-125).

CS-325 Computer Organization and Operating Systems

Introduces the organization and structure of major hardware components of computers. Assists the student in understanding the mechanics of information transfer and control within computer systems and provides the fundamentals of logic design. Operating systems principles and the interrelationships between the operating system and the architecture of computing systems are included. Prerequisite: Computer Science II (CS-225).

CS-335 Machine Architecture and Assembly Language

An introduction to basic computer organization and programming at the assembly-level. Topics include digital logic, machine-level representation of data, and assembly-level machine organization. Prerequisites: Computer Science II (CS-225) and Foundations of Advanced Mathematics (MTH-215).

CS-345 Data Structures and Algorithms

An introduction to the definition, implementation, and applications of basic data structures and their operations. Topics include abstract data types, recursive algorithms, complexity analysis, sorting and searching, and problem-solving strategies. Prerequisite: Computer Science II (CS-225).

CS-355 Advanced Object Oriented Programming

A further investigation of the role of classes and data abstraction in the design and implementation of software systems. Topics include object-oriented 90 design, inheritance, and polymorphism. Prerequisite: Computer Science II (CS-225).

CS-365 Discrete Structures

Study of the mathematics integral to computer science. Topics include binary-related number systems and internal representation of numbers, recursion and recurrence relations, analysis of algorithms, graphs and trees, logic circuits and simple automata. Prerequisites: Computer Science II (CS-225) and Foundations of Advanced Mathematics (MTH-215).

CS-405 Software Engineering

An introduction to the principal models that govern the design and implementation of large software systems. Topics include the software development process, specifications, verification, and validation. Prerequisite: Data Structures and Algorithms (CS-345) or consent of instructor.

CS-425 Programming Languages

An introduction to the various features of programming languages and how these features support software development. Topics include data and control abstractions, program correctness, programming in the large, and language design. Prerequisite: Data Structures and Algorithms (CS-345) or consent of instructor.

CS-435 The Theory of Computation

An introduction to the classical and contemporary theory of computation. Coverage includes the theory of automata and formal languages, computability by Turing machines, uncomputability, and computational complexity. Prerequisite: Discrete Structures (CS-365) or consent of instructor.

CS-455 Introduction to Database Systems

A study of the concepts and structures necessary to design and implement a database management system. Students review the current literature concerning database technology and design and implement a simple database system with limited functions. Prerequisites: Computer Science II (CS-225) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.

CS-475 Computer Communications

An introduction to the study of computer networks and data communications. Topics include network topology, data link control, network protocols, transmission, error control, and security. Prerequisites: Computer Science II (CS-225) and Foundations of Advanced Mathematics (MTH-215) or consent of instructor.

CS-485 Principles of Computer Graphics

An introduction to the fundamentals of computer graphics. Topics include user interface design, input/output devices, and basic graphics concepts. Prerequisite: Data Structures and Algorithms (CS-345) or consent of instructor.

CS-495 Introduction to Compilers

An introduction to the design and organization of compilers. The major phases of a compiler (lexical analysis, parsing, code generation, and optimization) are examined. Prerequisite: Data Structures and Algorithms (CS-345) or consent of instructor.

CS-7_5 Special Topics

An opportunity to study current and topical material unavailable through the regular catalog offerings. Prerequisite: Data Structures and Algorithms (CS-345) or consent of instructor.

CS-815 Independent Study

An opportunity for independent and intensive study in computer science. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: appropriate background courses, depending on the nature of the work planned, and consent of department chair.

CS-895 Internship in Computer Science

Investigation of a career area related to the student's interest in computer science. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by a faculty member of the department in cooperation with the Director of Internships. This course does not satisfy any of the requirements for a major or minor in computer science. Prerequisites: junior standing and consent of department chair.

—MOLECULAR BIOLOGY

See p. 60

—MUSIC

Benson, Carson, Dangerfield, Dickinson, Falk (Chair), Fields-Moffitt, M. Marrs, Reznicow, Shanley, Stang, Wiebe, B. Wolgast.

Teaching Artists: Brumwell, Dockendorff, Harris, Hoffman, Kimber, Lawrence, Lickiss, Mallory, Morton, Naylor, Nuss, Pearson, Phelps, Schendel, Sheldon, Titus, von Kamp, Wagor, M. Wolgast, Yeats.

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

The *Coe College Music Department Faculty/Student Handbook* supplements the descriptions of courses and requirements for music majors and outlines departmental policies and procedures. Copies of the handbook are available in the Music Office, Marquis Hall 103.

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

Music Major: BACHELOR OF MUSIC

A minimum 2.5 GPA must be received in all courses counted toward the music major.

Music Core Courses (required of all students completing a bachelor of music):

1. MU-115 Theory of Music I
2. MU-125 Theory of Music II
3. MU-215 Theory of Music III
4. MU-225 Theory of Music IV
5. MU-255 Music History and Literature I
6. MU-285 Conducting I
7. MU-355 Music History and Literature II
8. MU-458 Music History and Literature III

Candidates for the **Bachelor of Music** degree are also required to successfully complete:

1. a First-Year Seminar course.
2. the writing emphasis requirement of the general education requirements for the B.A. degree (See p. 11)
3. a major offered by the department of music and applicable towards the B.M. degree. (See Music, p. 109):
4. the Keyboard Fundamentals Examination* by the end of the sophomore year. Exceptions must be approved by a majority vote of the music faculty. After successful completion of this examination, credits may be accumulated toward a secondary performance area in piano.

**A description of this examination is given in the Coe College Music Department Faculty/Student Handbook, which is available in the Music Office, Marquis Hall 103.*

5. the Bachelor of Music Advanced Standing Assessment (BMASA), an audition evaluation whereby the music faculty assesses the suitability of a student for student teaching or for the presentation of a senior recital. Students performing at the approved level are permitted to register for lessons and classes at the Advanced Level, leading to student teaching or the presentation of a senior recital. Students who are not recommended for study at the Advanced Level are required to select a degree program other than the Bachelor of Music program, or to reapply in a later term.
6. the Senior Assessment Examination in the final term prior to graduation.

Bachelor of Music candidates choose one of the following emphases:

Keyboard and Instrumental Performance

1. Eight core courses (see p. 109)
2. Four of the following:
 - MU-135 Composition I
 - MU-157 Introduction to Jazz History
 - MU-165, -166 Topics in Music
 - MU-185 Diction for Singers
 - MU-195 Computer Music Workstation
 - MU-235 Composition II
 - MU-245 Advanced Counterpoint
 - MU-315 Topics in Vocal Literature
 - MU-385 Conducting II
 - MU-435 Composition III
 - MU-445 Orchestration
 - MU-815 Independent StudyOne course credit in MUA-courses beyond those required in the Applied Music Course. (See p. 112)
3. Eight terms of participation in the Applied Music Course (see p. 112)
4. One course each from the social sciences, natural sciences, and humanities. (New York Term may be used to satisfy the humanities requirements.)
5. Two courses in French or German in consecutive terms (may not be used to satisfy the humanities requirement of #4)
6. MUA-800: Senior Recital

Vocal Performance

1. Eight core courses (see p. 109)
2. MU-185 Diction for Singers
3. MU-315 Topics in Vocal Literature
4. Four of the following:
 - MU-135 Composition I
 - MU-157 Introduction to Jazz History
 - MU-165, -166 Topics in Music
 - MU-185 Diction for Singers
 - MU-195 Computer Music Workstation
 - MU-235 Composition II
 - MU-245 Advanced Counterpoint
 - MU-315 Topics in Vocal Literature

MU-385 Conducting II
MU-435 Composition III
MU-445 Orchestration
MU-815 Independent Study

One course credit in MUA-courses beyond those required in the Applied Music Course. (See p. 112)

5. Eight terms of participation in the Applied Music Course (see p. 112)
6. One course each from the social sciences, natural sciences, and humanities. (New York Term may be used to satisfy the humanities requirements.)
7. MUA-800: Senior Recital

Theory & Composition

1. Eight core courses (see p. 109)
1. MU-135 Composition I
2. MU-195 Computer Music Workstation
3. MU-230 Composition Seminar (4 terms)
4. MU-235 Composition II
5. MU-245 Advanced Counterpoint
6. Eight terms of participation in the Applied Music Course (see p. 112)
7. One course each from the social sciences, natural sciences, and humanities. (New York Term may be used to satisfy the humanities requirements, but the two required language courses described above may not.)
8. Two courses in French or German in consecutive terms (may not be used to satisfy the humanities requirement of #7)
9. Two additional non-music courses
10. MUA-800: Senior Recital

Music Education (Vocal or Instrumental)

To complete the Vocal or Instrumental Music Education tracks in four years, a student must begin the sequence of courses during the first year. A student entering either track as a sophomore should anticipate spending a fifth year to complete all degree requirements.

In addition to the following requirements, according to state regulations, all teachers in Iowa “shall acquire a core of liberal arts knowledge including, but not limited to, mathematics, natural sciences, social sciences, and humanities.”

1. Eight core courses (see p. 109)
2. EDU-205 Educational Foundations
3. EDU-235 Educational Psychology and Development
4. EDU-257 Exceptional Learners
5. EDU-387 Human Relations
6. MU-385 Conducting II
7. MU-265 Practicum in Music Education
8. One of the following:
MU-515 Elementary and Secondary Vocal Methods
MU-525 Elementary and Secondary Instrumental Methods
9. MU-535 Student Teaching in the Elementary School
10. MU-585 Student Teaching in the Secondary School
11. Seven terms of participation in the Applied Music Course. (see p. 112)
12. Fulfillment of the general licensure grade point requirement (minimum 2.7 cumulative and in the major)

NOTE: A recital is not required but may be given with the approval of the studio instructor.

Music Major: BACHELOR OF ARTS

All Bachelor of Music and Bachelor of Art candidates must complete the Senior Assessment Examination in the final term prior to graduation.

1. MU-115 Theory of Music I
2. MU-125 Theory of Music II
3. MU-215 Theory of Music III
4. MU-458 Music History and Literature III
5. Four terms of participation in the Applied Music Course with piano as the primary or secondary performing area (see p. 112)
6. One of the following:
MU-255 Music History and Literature I
MU-355 Music History and Literature II
7. One of the following:
MU-135 Composition I
MU-157 Introduction to Jazz History
MU-165, -166 Topics in Music
MU-185 Diction for Singers
MU-195 Computer Music Workstation
MU-225 Theory of Music IV
MU-285 Conducting I
MU-255 Music History and Literature I
MU-355 Music History and Literature II

Music Minor

The minor in music consists of six course credits. At least four of these credits must be MU courses. MUA credits (lessons and ensembles) must be taken as the Applied Music Course if they are to apply to the music minor. (See p. 112) Individual partial credit courses may not accumulate toward a minor in music.

Departmental Notes

- Private music lessons are available for credit only. Declared music majors who have achieved junior status (see p. 47) and who perform in a major ensemble are not charged for lessons. Other Coe students are charged by term according to the total registered lesson credit (see p. 188). Students who have not attended three lessons by the end of the third week of classes are dropped from music lessons and may be reinstated only by petition.
- Attendance at the numerous musical events on campus throughout the year is an essential part of the student's musical training. Students taking lessons for 0.6 credit must attend a specific number of these events each term **and** the weekly Recital Hour. They must also perform in Recital Hour once each term, except for the first term of the first year of study.

APPLIED MUSIC

The Applied Music Course

Intensive studies in performance and repertoire through lessons, ensembles, pedagogy, and techniques. The applied music course requirements are:

1. An hour lesson each week, called the primary performance area lesson, along with participation and attendance at the weekly Recital Hour and concerts as described above in *Departmental Notes*. (0.6 course credit)
2. Participation in one of the following ensembles, as assigned by audition: Concert Band, Concert Choir, Orchestra, Chorale.
3. Additional ensembles, lessons, or courses in pedagogy, techniques, and literature (0.1-0.6 course credit) that are required for any of the tracks that lead to one of the music degrees. The *Coe College Music Department Faculty/Student Handbook* contains descriptions and additional information about these ensembles and courses.

Prerequisite: an audition; consent of department chair.

ENSEMBLES

Ensembles are open, by audition, to all Coe students, as well as being required of all students pursuing a degree in music.

Credit for participation in these regularly-offered ensembles is available under the following schedule. Students are encouraged to participate in these ensembles as often as possible. Additional ensembles, offered on a periodic basis, are listed in the *Coe College Music Department Faculty/Student Handbook*.

MUA-003 Concert Band

Open to all woodwind, brass, and percussion players. The ensemble offers students the opportunity to perform some of the great band repertoire of the 20th and 21st centuries, as well as carefully selected transcriptions of orchestral repertoire. A select Wind Ensemble within the Concert Band occasionally performs additional selections from the contemporary repertoire. The Concert Band tours on a regular basis. (0.3 course credit)

MUA-011 Jazz and Improvisation Lab

Open to all interested musicians. The ensemble offers students the opportunity to perform varied selections from the jazz repertoire of the 20th and 21st centuries, as well as the opportunity to improvise in the jazz idiom. The Lab gives students an outlet to practice a secondary instrument and also allows music education majors the opportunity to rehearse and conduct a jazz ensemble. (0.1 course credit)

MUA-012 Jazz Ensemble

Membership determined by an audition of interested saxophone, trombone, trumpet, piano, bass, guitar, drum set, and auxiliary percussion players. The ensemble offers students the opportunity to perform varied selections from the jazz repertoire of the 20th and 21st centuries, as well as the opportunity to improvise in the jazz idiom. The Jazz Ensemble tours on a regular basis and performs with three to five guest artists each year. (0.2 course credit)

MUA-023 Symphony Orchestra

Membership determined by an audition of interested string, woodwind, brass, and percussion players. The ensemble offers students the opportunity to perform varied selections from the symphonic repertoire of the 18th through the 21st centuries, in both full orchestra and string orchestra formats. The Symphony Orchestra also occasionally performs works that feature soloists or combines with the Concert Choir to present masterworks. (0.3 course credit)

MUA-083 Concert Choir

Open to all students by audition. The ensemble offers students the opportunity to perform a wide variety of repertoire covering many styles from the Renaissance through the 21st centuries. The Concert Choir also occasionally combines with the Symphony Orchestra to present large masterworks, and tours on a regular basis. (0.3 course credit)

MUA-112 Crimson & Gold

Open to all students by audition. Crimson & Gold offers students the opportunity to perform in a wide variety of vocal and choral styles, with an emphasis on repertoire for smaller vocal ensemble including vocal jazz, madrigals, pop, and music of other cultures. Crimson & Gold performs both on and off campus (often with other groups including Jazz Ensemble and Concert Choir) and tours on a regular basis. (0.2 course credit)

MUA-122 Chorale

Open to all students, faculty, and staff who sing treble choral parts (soprano and alto). While previous singing experience is preferable, it is not required. The Chorale presents two major concerts each year and several smaller local appearances often complete each season. The ensemble rehearses three hours per week. (0.2 course credit)

APPLIED MUSIC CLASSES

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

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

APPLIED BRASSES

MUA-441 Trumpet (0.3 cc)
MUA-442 Trumpet (0.6 cc)
MUA-443 Trumpet (Advanced Standing) (0.6 cc)
MUA-451 French Horn (0.3 cc)
MUA-452 French Horn (0.6 cc)
MUA-453 French Horn (Advanced Standing) (0.6 cc)
MUA-461 Trombone (0.3 cc)
MUA-462 Trombone (0.6 cc)
MUA-463 Trombone (Advanced Standing) (0.6 cc)
MUA-471 Low Brass (0.3 cc)
MUA-472 Low Brass (0.6 cc)
MUA-473 Low Brass (Advanced Standing) (0.6 cc)

APPLIED KEYBOARD

MUA-350 Group Piano (0.3 cc)
MUA-351 Piano (0.3 cc)
MUA-352 Piano (0.6 cc)
MUA-353 Piano (Advanced Standing) (0.6 cc)
MUA-362 Piano Accompanying (0.6 cc)
MUA-363 Piano for the Music Teacher (0.3 cc)
MUA-371 Harpsichord (0.3 cc)
MUA-372 Harpsichord (0.6 cc)
MUA-373 Harpsichord (Advanced Standing) (0.6 cc)
MUA-381 Organ (0.3 cc)
MUA-382 Organ (0.6 cc)
MUA-383 Organ (Advanced Standing) (0.6 cc)

APPLIED PEDAGOGY/TECHNIQUES

MUA-0_2 Pedagogy/Literature
(offerings vary each term) (0.3 cc)
MUA-022 Opera Workshop (0.2 cc)
MUA-1_3 Instrumental Techniques
(offerings vary each term) (0.3 cc)
MUA-242 Choral Techniques (0.2 cc)

APPLIED PERCUSSION

MUA-481 Percussion (0.3 cc)
MUA-482 Percussion (0.6 cc)
MUA-483 Percussion (Advanced Standing) (0.6 cc)

APPLIED STRINGS

MUA-311 Violin (0.3 cc)

MUA-312 Violin (0.6 cc)
MUA-313 Violin (Advanced Standing) (0.6 cc)
MUA-321 Viola (0.3 cc)
MUA-322 Viola (0.6 cc)
MUA-323 Viola (Advanced Standing) (0.6 cc)
MUA-331 Cello (0.3 cc)
MUA-332 Cello (0.6 cc)
MUA-333 Cello (Advanced Standing) (0.6 cc)
MUA-341 String Bass (0.3 cc)
MUA-342 String Bass (0.6 cc)
MUA-343 String Bass (Advanced Standing) (0.6 cc)
MUA-491 Guitar (0.3 cc)
MUA-492 Guitar (0.6 cc)
MUA-493 Guitar (Advanced Standing) (0.6 cc)
MUA-501 Harp (0.3 cc)
MUA-502 Harp (0.6 cc)
MUA-503 Harp (Advanced Standing) (0.6 cc)

APPLIED VOICE

(Offerings vary each term and include sightsinging and/or Alexander Technique.)

MUA-521 Voice (0.3 cc)
MUA-522 Voice (0.6 cc)
MUA-523 Voice (Advanced Standing) (0.6 cc)
MUA-524 Alexander Technique (0.3 cc)

APPLIED WOODWINDS

MUA-391 Flute (0.3 cc)
MUA-392 Flute (0.6 cc)
MUA-393 Flute (Advanced Standing) (0.6 cc)
MUA-401 Oboe (0.3 cc)
MUA-402 Oboe (0.6 cc)
MUA-403 Oboe (Advanced Standing) (0.6 cc)
MUA-411 Clarinet (0.3 cc)
MUA-412 Clarinet (0.6 cc)
MUA-413 Clarinet (Advanced Standing) (0.6 cc)
MUA-421 Saxophone (0.3 cc)
MUA-422 Saxophone (0.6 cc)
MUA-423 Saxophone (Advanced Standing) (0.6 cc)
MUA-431 Bassoon (0.3 cc)
MUA-432 Bassoon (0.6 cc)
MUA-433 Bassoon (Advanced Standing) (0.6 cc)

GENERAL SURVEY COURSES

MU-035 Music for the Elementary Teacher

For non-music majors. Emphasizes the basic elements of music, the use of the piano, autoharp, and simple rhythmic and melodic instruments. Methods of teaching singing, rhythmic, and listening activities are included. (0.5 course credit)

MU-055 Music Fundamentals

An introduction to the materials of music and an understanding of the musical system. The course includes basic keyboard knowledge as well as beginning song writing.

MU-065 The Enjoyment of Music

Encourages the enjoyment and appreciation of music. Emphasis is on traditional classical music, with some attention to jazz, electronic, and avant-garde styles. Attendance at live concerts is an integral part of the course. This course does not satisfy any of the requirements for a major in music.

MU-157 Introduction to Jazz History

Surveys many styles of jazz by studying them in a historical perspective. Listening, discussion, and lecture components are emphasized. (Offered May Term only)

MU-165 Topics in Music

A course of selected focus that centers on a particular musical issue, problem, theory, or methodology. Topics vary, and they include, but are not limited to, Advanced Form and Analysis, Music of Other Cultures, and Modern Musical Theatre. May be repeated for credit, provided the topics are substantially different. Prerequisite: consent of instructor. (Offered on an occasional basis)

MU-166 Topics in Music: Non-Western Perspectives

Same as Topics in Music (MU-165) except the course focuses on topics related to non-Western cultures.

MU-185 Diction for Singers

Practice in the pronunciation of Italian, German, and French using the International Phonetic Alphabet. Students learn to transcribe song and aria texts of these languages into the IPA. No previous experience in these languages is required. Prerequisite: private voice lessons (MUA-522) or consent of instructor. (Offered alternate years)

MU-315 Topics in Vocal Literature

Selected study in one or more historical periods or styles of vocal literature (art song, opera, oratorio) from Western Europe and America. Prerequisite: Music History II (MU-355) or consent of instructor. (Offered alternate years)

THEORY COURSES

MU-115 Theory of Music I

For students majoring in music and other students with background in music. Develops ear training and sight-singing proficiencies through computer-assisted technology and classroom work, keyboard harmony, melodic and harmonic dictation, improvisation, four-part writing up to and including dominant seventh chords, and introduction to music notation software.

MU-125 Theory of Music II

Continuation of Theory of Music I. Prerequisite: Theory of Music I (MU-115) or consent of instructor.

MU-215 Theory of Music III

Continuation of Theory of Music II, including musicianship training, form and analysis, chromatic harmony, and the basic compositional tools of the 18th and 19th centuries. Prerequisite: Theory of Music II (MU-125) or consent of instructor.

MU-225 Theory of Music IV

Further investigation of tonal music, including jazz harmony, harmonic and formal analysis, the rudiments of 18th-century counterpoint, and an introduction to contemporary music. Prerequisite: Theory of Music III (MU-215) or consent of instructor.

MU-245 Advanced Counterpoint

Strict academic counterpoint as a basis for freer contrapuntal writing in two, three, and four parts. Invertible counterpoint, imitation, invention, canon, and fugue. Free composition in contrapuntal style. Prerequisite: Theory of Music IV (MU-225). (Offered on an occasional basis)

*COMPOSITION COURSES***MU-135 Composition I**

Techniques that influence the expression of musical ideas (rhythmic, melodic, harmonic, and polyphonic). Creative work in personal styles and application in a wide range of idioms. Prerequisite: consent of instructor.

MU-195 Computer Music Workstation

Study of computer notation, sequencing, digital recording, and editing software. Fundamentals of acoustics and electronic music as applied to a range of synthesizer technologies. Prerequisite: consent of instructor. (Offered Fall Term, odd-numbered years)

MU-230 Composition Seminar

Seminar sessions concentrating on music literature and analysis of the 20th-century repertoire and on student works. Required for theory and composition majors in terms when not enrolled in another composition course. (0.3 credit)

MU-235 Composition II

Continuation of Composition I (MU-135). Prerequisite: Composition I (MU-135) or consent of instructor.

MU-435 Composition III

Continuation of Composition II (MU-235). Prerequisite: Composition II (MU-235) or consent of instructor.

MU-445 Orchestration

Study of technical and musical problems in writing and arranging for instrumental groups. Prerequisite: Theory of Music IV (MU-225) or consent of instructor. (Offered Spring Term, even numbered years)

*HISTORY COURSES***MU-255 Music History and Literature I**

Study of the evolution of western music and musical systems, forms, styles, and media from ancient Near East, Greece, and Rome through the first half of the 18th century. Prerequisite: Theory of Music II (MU-125) or consent of instructor.

MU-355 Music History and Literature II

Study of western music of the 18th and 19th centuries in Europe and America. Prerequisite: Theory of Music II (MU-125) or consent of instructor.

MU-458 Music History and Literature III

Study of the composers and musical developments in Europe and America in the 20th century, together with the influences of music from other world cultures. Prerequisite: Theory of Music II (MU-125) or consent of instructor.

*CONDUCTING COURSES***MU-285 Conducting I**

Basic conducting techniques: reading, analysis, and interpretation of choral, band, and orchestral literature. Laboratory experience with college ensembles. Prerequisite: Theory of Music IV (MU-225) or consent of instructor.

MU-385 Conducting II

Continuation of Conducting I. Prerequisite: Conducting I (MU-285).

*MUSIC EDUCATION COURSES***MU-205 Practicum in Music Education**

For students considering the teaching profession. Class discussions and reading assignments explore the purpose of music education in the public schools, requisites of good teachers and good teaching, and basic philosophies and methods of music education. Students spend a minimum of 60 hours observing and assisting public school music teachers in a range of activities. Prerequisites: Educational Foundations (EDU-205) and admission to the Teacher Education Program, or consent of department chair. (Offered Spring Term)

MU-515 Elementary and Secondary Vocal Methods

Objectives, problems, and methods of teaching vocal music in the schools. Functional knowledge of fretted and classroom instruments; methods of teaching singing, rhythmic, and listening activities; the changing voice; advanced choral techniques. Directed observation in elementary and secondary schools required. Prerequisite: Practicum in Music Education (MU-205).

MU-525 Elementary and Secondary Instrumental Methods

Objectives, problems, and methods of teaching instrumental music in the schools. Testing for and planning an elementary instrumental program; middle school and high school educational organization and management; functional knowledge of fretted instruments; training materials and techniques for teaching elementary and secondary school instrumental music; marching band techniques. Directed observation in elementary and secondary schools required. Prerequisite: Practicum in Music Education (MU-205)

MU-535 Student Teaching in the Elementary School

Directed observation and student teaching in the first six grades. Scheduled daily for seven weeks, approximately six hours per day. Prerequisite: satisfactory completion of all other requirements for the Bachelor of Music in Music Education. (2.0 course credits) (Offered Fall Term)

MU-585 Student Teaching in the Secondary School

Directed observation and student teaching in middle school and high school. Scheduled for seven weeks, approximately six hours per day. Prerequisite: satisfactory completion of all other requirements for the Bachelor of Music in Music Education. (2.0 course credits) (Offered Fall Term)

ADVANCED STUDY IN MUSIC

MUA-800 Senior Recital – Non Credit Bearing

A full-length senior recital in composition or performance area. Evaluated on an S/U basis only. Prerequisite: consent of instructor.

MU-815 Independent Study

Independent work on a selected project in music under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: background courses and consent of department chair.

—NURSING

Moore, Nicholson, Ohrt, Scott, Shostrom (Chair), Taylor, Tobin.

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

The baccalaureate nursing program is designed to prepare students for practice as professional nurses in a variety of settings. The upper division nursing courses draw upon broad and diverse knowledge gained from the liberal arts foundation to support the educational outcomes. The program enrolls junior students and incorporates a concurrent advanced placement track for Registered Nurses in accordance with the Iowa Articulation Plan.

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

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

To be eligible for admission to the Bachelor of Science Nursing degree, a student must file an application to enter the program. Students may apply when they satisfactorily meet criteria for admission as outlined in the Department of Nursing Admissions Policy, copies of which are available from the nursing department. The nursing department Admission, Promotion, and Retention committee reviews applications and selects candidates who are best qualified to meet the standards of the nursing profession. In reviewing applications, the committee considers criteria such as GPA and academic performance and number of the supporting courses taken at Coe College.

The Registered Nurse Advanced Placement Program

Registered Nurses with either an Associate Degree or a Diploma in Nursing may be admitted to the Bachelor of Science in Nursing Degree program and given advanced placement. Advanced placement will be granted according to the option selected by the student as described in the Iowa Articulation Plan for registered nurses wishing to obtain the B.S.N. degree. Students should discuss these options with an admission counselor and a nursing faculty advisor before deciding on a specific option. Depending upon the amount of previous credit transferred, R.N. students will need ten or more course credits in the program to meet the requirements for graduation. The student must meet the college residence requirements. (See p. 186)

R.N. students must satisfactorily complete:

1. NUR-365 Pathophysiology and the Nursing Process before enrolling in the senior-level clinical nursing courses
2. NUR-400 Community and Population Oriented Nursing
3. NUR-301 Nursing Research
4. Three non-clinical theory courses:
NUR-305 Information Management and Patient Care Technology
NUR-375 Legal and Ethical Issues in Nursing
NUR-401 Maintaining Wellness in Aging and Chronicity **or** NUR-815 Independent Study
5. A minimum of three electives on campus, one of which must be PSY-301 Statistical Methods and Data Analysis

OR

both STA-100 Statistical Foundations **and** STA-110 Inferential Statistics

6. A letter of intent to enter senior-level clinical nursing courses which must be filed with the department of nursing prior to entrance into the degree program
7. The following senior-level clinical nursing course:
NUR-455 Leadership and Contemporary Issues in Nursing/Clinical Application (2 course credits)

Nursing Major: BACHELOR OF SCIENCE IN NURSING

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

1. The general education requirements (See p. 15)
2. Eight required supporting courses:
Biology BIO 145 Cellular and Molecular Biology
 BIO-192 Introduction to Microbiology
 BIO-215, -210 Human Anatomy and Laboratory
 BIO-225, -220 Human Physiology and Laboratory
Chemistry CHM-145 Introduction to Organic and Biological Chemistry and Laboratory
Psychology PSY-115 Introductory Psychology (PSY-115)
Sociology SOC-107 Introduction to Sociology (SOC-107)
Statistics PSY-301 Statistical Methods and Data Analysis **or**
 STA-100 Statistical Foundations **and** STA-110: Inferential Statistics
3. NUR 100 Nursing Issues (0.2 course credit) (Pre-nursing students must enroll each term of the first year. Maximum of two seminars may be taken for credit toward graduation.)
4. NUR 200 Nursing Issues II (0.2 course credit) (Pre-nursing students must enroll each term of the sophomore year. Maximum of two seminars may be taken for credit toward graduation.)
5. Eight non-clinical theory courses:
NUR-300 Art and Science of Nursing
NUR 301 Nursing Research
NUR 305 Information Management and Patient Care Technology
NUR 375 Legal and Ethical Issues in Nursing
NUR 400 Community and Population Oriented Nursing
NUR 401 Maintaining Wellness in Aging and Chronicity
NUR 435 Mental Health Nursing
NUR 495 Maternal Newborn Nursing

6. Four two-course-credit clinical courses:
 NUR-315/NUR-310 Pathophysiology and Assessment/Clinical Application
 NUR-355/NUR-330 Introductory Concepts in Nursing/Clinical Application
 NUR-415/NUR-410 Advanced Concepts in Nursing/Clinical Application
 NUR-455 Leadership and Contemporary Issues in Nursing/Clinical Application
7. A formal NCLEX review course (at the student's expense)
8. All required supporting courses and required nursing courses listed above, with no one specific course repeated more than once and with no more than two different courses repeated.

A description of policies unique to the nursing department is in the *Nursing Department Student Policies Manual*. Copies of the manual are available in the Nursing Department Office, Stuart Hall 412, and online.

COURSES IN NURSING

NUR-100 Nursing Issues

An introduction to the nursing degree program. The seminar provides an opportunity for pre-nursing students to interact with nursing students and faculty to explore the process of becoming a nurse. Topics include professional role development and current issues in clinical nursing practice. Pre-nursing students must enroll each term. May be taken for credit a maximum of two times. Prerequisite: first-year student. (0.2 course credit)

NUR-200 Nursing Issues II

An introduction to the nursing profession. The seminar provides an opportunity for pre-nursing students to explore the profession of nursing through discussions regarding the domains of nursing knowledge, nursing roles, and nursing skills. May be taken for credit twice. Prerequisite: Nursing Issues (NUR-100) or sophomore standing. (0.2 course credits)

NUR-215 Developing Relationships: Opportunities for Growth

Investigates theories for successful relationships. The emphasis is on self learning and application of principles involved in healthy and dysfunctional relationships. The students critically review popular literature versus scientific research related to relationship theory. Prerequisite: sophomore standing.

NUR-237 Human Sexuality

See Psychology (PSY-237), p. 140

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

NUR-255 Topics in Health Care

Offers selected topics on specific health care and/ or nursing issues, problems, interventions, and theories. Content varies as determined by the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: sophomore standing. (Offered on an occasional basis)

NUR-268 Cultural Diversity and Health

A study of the health practices of diverse cultures within the United States. Culture guides problem solving with regard to life choices, including health. This course examines how culture affects decisions about health and health care. Prerequisite: sophomore standing.

NUR-297 Parent Child Relationships

A study of the historical, cultural, ethnic, and religious perspectives on parenting in America, the effects of stress and change on parenting ability, and the challenges and rewards of parenting as children and parents move across the lifespan and experience changes in family composition (blended, single-parent, gay and lesbian), health (sandwich generation and aging), and lifestyle. Prerequisite: sophomore standing.

NUR-300 Art and Science of Nursing

Introduces the nursing student to the nursing profession. The concepts of - professional responsibility, accountability, human development, spirituality, values and beliefs, diversity, and death and dying are discussed. Students learn to apply the nursing process, principles of teaching/learning, and therapeutic communication in the

practice of individualized nursing care. Preventative nursing strategies in caring for individuals with reduced mobility are introduced. Prerequisite: admission to the Bachelor of Science in Nursing degree.

NUR-301 Nursing Research

Explores the development of evidence-based nursing practice. Discusses research methods for gathering evidence. Explains how evidence is developed and applied to practice. Steps of the research process are addressed. Elements in determining the validity and reliability of research and levels of evidence will be discussed.

Prerequisites: Information Management and Patient Care Technology (NUR-305), admission to the Bachelor of Science in Nursing degree for R.N. students.

NUR-305 Information Management and Patient Care Technology

Introduces the student to the language and technology of nursing. Discusses concepts such as data gathering, data monitoring, decision-making support systems, computer and information literacy, outcomes research, inter-professional care coordination, and electronic health records. Explores how various patient monitoring systems, medication administration systems and other technologies support patient care. Ethical management of data, information, knowledge, and standardized nursing language are discussed. Prerequisites: acceptance into the Bachelor of Science Nursing degree or consent of instructor.

NUR-315 Pathophysiology and Assessment/ Clinical Application

Provides the foundation for the integration of assessment data and pathophysiological concepts in the application of the nursing process. Focuses on comprehensive health assessment of diverse individuals across the lifespan. Assessment skills, health histories, and physical exams are practiced. Clinical component provides an opportunity to reinforce health assessment skills with diverse individuals across the lifespan as well as implementing safe, basic patient-centered care. Prerequisites: admission to the Bachelor of Science in Nursing degree; previous or concurrent registration in Art and Science of Nursing (NUR-300). (2.0 course credits)

NUR-355 Introductory Concepts in Nursing/Clinical Application

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

NUR-365 Pathophysiology and the Nursing Process

Course focuses on pathophysiology, health assessment, nursing diagnoses, and the nursing process. Students learn assessment, comprehensive health history, and physical examination skills for persons of all ages. Students examine altered physiological functioning, etiological factors, and behavioral manifestations to altered human responses in relationship to comprehensive health assessments. Through integration of pathophysiology and assessment data students develop nursing diagnoses and apply the nursing process. Guided observation and practice of assessment skills are used to reinforce student learning. Prerequisite: limited to R.N. students.

NUR-375 Legal and Ethical Issues in Nursing

Focuses on the complexity of moral, legal, and ethical issues in health care. Topics include the legislative and regulatory processes governing healthcare, appraisal of legal risks, ethical principles, current ethical debates in healthcare, and developing trends and ethical conflicts. Students examine and explore one topic in depth.

Prerequisite: acceptance into the Bachelor of Science Nursing Degree or consent of instructor .

NUR-387 Alternative Therapies for Health and Healing

Examines available alternative and complimentary therapies. Risks and benefits of these modalities are assessed to determine if there are solid, scientific rationales for them. Therapies include dietary supplements, mind-body interventions (e.g., meditation), body based methods (e.g., massage), and energy therapies (e.g., Reiki).

Prerequisite: sophomore standing.

NUR-400 Community and Population Oriented Nursing

Focuses on community and population health promotion, and disease/injury prevention. Community oriented nursing roles are discussed. Topics include levels of prevention, risk analyses, harm reduction, causality, epidemiology, biostatistics, study designs, and sources of data applied to population health. Current issues related

to disease control and surveillance, screening programs, clinical decision-making, health planning, and evaluation are addressed. Clinical application includes community observation experiences. Prerequisite: Nursing Research (NUR-301) or admission to the Bachelor of Science in Nursing degree for R.N. students.

NUR-401 Maintaining Wellness in Aging and Chronicity

Examines normal versus abnormal aspects of the aging process. Common health problems of the elderly are discussed. Addresses evidence-based strategies to promote wellness and to assist those living with chronic illnesses. Explores community resources to meet the holistic health needs of diverse individuals, groups, and families. Topics include the impact of culture, gender, stigma, and socioeconomic status on communication and care. Clinical application includes well elderly visits in the community. Prerequisite: Community and Population Oriented Nursing (NUR-400) or Advanced Concepts in Nursing: Clinical Application (NUR-415).

NUR-415 Advanced Concepts in Nursing/Clinical Application

Advances and continues the focus of holistic care for diverse individuals, families, groups, and populations across the life span. Applies the nursing process, emphasizing primary, secondary and tertiary nursing interventions, in care of individuals experiencing actual or risk for alterations in integumentary, pulmonary, cardiovascular, endocrine, sensory/neurological, and immune systems. Surgical, dietary and pharmacological management is integrated. Clinical components reinforce application of the nursing process in the delivery of safe, evidence-based, holistic, patient-centered care. Prerequisites: Introductory Concepts in Nursing/Clinical Application (NUR-355). (2.0 course credits)

NUR-435 Mental Health Nursing

Focuses on the knowledge and skills necessary to provide safe, holistic care for diverse individuals and families experiencing actual or potential alterations in mental health. Students explore specific mental health problems and how to apply evidence-based practice when caring for individuals and families across the life span, as well as the importance of self-analysis, respect for diversity, professional accountability, and ethical responsibility. Students develop communication techniques necessary to promote client well being and safety, as well as collaborate with the health-care team. Clinical application includes caring for individuals experiencing alterations in mental health in a variety of settings. Prerequisite: Art and Science of Nursing (NUR-300).

NUR-455 Leadership and Contemporary Issues in Nursing/Clinical Application

Focuses on leadership skills, knowledge, and creativity to promote and manage safe, holistic patient-centered care for diverse individuals, families, groups, and populations across the lifespan. Concepts include management and organizations, quality improvement, change process, political/organizational/micro systems, communication/collaboration, fiscal/ human resource management, delegation, prioritization, decision making, and professional/self-care management. Nursing theories/frameworks are discussed. Clinical components provide an opportunity to collaborate with patients, families, and health care team members and to develop leadership roles. Prerequisites: Advanced Concepts in Nursing/Clinical Application (NUR-415); and Pathophysiology and the Nursing Process (NUR-365) and Community and Population Oriented Nursing (NUR-400)for R.N. students. (2.0 course credits)

NUR-495 Maternal Newborn Nursing

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

NUR 815 Independent Study

Guided study of individually chosen topic in nursing with a nursing department faculty member. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: junior standing and consent of instructor.

NUR-895 Nursing Internship

A clinical practicum on an inpatient health care unit under the supervision of a faculty member of the department and a professionally prepared R.N. preceptor. A minimum of 140 hours on-site experience is required. S/U basis only. Prerequisite: Introductory Concepts in Nursing/Clinical Applications (NUR-355) and consent of department chair.

—PHILOSOPHY AND RELIGION

Chaplin, Hatchell, Hoover, Kensky, Lemos (Chair), McCormick, Phillips, Reed.

In part under the Leander Clark Endowment for Religion (on the John C. Martin Foundation)

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

Philosophy Major

A grade of “C” or higher must be received in all courses counted toward the philosophy major.

1. Two of the following, including at least one of either Early Modern Philosophy (PHL-240) or Late Modern Philosophy (PHL-335):
PHL-220 Ancient Greek Philosophy
PHL-230 Medieval Philosophy
PHL-240 Early Modern Philosophy
PHL-335 Late Modern Philosophy
2. One of the following:
PHL-300 Contemporary Analytic Philosophy
PHL-305 Contemporary Continental Philosophy
3. PHL-405, -415 Seminar in Philosophy
4. Five additional philosophy courses
5. PHL-800 Philosophy Colloquium (non-credit bearing)

The recommended beginning course in philosophy for those contemplating a major in philosophy is Introduction to Philosophy (PHL-015). However, Survey of Western Philosophy (PHL-025), Logic (PHL-115) and Morality and Moral Controversies (PHL-128) are also suitable first courses. Some courses numbered between 200 and 299 may be suitable first courses for students with sophomore standing.

Philosophy Minor

1. Two of the following, including at least one of either Early Modern Philosophy (PHL-240) or Late Modern Philosophy (PHL-335):
PHL-220 Ancient Greek Philosophy
PHL-230 Medieval Philosophy
PHL-240 Early Modern Philosophy
PHL-335 Late Modern Philosophy
2. One of the following:
PHL-300 Contemporary Analytic Philosophy
PHL-305 Contemporary Continental Philosophy
PHL-405, -415 Seminar in Philosophy
3. Three additional philosophy courses

COURSES IN PHILOSOPHY

PHL-015 Introduction to Philosophy

An introduction to the perennial philosophical problems and the manner in which they have been addressed by major figures in the history of philosophy. Problems considered include the nature of reality and persons, the objectivity and certitude of knowledge, and the basis of morality and political authority. Readings include selections from philosophers such as Plato, Aristotle, Descartes, Hume, and others.

PHL-025 Survey of Western Philosophy

An overview of major Western Philosophers from Ancient Greek times to the present, focusing on historically important themes, theories, and movements. Primarily a lecture course with opportunity for discussion. Short selections from major philosophical writings are used along with traditional textbook material.

PHL-115 Logic

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

PHL-128 Morality and Moral Controversies

A critical examination of important moral issues facing contemporary society. The course uses a variety of common ethical theories. Possible topics include environmental ethics, euthanasia, animal rights, humanitarian aid, abortion, and capital punishment.

PHL-135 Theories of Human Nature

An examination of views of human nature held by major Western thinkers from Greek times to the present. Using works of literature as well as philosophical texts, this course examines the similarities and differences among the views of human nature of such philosophers as Plato, Aristotle, Descartes, Locke, Rousseau, and Kant, as well as the views presented in works of fiction by such authors as Dostoevsky, Conrad, and Camus. Attention is also given to the views of major figures in the social and natural sciences, such as Darwin, Freud, and E.O. Wilson.

PHL-205 Environmental Ethics

Serves as a general introduction to environmental ethics. Students receive instruction in ethical theory and how it can be applied to issues in environmental ethics. Some topics likely to be addressed in the course are: defining our obligations to future generations, the definition of wilderness, sustainable agriculture, animal rights, anthropocentrism, the nature of the value of wilderness, environmental holism, and ecofeminism.

PHL-206 Buddhist Thought

See also Religion (REL-206), p. 126

A study of the beliefs and practices of the major traditions of Buddhism in Asia. An examination of various Buddhist views on the true nature of reality, the nature of the mind, and the path to enlightenment. This course examines both the historical development and contemporary expression of these Buddhist teachings. Prerequisite: Eastern Religions (REL-036) or consent of instructor.

PHL-220 Ancient Greek Philosophy

A survey of the central ideas and figures in the philosophy of the ancient Greek world. Figures studied include the pre-Socratic philosophers, Socrates, Plato, and Aristotle.

PHL-230 Medieval Philosophy

A survey of the major philosophical and theological ideas of the Middle Ages. Special emphasis is placed on the writings of such thinkers as Augustine, Anselm, and Thomas Aquinas. (This course is also applicable to the major in Religion.)

PHL-235 Philosophy of Science

An examination of the nature of scientific activity and theory. Views of scientific method are considered, in addition to the ways in which scientific theories develop. Both classical theories of science focusing on the structure of scientific explanation and more recent views focusing on the dynamic nature of science are considered. Attention is also given to the question of whether different branches of science have different types of explanation. Some previous experience with science helpful.

PHL-240 Early Modern Philosophy

An examination of the metaphysical and epistemological theories of major European philosophers of the 17th and 18th centuries. Readings are drawn from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

PHL-245 Philosophy of Mind

An examination of the central issues in the philosophy of mind. The primary focus of this course is on the nature of consciousness and its relation to the physical processes of the body. Questions to be addressed include the following: are the mind and brain distinct entities? Does it make sense to think of the self as a unitary entity that underlies one's many experiences? In what sense, if any, do persons possess free will?

PHL-255 Existentialism

An examination of the writings of major figures representing modern existentialist views. This course includes both philosophical and literary texts, primarily from authors of the 20th century, such as Heidegger, Sartre, and Camus, and also traces the origins of this movement from 19th century figures, such as Kierkegaard and Nietzsche. Readings will explore themes such as finitude, authenticity, the absurd, bad faith, freedom and responsibility.

PHL-265 Political Philosophy

An investigation of the central issues in social and political philosophy concerning the individual's relation to society and to the state in particular. Questions may include: on what basis can states legitimately exercise authority over individuals? What are the proper ends and limits of state authority? What principles should our society pursue in allocating goods such as property, education, health, and welfare?

PHL-270 Ethical Theory

An examination of central normative and meta-ethical theories. Some questions that may be addressed in the course are: should we seek to maximize the happiness of the universe in whatever we do? Are some actions good in themselves regardless of their consequences? Are there absolute moral truths? Or, are all moral truths relative? What justifies our moral claims, if anything does? Prerequisite: at least one previous course in philosophy or consent of instructor.

PHL-277 Philosophy of Gender and Race

An examination of various issues involving the manner in which gender and race have been conceptualized in Western thought. This course considers ways in which gender and race pose problems for traditional conceptions of justice and equality will explore a variety of responses to these challenges by social and political theorists.

PHL-285 Law, Morality, and Punishment

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

PHL-300 Contemporary Analytic Philosophy

An examination of central philosophical topics and themes in analytic philosophy. The course focuses on developments in Anglo-American philosophy from the early 20th century to the present. Topics likely to be covered include epistemology, metaphysics, the philosophy of mind, and ethics. Prerequisite: junior standing.

PHL-305 Contemporary Continental Philosophy

An examination of central philosophical topics and themes of philosophy on the European continent since 1900 e.g., structuralism, critical theory, and post-structuralism. Readings are drawn from such philosophers as Saussure, Habermas, Derrida, Foucault, and Lyotard. Prerequisite: junior standing.

PHL-315, -325 Topics in Philosophy

An examination of a selected topic in philosophy. Topics vary depending on the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: one course in philosophy or consent of instructor.

PHL-335 Late Modern Philosophy

An examination of the works of influential European thinkers of the late 18th and 19th century. The course begins with the study of German idealism, a movement that includes philosophers such as Kant, Fichte, and Hegel, followed by an examination of later 19th-century figures such as Marx and Nietzsche. Prerequisite: at least one previous course in philosophy or consent of instructor.

PHL-375 Epistemology

An examination of the central issues in epistemology, which is the study of the nature of knowledge. The main topics of this study include skepticism, the definition of knowledge, the nature of justification, foundationalism, coherentism, and the concept of truth. Questions to be addressed in the course may include: is knowledge possible? Is all knowledge justified true belief? Are there self-evident beliefs? What is coherence and is the coherence of a set of beliefs sufficient for their truth? Prerequisite: at least one previous course in philosophy or consent of instructor.

PHL-405, -415 Seminar in Philosophy

An advanced seminar course designed primarily for the instruction of advanced majors and minors. Topics covered in the course vary in accordance with the instructor's preferences. Prerequisite: junior standing.

PHL-800 Philosophy Colloquium — Non-Credit Bearing

Majors are required to submit 10-15 pages of finished philosophical prose, and present their work orally to students and faculty. Although the Colloquium is usually taken during Spring Term of the senior year, it is open to all juniors and seniors with appropriate background in philosophy. Satisfactory completion of the Colloquium is required for graduation with a major in philosophy. S/U basis only.

PHL-815 Independent Study in Philosophy

Independent study in some philosophical problem or the thought of some major philosopher, under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

PHL-845 Directed Readings in Philosophy

A course of readings selected by the student and instructor to fit the individual student's particular interests and educational needs. Readings may focus on either a philosophical problem or one or more philosophers.

Prerequisite: consent of instructor.

PHL-895 Internship in Philosophy

Exploration of a career area related to the student's interest in philosophy. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by a faculty member of the department in cooperation with the Director of Internships. This course does not satisfy any of the requirements for a major in philosophy.

Prerequisites: declared major in philosophy, junior standing, and consent of department chair.

Religion Major

A grade of "C" or higher must be received in all courses counted toward the religion major.

1. One of the following:
REL-010 Introduction to Religion
REL-015 Belief and Unbelief
2. REL-036 Eastern Religions
3. REL-048 Western Religions
4. One of the following:
REL-105 Introduction to Hebrew Bible
REL-115 Introduction to New Testament
5. One additional Judeo-Christian Scriptures course
6. Four additional religion courses, at least three of which are numbered 300 or above

Religion Minor

1. One of the following:
REL-036 Eastern Religions
REL-048 Western Religions
2. Four additional religion courses

COURSES IN RELIGION

Special attention should be given to the numerical ordering of the courses listed below:

1. Courses numbered below 100 offer general introductions to religion: Belief and Unbelief, Eastern Religions, Western Religions.
2. Courses numbered 100-199 are introductory courses focused on specific traditions: Introduction to Hebrew Bible, Introduction to New Testament, Judaism, Modern Judaism, Islam, Christianity.
3. Courses numbered 200-299 are topical courses especially suitable for sophomore level and above.
4. Courses numbered 300-399 are advanced courses with prerequisites.

The recommended beginning course for those contemplating a major in religion is either Belief and Unbelief (REL-015) or Introduction to Religion (REL-010). However, other courses numbered below 200 are also suitable introductory courses.

SURVEY COURSES

REL-010 Introduction to Religion

Introduces students to thinking about religion as a category of human experience, both in terms of foundational beliefs and how those beliefs are situated in practice. The course examines methods of studying religion as well as essential questions regarding the nature of religion.

REL-015 Belief and Unbelief

Discussion oriented course focusing on the dynamics of faith and of atheism. Special attention to traditional proofs for God's existence, the problems of evil and the afterlife, and the nature of religious experience.

REL-036 Eastern Religions

An introductory survey of some of the major religions of the Indian subcontinent and the Far East. Religions to be discussed include Hinduism, Buddhism, Confucianism and Taoism.

REL-048 Western Religions

An introductory survey of the three major Abrahamic religions (Judaism, Christianity and Islam), both in their historical development and their contemporary expressions.

INDIVIDUAL TRADITIONS

REL-128 Judaism

The basic beliefs and practices of Judaism, from the prophetic period to the present. This course and the Modern Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.

REL-138 Modern Judaism

A study of selected issues in Enlightenment or post Enlightenment Judaism as reflected, for example, in the history of the Jewish people, rabbinic teachings and Jewish theological scholarship, or Jewish literature. This course and the Judaism course form a program in Jewish Studies which is supported by The Sinaiko Endowment.

REL-148 Islam

An introductory overview of Islam as an Abrahamic faith, a global civilization, and an integral facet of the American religious experience.

REL-178 Christianity

A study of the beliefs and practices of Christianity from its earliest formulations to the modern world. Special attention is paid to essential tenets of Christian faith, elements of Christian practice, and divergences between Catholic, Protestant, and Orthodox Christianities.

REL-206 Buddhist Thought

See also Philosophy (PHL-206), p. 123

A study of the beliefs and practices of the major traditions of Buddhism in Asia. An examination of various Buddhist views on the true nature of reality, the nature of the mind, and the path to enlightenment. This course examines both the historical development and contemporary expression of these Buddhist teachings. Prerequisite: Eastern Religions (REL-036) or consent of instructor.

REL-215 The Rise of Christianity

An examination of how Christianity grew from a small band of Jewish followers of Jesus to the dominant religion in the Roman Empire. Attention is paid to crucial figures such as Paul of Tarsus, Irenaeus of Lyons, and Augustine of Hippo, among others.

REL-216 Hindu Gods and Goddesses

Examines the iconography, mythology, and theology of the major deities worshipped on the Indian subcontinent. An analysis of the religious meaning of deities such as Shiva, Vishnu, and Kali for their devotees in contemporary Hinduism. Prerequisite: Eastern Religions (REL-036) or consent of instructor.

REL-268 The Holocaust: History and Response

A study of the Jewish experience of Nazi persecution. The readings include historical reports and interpretations, works of fiction, and essays by philosophers and religious thinkers (Jewish and Christian).

REL-300 Jesus: Man, Messiah, God

An examination of different theological and philosophical arguments about the identity of Jesus in the history of Christian thought, one of the central aspects of Christian faith. Prerequisite: Introduction to Religion (REL-010) or Belief and Unbelief (REL-015) or consent of instructor.

JUDEO-CHRISTIAN SCRIPTURES**REL-105 Introduction to Hebrew Bible**

A literary and theological overview of the first five books of the Hebrew Bible (the Pentateuch or Torah) in the context of their historical development and their formative impact on the rest of Israelite scripture (the Prophets and Writings). It is recommended that this course be taken prior to other Biblical studies courses.

REL-115 Introduction to New Testament

A literary and theological overview of the Christian scriptures (the Gospels and Acts, the Pauline, Johannine and catholic epistles, and the Apocalypse of John) in the context of the origins and early historical development of Christianity.

REL-240 Intertestamental Literature

A survey of literature composed by Jews during the Hellenistic and early Roman periods essential for understanding the emergence and development of Rabbinic Judaism, early Christianity and Islam (Apocrypha and Pseudepigrapha, Josephus, Philo and the Dead Sea Scrolls). Prerequisite: Introduction to Hebrew Bible (REL-105) or consent of instructor.

REL-310 Early Christian Gospels

An examination of the literary genre in early Christianity, focusing on both canonical (Mark, Matthew, Luke, John) and non-canonical Gospels, including the Gospel of Truth and the Gospel of Thomas. Why did early Christians utilize this genre to communicate traditions about Jesus of Nazareth? Prerequisite: Introduction to Hebrew Bible (REL-105) or Introduction to New Testament (REL-115) or consent of instructor.

REL-330 Topics in Hebrew Bible

An advanced course in an aspect of critical study of the Hebrew Bible. Potential topics include Prophecy, Wisdom Literature, and Women in the Bible. Prerequisite: Introduction to Hebrew Bible (REL-105) or consent of instructor.

REL-365 The Letters of Paul

An examination of the 13 letters attributed to Paul of Tarsus in the New Testament as well as biblical and extra-biblical sources for the life of this crucial figure who spread Christianity around the Roman Empire. Prerequisite: Introduction to Hebrew Bible (REL-105) or Introduction to New Testament (REL-115) or consent of instructor.

COMPARATIVE COURSES**REL-217 Religion in America**

Examines the varieties of American religious experience, from the religion of the Puritans to the 21st century. Attention is paid both to normative and minority traditions, with a look at the growing Evangelical and Muslim communities in America today.

REL-278 Mysticism

A survey of mystical literature in the world's religious traditions. This course also addresses the question of the nature of mystical experience as well as that of the relation between the mystical element of religion and religion as a whole.

REL-306 Comparative Religion

A comparative study of the recurring themes and patterns found in various religions, past and present. Particular attention is paid to the meaning of religious ritual and myth, and the nature of religious experience. This course surveys several of the currently most influential theories regarding the nature of religion. Prerequisite: Eastern Religions (REL-036), Western Religions (REL-048), or consent of instructor.

REL-338 Modern Religious Thought

A survey of the religious thinkers and themes of the 20th century. Various religious outlooks, ranging from conservative to radical, are explored, as are alternative conceptions of God, religion, and salvation. Prerequisite: one course in religion or consent of instructor.

SPECIAL TOPICS COURSES

REL-385 Topics in Religion

Seminar examining a selected topic in religious studies. Content varies from year to year. May be taken for credit more than once. Prerequisite: one course in religion or consent of instructor.

REL-815 Independent Study in Religion

Independent study under the direction of a faculty member of the department in an area selected by the student. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

REL-845 Directed Readings in Religion

A course of directed readings designed by the student and instructor to fit the individual student's particular interests and educational needs. Prerequisite: consent of instructor.

REL-895 Internship in Religion

An experiential course in religious ministry (e.g. hospital or college chaplaincy, parish ministry, etc.), under the direction of a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in religion. Prerequisite: consent of department chair.

—PHYSICAL EDUCATION

L. Atwater (Chair), Decker, Galbraith, Glew, Jennings, Juckem, Mertens, Neubauer, Potratz, Rodgers, Rydze, Walter, Woodin, Young.

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

Physical Education Major

Elementary Education Emphasis in Physical Education

1. BIO-155 Organismal and Ecological Biology
2. One of the following:
BIO-055 Anatomy and Physiology
BIO-215 Human Anatomy **and** BIO-225 Human Physiology
3. PE-105 Foundations of Physical Movement
4. PE-165 Master Activity Class for Teachers
5. PE-175 Prevention and Care of Athletic Injuries
6. PE-225 Motor Learning
7. PE-315 Methods of Elementary School Physical Education and Health
8. PE-347 Adapted Physical Education
9. PE-515 Organization and Administration of Physical Education, Health, and Athletics
10. PE-525 Physiology of Exercise

Secondary Education Emphasis in Physical Education

1. BIO-155 Organismal and Ecological Biology
2. One of the following:
BIO-055 Anatomy and Physiology
BIO-215 Human Anatomy **and** BIO-225 Human Physiology
3. PE-105 Foundations of Physical Movement
4. PE-165 Master Activity Class for Teachers
5. PE-175 Prevention and Care of Athletic Injuries
6. PE-225 Motor Learning
7. PE-347 Adapted Physical Education
8. PE-365 Measurement Evaluation and Prescription in Physical Education
9. PE-415 Methods of Teaching Secondary School Physical Education and Health
10. PE-495 Kinesiology
11. PE-515 Organization and Administration of Physical Education, Health, and Athletics
12. PE-525 Physiology of Exercise

Physical Education Major — Fitness Development

1. BIO-155 Organismal and Ecological Biology
 2. One of the following:
BIO-055 Anatomy and Physiology
BIO-215 Human Anatomy **and** BIO-225 Human Physiology
 3. PE-105 Foundations of Physical Movement
 4. PE-115 Fundamentals of Exercise and Nutrition
 5. PE-175 Prevention and Care of Athletic Injuries
 6. PE-365 Measurements/Evaluation and Prescription in Physical Education
 7. PE-515 Organization and Administration of Physical Education, Health, and Athletics
 8. PE-525 Physiology of Exercise
 9. All of the following courses in the **Strength and Conditioning Group**:
PE-050 or PE-060 Weight Training
PE-050 or PE-060 Physical Conditioning
PE-185 Group Exercise
PE-405 Program Design
PE-435 Methods of Teaching Strength Training and Conditioning
PE-495 Kinesiology
- OR**
- All of the following courses in the **Health and Wellness Group**:
PE-125 Public and Consumer Health
PE-135 Concepts of Individual Wellness
PE-155 Substance Abuse

State of Iowa Health Certification Endorsement

1. PE-115 Fundamentals in Exercise and Nutrition
2. PE-125 Public and Consumer Health
3. PE-135 Concepts of Individual Wellness
4. PE-155 Substance Abuse
5. PE-175 Prevention and Care of Athletic Injuries
6. One of the following:
NUR-297 Parent Child Relationships
SOC-207 Sociology of the Family
NUR-237 Human Sexuality

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

1. Teaching certification in an academic area
2. PE-175 Prevention and Care of Athletic Injuries
3. PE-201 Fundamentals of Coaching

The Coaching Endorsement (#55, K-12) may be granted to any student with teacher certification completing a major in physical education by taking Prevention and Care of Athletic Injuries (PE-325).

State of Iowa Coaching Authorization

1. PE-175 Prevention and Care of Athletic Injuries
2. PE-201 Fundamentals of Coaching

COURSES IN PHYSICAL EDUCATION

PE-010, -020, -050, -060 Physical Education Activities

Badminton, weight training, volleyball, physical fitness, recreational sports, gymnastics, swimming, squash, rock climbing, scuba diving, dance, jogging, racquetball, archery, tennis, handball, golf, cycling, and ballroom dancing investigated in depth through history, rules, strategy, development of playing skill, and physical conditioning. No course may be taken more than once. (0.2 course credit per activity)

PE-045 Physical Education for the Elementary Teacher

Emphasizes a survey of modern health and physical education practice in school and community, and the development of exercise in the elementary school through singing games and rhythms, folk and square dancing, games, and sports. (0.5 course credit)

PE-085 Health Education for the Elementary Teacher

Surveys health-related issues that directly affect the lives of young children. Topics include health, fitness, substance abuse, and physical and mental health. Students learn to identify and respond to children who have been placed at risk. (0.5 course credit)

PE-105 Foundations of Physical Movement

The foundations, historical development, professional qualification, and opportunities in the field of physical education. Movement education theory is studied as it applies to all grade levels along with the study of growth, maturation, physical activity and performance in young adolescents.

PE-115 Fundamentals in Exercise and Nutrition

Study and evaluation of existing health patterns, which are tested to elicit positive behavior changes. Principles of exercise physiology and fitness, weight control and human nutrition, and problems associated with malnutrition and overnutrition are included to provide students with concepts for an enhanced lifestyle.

PE-125 Public and Consumer Health

Philosophy and practice of public and community health, including economic, sociological, and legal justification. Examination of health care products, services and consumer protection vehicles in today's marketplace. Information and guidelines enable individuals to select health care products and services intelligently.

PE-135 Concepts of Individual Wellness

Examination of personal health and positive lifestyle through the enhancement of physical, social, and mental/emotional wellness.

PE-155 Substance Abuse

Effects of drugs on the body, problems and risks of drug abuse, and drug education programs are examined.

PE-165 Master Activity Class for Teachers

Covers all phases of the teaching methodology. This class assesses the skill acquisition of the learner. Students model instructional procedure. After introduction of the activity or skill, students pre-test, teach, and assess each other in the activity or skill. Activities and skills include the following: Soccer/ Football/Volleyball, Basketball/Softball/Track and Field, Racquet Activities, Strength Conditioning/Fitness, Cycling/Bowling/Archery, Dance/Rhythms, and Aquatic Activities.

PE-175 Prevention and Care of Athletic Injuries

Principles of human biology, hygienic applications to the care of the body, and the effects of alcohol and substance abuse. Also, the nature of injuries frequently sustained in athletic participation and the control, handling, and care of injuries. T

PE-185 Group Exercise

Explores the up-to-date, ever-changing, group aerobic activities available in the 21st century. Students discover the advantages and disadvantages, background, physical benefits, and techniques of performing a variety of group aerobic activities. Prerequisite: Foundations of Physical Movement (PE-105). (0.5 course credit)

PE-201 Fundamentals of Coaching

Addresses the structure and function of the human body in relation to physical activity, theory and techniques of coaching interscholastic athletics. Topics include professional ethics and legal aspects of coaching as well as the study of human growth and development of children.

PE-205 Theory of Coaching

Sports treated from the standpoint of theory and practice. Topics vary from term to term and include, but are not limited to, football, basketball, baseball and softball, wrestling, track, swimming, and volleyball. May be repeated for credit, provided the topics are substantially different. (0.5 course credit)

PE-215 Psychology of Coaching

An introduction to the area of sport psychology, which focuses on the underlying psychological and psychophysiological factors that influence performance in sports and physical activity. The following topics are emphasized: motivation, positive mental attitude (goal setting, self talk, mental imagery), anxiety/stress, self confidence, concentration, communication skills, sportsmanship, and psychological preparation for competition.

PE-225 Motor Learning

Designed to acquaint students with research findings, empirical evidence, and theoretical constructs regarding the learning and teaching of motor skills. Emphasis placed upon the state of the learner, the learning process, and the conditions for learning. Prerequisite: sophomore standing.

PE-315 Methods of Elementary School Physical Education and Health

Analysis of the program of physical education and health for the elementary school. Selection of activities, teaching methods, program planning, equipment and facilities, class management, and evaluation is examined. Prerequisite: Practicum in Education (EDU-215) or consent of department chair.

PE-347 Adapted Physical Education

A program of activities adapted for individuals with physical disabilities. Development of a rehabilitative exercise program for correction of physical handicaps or deviations.

PE-365 Measurement/Evaluation and Prescription in Physical Education

Study of various methods of measurement and evaluation of motor skills and motor performance in physical activity. Construction of skills tests, proper testing procedures, and basic statistics used in evaluating the results covered. Assessment of physical fitness components followed by prescribed activity to improve those components is studied.

PE-405 Program Design

A theory-based course with strength training activities and program planning for students, athletes, and members of a community. Emphasis in this course is on applying physiological principles involved in strength and conditioning to design and evaluate strength training programs. Prerequisite: Methods of Teaching Strength Training and Conditioning (PE-435). (0.5 course credit)

PE-415 Methods of Teaching Secondary School Physical Education and Health

Analysis of the program of physical education for the secondary schools. Selection of activities, teaching methods, program planning, equipment and facilities, class management, and evaluation. Includes 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair.

PE-435 Methods of Teaching Strength Training and Conditioning

Weight training from the standpoint of theory and practice. Topics include methods of teaching weight training, strength-development factors, successful routines, flexibility, speed training, stretching, plyometrics, safety, weight programs for athletes, and selecting best lifts and training programs for general populations. Prerequisites: Organismal and Ecological Biology (BIO-155), either Human Anatomy (BIO-215) or Anatomy and Physiology (BIO-055), and junior standing.

PE-495 Kinesiology

Application of the principles of structure and mechanics involved in human movement. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-055).

PE-515 Organization and Administration of Physical Education, Health, and Athletics

Objectives, principles, and methods of organization and administration of physical education, health education, recreation, and athletics in elementary and secondary schools, as well as colleges. Prerequisite: sophomore standing.

PE-525 Physiology of Exercise

The study and evaluation of the effects of exercise upon the biological control systems of the human body. Topics include bioenergetics, exercise metabolism, endocrine function during and cardiopulmonary response to exercise, neuromuscular function, acid-base regulation, temperature regulation, and the effect of endurance training on various organ systems. Prerequisites: Organismal and Ecological Biology (BIO-155), and either both Human Anatomy (BIO-215) and Human Physiology (BIO-225), or Anatomy and Physiology (BIO-055).

PE-815 Independent Study

Independent investigation of a selected project in Physical Education under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade.

Prerequisites: consent of instructor and department chair.

PE-895 Internship in Physical Education, Health, and Recreation

Investigation of physical education, health, or recreation through voluntary field placement supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. Not available to prospective teachers in physical education. One credit may be applied to a major in physical education. Prerequisites: declared major in physical education or interdisciplinary major and consent of department chair.

—PHYSICS

Affatigato (Chair), Akgun, Baehr, Feller, Potter.

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

Physics Major

A grade of “C” or higher must be received in all courses counted toward the physics major.

1. PHY-215 General Physics I or PHY-115 Basic Physics I
2. PHY-225 General Physics II or PHY-135 Basic Physics II
3. PHY-235 Modern Physics
4. PHY-415 Electromagnetism
5. Five additional physics courses, three of which must be numbered 300 or above
6. CS-125 Computer Science I
7. MTH-255 Calculus III
8. Comprehensive evaluation

Satisfactory completion of written and oral examinations during the junior or senior year.

Normally, General Physics I and II, rather than Basic Physics I and II, should be taken by students who plan to major or minor in physics.

Most physics majors start their mathematics studies with Calculus I (MTH-135) in the fall of the first year, but the program may be completed by starting mathematics in the fall of the sophomore year.

Physics Minor

1. PHY-215 General Physics I or PHY-115 Basic Physics I
2. PHY-225 General Physics II or PHY-135 Basic Physics II
3. PHY-235 Modern Physics
4. PHY-415 Electromagnetism
5. MTH-145 Calculus II
6. One additional physics course approved by the department

COURSES IN PHYSICS

PHY-105 Physics: An Historical Approach

A course emphasizing important developments in physics from the time of Aristotle to the 20th century. Special attention is given to significant conceptual developments and major technological advances. Readings are selected from writings of some of the major figures in the history of physics, as well as modern commentators. The class experience includes reenactments of some historically significant experiments.

PHY-115 Basic Physics I

A non-calculus survey course in the basic principles of physics. One laboratory per week, held jointly with General Physics laboratories, forms a required part of this course. Students who plan to attend graduate school in one of the physical sciences or mathematics, or who have sufficient mathematical background, should take General Physics I rather than this course. This course satisfies the general education laboratory science requirement.

PHY-125 Electronics

For beginners. Basic ideas of current, voltage, resistance; Ohm’s law and DC circuit analysis; the diode, the transistor amplifier, oscillators; integrated circuits. Much construction of circuits. Includes one two-hour lab weekly. This course satisfies the general education laboratory science requirement. Prerequisite: competence in algebra.

PHY-135 Basic Physics II

Continuation of Basic Physics I. Prerequisite: Basic Physics I (PHY-115) or consent of instructor.

PHY-145 Modern Astronomy

An introduction to the objects and phenomena found in the universe, including the solar system, planets, moons, comets, meteors, the sun, stars, birth and death of stars, neutron stars, pulsars, black holes, galaxies, quasars, and cosmological evolution. Some outdoor viewing using unaided eye, binoculars, and small telescopes. Prerequisite: competence in algebra.

PHY-175 Musical Acoustics

An exploration of the physical principles involved in the production, propagation, and perception of musical sounds. Topics include simple vibrating systems, properties of waves, and Fourier analysis. The primary emphasis is on musical instruments, including the voice, but some consideration is also given to room acoustics and human perception of sound. Prerequisite: previous musical experience is helpful, but not necessary.

PHY-195 Holography and Optics

The making and understanding of holograms are used as the focus for a basic physics course in waves and optics. Includes one two-hour lab per week. This course satisfies the general education laboratory science requirement.

PHY-215 General Physics I

Chiefly an introduction to mechanics to serve as a basis for advanced courses in physics. Both rigorous application of analysis and development of intuitive insight are stressed. Laboratory activities required. This course satisfies the general education laboratory science requirement. Prerequisite: previous or concurrent enrollment in Calculus I (MTH-135). (Offered Fall Term)

PHY-225 General Physics II

Chiefly an introduction to the physics of electromagnetic phenomena: charges, currents, circuits, oscillations, types of magnetism, waves, and interference. Laboratory activities required. This course satisfies the general education laboratory science requirement. Prerequisites: Calculus I (MTH-135) and General Physics I (PHY-215) or consent of instructor. (Offered Spring Term)

PHY-235 Modern Physics

Introductory study of the phenomena, techniques, and models of modern physics including quantum phenomena, special relativity physics, and their interpretive models. Laboratory activities required. Prerequisites: Calculus II (MTH-145) and General Physics II (PHY-225) or consent of instructor.

PHY-315 Thermodynamics and Statistical Mechanics

An introduction to fundamental concepts such as temperature, phase transitions, the First, Second, and Third Laws of thermodynamics, and the work/ entropy relationship. The Statistical Mechanics half covers a mathematical treatment of partition functions, thermal properties of solids, and critical-point transitions. Prerequisites: General Physics II (PHY-225) and Calculus III (MTH-255) or consent of instructor.

PHY-325 Digital Electronics

Integrated circuit devices and their applications: the basic logic gates, counters, displays, flip-flops, multiplexers, memories. Some acquaintance with DC circuit concepts and with the binary number system desirable. Includes one two-hour lab weekly. This course satisfies the general education laboratory science requirement.

PHY-335 Quantum Mechanics

An introduction to the formal treatment of quantum mechanics. This course covers the Schrodinger wave equation, the Dirac Bracket notation, operator formalism, spin and angular momentum, the wave equation in one and three dimensions, and perturbation theory. Prerequisites: Modern Physics (PHY-235) and Calculus III (MTH-255) or consent of instructor.

PHY-345 Solid State Physics

Study of the structure and properties of crystalline and amorphous solids. The main topics include crystal structure and quantized vibrations (phonons); electronic band structure and its relation to electrical, thermal, and optical behavior; semiconductors and superconductors. Prerequisites: Modern Physics (PHY-235) and Calculus III (MTH-255) or consent of instructor.

PHY-415 Electromagnetism

Electromagnetic phenomena at the intermediate level, including circuits, static and quasi-static fields, Maxwell's equations, radiation, and selected topics in properties of materials. Special topics in vector algebra, scalar and

vector point functions, and differential vector calculus are developed and used. Prerequisites: General Physics II (PHY-225) and Calculus II (MTH-145) or consent of instructor.

PHY-465 Mechanics Formulations

The Newtonian, Lagrangian, and Hamiltonian formulations of the laws of motion. Applications to systems of particles, extended objects, and oscillatory systems. Prerequisites: General Physics II (PHY-225) and Calculus II (MTH-145) or consent of instructor.

PHY-515 Optics

A treatment of the theory of modern optics, introducing a variety of topics, including geometrical and physical optics, matrix methods, polarization, interference, diffraction, cavity radiation, optical spectra, and a strong emphasis on laser physics. A brief introduction to nonlinear optics is also a component of this course.

Prerequisites: Electromagnetism (PHY-415) and Calculus III (MTH-255) or consent of instructor.

PHY-535, -545 Advanced Laboratory I and II

Extensive independent or group investigations of a particular topic or set of topics. Designed to be a research experience in preparation for teaching, graduate school, or direct entry into a technical field after graduation.

Advanced Laboratory I (PHY-535) may be repeated as Advanced Laboratory II (PHY-545). Prerequisite: consent of instructor.

PHY-565 Material Physics and Chemistry

Study of the structure and properties of a wide variety of modern materials, including glasses, polymers, metals, semiconductors, and superconductors. Using fundamental ideas from physics and chemistry, considerable attention is focused on the atomic structures and phase diagrams of these materials. Mechanical, thermal, optical, magnetic, and electrical properties are reviewed and compared with structure. Prerequisite: Electromagnetism (PHY-415), Physical Chemistry (CHM-415) or consent of instructor.

PHY-560 Material Physics and Chemistry Laboratory

Using state-of-the-art research-grade equipment, students perform a host of structure/property measurements on a wide variety of materials. The materials that are studied include glasses, polymers, metals, semiconductors, and superconductors. Students learn the theory and operating principles for each instrument. Prerequisite: Electromagnetism (PHY-415), Physical Chemistry (CHM-415) or consent of instructor. (0.2 course credit)

PHY-705, -715 Junior-Senior Seminar I and II

Presentations and discussions of advanced topics unavailable through the regular catalog offerings, and appropriate to students enrolled. Prerequisites: Electromagnetism (PHY-415) and consent of instructor.

PHY-725 Mathematical Methods for the Physical Sciences

Study of areas of mathematics which are of fundamental importance in the physical sciences. Topics include complex variables, Fourier analysis, eigenvalue problems, and vector calculus. Includes one computer laboratory session per week. Prerequisite: Linear Algebra (MTH-265) or consent of instructor.

PHY-815 Independent Study

Independent study of topics under the guidance of the department: experimental or pedagogical research on a problem predefined by the student in consultation with the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: demonstrated initiative and self-discipline, four courses in physics, and consent of department chair.

PHY-895 Internship in Physics

Investigation of an area of interest through field placement supervised by a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a major in physics. Prerequisites: completion of a physics minor or junior standing and consent of department chair.

OR-715, -725 Study and Research at Oak Ridge Laboratory

See description, p. 28

Prerequisites: General Physics I (PHY-215), General Physics II (PHY-225), Modern Physics (PHY-235), Advanced Laboratory I (PHY-535) or Independent Study (PHY-815) and admission to program.

—POLITICAL SCIENCE

Barrow, Evans, Flemming, Lanegran, B. Nesmith (Chair).

Political Science Major

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

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

Satisfactory work in Topics in Political Science (POL-195, -196) may be used, with consent of department chair, to satisfy any departmental requirement.

Political Science Minor

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

1. POL-108 Introduction to Politics
2. POL-115 American National Government and Politics
3. One political theory course:
POL-405 Contemporary Political Theory
POL-435 Ancient and Medieval Political Theory
POL-445 Modern Political Theory
4. One additional American government course:
POL-207 Religion and American Politics
POL-245 Political Parties and Elections
POL-277 Women and Politics in the United States
POL-325 The American Congress
POL-345 The American Presidency
POL-350 U.S. Social Policy Process

5. One comparative or international politics course:
 - POL-248 Political violence and the Violent
 - POL-258 World Politics
 - POL-266 Latin American Politics
 - POL-276 African Politics
 - POL-286 Asian Politics
 - POL-298 European Politics
 - POL-305 Terrorism
 - POL-310 International Organizations
 - POL-365 American Foreign Policy
 - POL-386 International Development
 - POL-398 Religion and World Politics
6. One additional political science course

Satisfactory work in Topics in Political Science (POL-195, -196) may be used, with consent of department chair, to satisfy any departmental requirement.

COURSES IN POLITICAL SCIENCE

POL-108 Introduction to Politics

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

POL-115 American National Government and Politics

Constitutional, institutional, and political dimensions, and principal contemporary problems of the government of the United States.

POL-195 Topics in Political Science

Intensive reading, study, writing, and discussion dealing with various political science subjects. Examples of recent and proposed topics include political violence, environmental politics, Mexican politics, totalitarianism, revolution, and the politics of United Nations diplomacy. This course may count for the political science major, depending on course content, as either an American government course or as a comparative or international politics course.

POL-196 Topics in Political Science: Non-Western Perspectives

Same as Topics in Political Science (POL-195) except the course focuses on topics related to non-Western cultures.

POL-207 Religion and American Politics

Examines several points of tension at the intersection of the religious and political spheres. Explores the connections between religious movements and political beliefs in American history, evolving understandings of the Constitution's religious freedom clauses, and the complicating effects on politics of America's increasing religious and cultural diversity.

POL-245 Political Parties and Elections

The development and nature of political parties; state, local, and national party organizations; parties in government; voting behavior; campaigns and nominations. The course includes an introduction to election data sets and original research using quantitative research methods. Prerequisite: American National Government and Politics (POL-115) or consent of instructor. (Offered alternate years)

POL-248 Political Violence and the Violent

Focuses on politically motivated violence by and against states, groups, and individuals, with attention to theories that explain the persistence of such violence. Examines such phenomena as traditional warfare, guerrilla warfare, coups d'état, rebellions, torture, and terrorism and the people, politics, ideals, and ideologies behind them.

Prerequisite: Introduction to Politics (POL-108) or consent of the instructor. (Offered alternate years)

POL-258 World Politics

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

POL-266 Latin American Politics

Focuses on two of the most exciting and dynamic features of contemporary Latin American politics: the “wave” of democratization that is washing over the region and the changing relationship between religion and politics. Topics include political culture, political economy, political violence, the impact of U.S. policies, the Catholic church’s role in politics, and how the rise of Protestantism affects church-state relations. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-276 African Politics

An introductory survey of post-independence political patterns and processes in Africa. Similarities and differences across the continent are highlighted while a small number of select countries are studied in depth. Attention is given to the legacy of the colonial period, democratization, the challenges of violence and illegitimate governance, and the impact of the modern global economy on life in Africa. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-277 Women and Politics in the United States

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

POL-286 Asian Politics

Examines the broad variety of Asian political systems through case studies of selected countries that are authoritarian, communist, transitioning, or established democracies. Issues confronted include: the East Asian economic miracle, the character of Asian democracies, and the role of ethnicity and religion in politics. The tension in the region between economic growth and political control receives particular attention. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-298 European Politics

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

POL-305 Terrorism

An advanced-level examination of terrorism and global responses to it. Topics include the history of terrorism, a variety of domestic and international terrorist groups, and how terrorism is changing in the post-Cold War era. Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-310 International Organizations

Examines the role of international organizations in international relations. The central question is whether organizations like the United Nations and the European Union are tools of their member states or actors that rival the power of nation-states in international relations. Students participate in simulations of international organizations. Prerequisite: Introduction to Politics (POL-108) or consent of instructor.

POL-325 The American Congress

Examines the American legislative process at the national level, with special attention to the constitutional origins of Congress, consideration of legislation by Congress, and the relationship of Congress to other political actors, as well as current policy issues. Prerequisite: American National Government and Politics (POL-115) or consent of instructor.

POL-335 The Constitution and the Roles of Government

Examination of original court opinions and political writings focusing on the nature and sources of Supreme Court authority; the structure of government; judicial review; commerce, taxing, spending, and war powers; with special emphasis upon separation of powers: the President, Congress, and the Court. Prerequisite: junior standing or consent of instructor. (Offered alternate years)

POL-345 The American Presidency

The President as chief executive, commander-in-chief, chief diplomat, chief legislator, party leader, head of state; the institutionalized presidency. The course includes doing original research using historical case studies.

Prerequisite: American National Government and Politics (POL-115) or consent of instructor.

POL-350 U.S. Social Policy Process

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

POL-365 American Foreign Policy

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

POL-375 The Constitution and Individual Liberties

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

POL-386 International Development

Addresses controversies in international development, such as what is to be developed, for whom, and whether development means Westernization. Topics include how we measure development; foreign aid and debt; the roles of the World Bank, International Monetary Fund and USAID, as well as non-governmental organizations; and conflicting theories of development. Readings and discussions also touch on pressing ethical issues, most basically whether citizens have any moral responsibility to people who live beyond the nation's borders.

Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-398 Religion and World Politics

Seminar addressing such issues as the ways in which religion enters world politics (and vice versa), when and where religion has been a force for peacemaking or for conflict, and why religion is so often ignored or misunderstood by Western foreign policy theorists and practitioners. Includes student research projects.

Prerequisite: Introduction to Politics (POL-108) or consent of instructor. (Offered alternate years)

POL-405 Contemporary Political Theory

Survey and argumentative analysis of the ideas of major political thinkers since 1900. Selections are made from such authors as Hannah Arendt, John Dewey, Sigmund Freud, Martin Luther King Jr., Robert Nozick, John Rawls, and Jean-Paul Sartre. Prerequisites: Introduction to Politics (POL-108) and sophomore standing, or consent of instructor.

POL-435 Ancient and Medieval Political Theory

Historical survey and argumentative analysis of the ideas of great political thinkers from the 5th-century B.C.E. to the 15th-century C.E. Selections are made from such authors as Plato, Aristotle, Confucius, the Biblical writers, Augustine, and Thomas Aquinas. Prerequisites: Introduction to Politics (POL-108) and sophomore standing, or consent of instructor.

POL-445 Modern Political Theory

Historical survey and argumentative analysis of the ideas of the most important political thinkers from the 16th to the 19th centuries. Selections are made from such authors as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. Prerequisites: Introduction to Politics (POL-108) and sophomore standing, or consent of instructor.

POL-815 Independent Study in Political Science

Independent study and research, under the direction of a faculty member of the department, in some area of political science. With permission of instructor prior to registration, may be taken for an X status grade.

Prerequisites: two completed courses in the relevant area at the 300- or 400-level and consent of department chair.

POL-895 Internship in Political Science

Substantial work or participation in an office, organization, or activity concerned with government and politics, such as a congressional, federal, state, or local government office, a political campaign, or an active interest group. A minimum of 140 hours on-site experience is required. S/U basis only. One course credit toward political science major for successful completion, unless The Washington Experience (WSH-805) is completed for credit toward the major. Prerequisite: consent of department chair.

WSH-115 Topics in Washington, D.C.

See description, p. 23

WSH-126 Topics in Washington, D.C.: Non-Western Perspectives

See description, p. 123

WSH-805 The Washington Experience

See description, p. 24

WSH-815 Internship Seminar

See description, p. 24

—PSYCHOLOGY

Baker, Dunn (Chair), Farrell, Lee, Lehn, Moye, Yarbrough.

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

Psychology Major

1. PSY-115 Introductory Psychology
2. PSY-200 Research Methods
3. PSY-225 Introduction to Biopsychology
4. PSY-301 Statistical Methods and Data Analysis
5. PSY-405, -400 Memory and Cognition and Laboratory
6. One of the following:
PSY-565 Advanced Experimental Psychology
PSY-705 Seminar in Psychology
7. Four additional psychology courses, three of which must be selected from the following:
PSY-235 Abnormal Psychology
PSY-305 Developmental Psychology
PSY-335 Social Psychology
PSY-385 Learning and Behavior
PSY-410 Counseling Psychology
PSY-465 Industrial Psychology
PSY-475 Testing and Measurement
PSY-485 Drugs and Behavior
PSY-495 Personality
PSY-525 Behavioral Neuroscience
PSY-545 Origins of Contemporary Psychology

Secondary Education Certification in Psychology

Students seeking certification to teach psychology at the secondary level are encouraged to complete the requirements of the psychology major.

COURSES IN PSYCHOLOGY

PSY-115 Introductory Psychology

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

PSY-200 Research Methods

Discussion of and experience in designing research studies, collecting and analyzing data, and preparing research reports in psychology. Coverage includes descriptive, correlational, quasi-experimental, and experimental methods, and basic statistical analysis using SPSS. Prerequisites: Introductory Psychology (PSY-115).

PSY-208 Gender Psychology

Psychological perspectives on the differences and similarities between females and males. Examination of theory and research includes topics such as: hormones and brain structure, intelligence, education, social roles, stereotypes, emotion, health, employment, and relationships. Prerequisite: Introductory Psychology (PSY-115). (Offered on an occasional basis)

PSY-225 Introduction to Biopsychology

An introduction to the biological bases of behavior and mental processes. This course emphasizes the cell biology of neurons, neural communication, and the organization of the nervous system. The neurological basis of psychological processes such as sensation, learning, memory, and cognition are discussed. Appropriate for first-year students and sophomores. Prerequisite: Introductory Psychology (PSY-115).

PSY-235 Abnormal Psychology

Study of the diagnosis, etiology, explanation, and treatment of major mental disorders. Focus is on understanding the interplay of biological and psychological forces in the development and treatment of disorders, with emphasis on research findings. Appropriate for first-year students and sophomores. Prerequisite: Introductory Psychology (PSY-115).

PSY-237 Human Sexuality

See also Nursing (NUR-237), p. 119

This course does not satisfy any of the requirements for a major in psychology.

PSY-300 Health Psychology

An introduction to scientific research and theory on the relationship between physical health and mental processes, emotion, and behavior. Topics include stress, compliance with medical advice, coping, pain, chronic illness (e.g., cardiovascular disease, cancer, AIDS), and health behaviors (e.g., smoking, diet, exercise). Prerequisite: Introductory Psychology (PSY-115) (Offered on an occasional basis)

PSY-301 Statistical Methods and Data Analysis

Core topics include the theoretical foundations of estimation, variability, and inferential statistics critical for statistical literacy. Focus is on the development of proficiency in data analysis using SPSS, interpretation of analyses, graphical representation of data, and written communication of results. Prerequisite: Research Methods (PSY-200).

PSY-305 Developmental Psychology

Consideration of the major principles of maturation from conception to death. Critical evaluation of contemporary theories in physical, sensory, cognitive, emotional, and social development. Special attention to empirical, experimental, and theoretical literature related to the developmental process. Prerequisite: Introductory Psychology (PSY-115).

PSY-335 Social Psychology

Examination of individual human behavior as it is influenced by social variables. Topics covered include person perception, conformity, attitudes, prejudice, persuasion, helping, aggression, and group processes. Experimental research methods and findings are given emphasis. Prerequisite: Research Methods (PSY-200) or consent of instructor.

PSY-365 Research Participation

Research and investigation of an area of interest supervised by a faculty member of the department. The student must obtain approval of a specific plan and complete the necessary arrangements prior to the term of registration for the course. S/U basis only. Prerequisites: Research Methods (PSY-200) and consent of instructor.

PSY-385 Learning and Behavior

Discussion of how behavior changes as a result of our experiences. The course focuses on roles of respondent and operant learning in the development and expression of adaptive and maladaptive behaviors and emotional responses. Students are provided opportunities to discover how learning principles are applied in contemporary behavior modification and behavior therapy. The role of learning is discussed in contexts such as health-related behaviors, sex and love, self-control, drug addiction, and psychological disorders. Prerequisite: Introductory Psychology (PSY-115) and sophomore standing.

PSY-405 Memory and Cognition

Current theories, research findings, and laboratory applications in the areas of attention, perception, consciousness, knowledge representation, memory processes, language comprehension and production, inductive and deductive reasoning, evaluation and decision making, human and artificial intelligence, problem solving and creativity, and cross-cultural cognition. Three hours of lecture and three hours of laboratory per week. Prerequisite: Statistical Methods and Data Analysis (PSY-301).

PSY-400 Memory and Cognition Laboratory

Three hours per week. Concurrent with Memory and Cognition (PSY-405). (0.0 course credit)

PSY-410 Counseling Psychology

A general introduction to the field of counseling. Topics include ethical principles of the counseling profession, legal issues and licensing, counseling in a diverse and multicultural society, and effectiveness of various forms of therapy. Major theoretical approaches including psychoanalytic, humanistic, existential, cognitive-behavioral, couples and family systems are covered. Prerequisite: Abnormal Psychology (PSY-235).

PSY-465 Industrial/Organizational Psychology

Application of psychological research and theories to workplace issues. Examines, from a psychological perspective, procedures aimed at improving productivity, employee well-being, and fairness in work settings. Major topics include job analysis, employee selection, performance evaluation, training, organizational justice, organizational behavior, motivation, and leadership. Prerequisite: Research Methods (PSY-200) or one term of college-level statistics.

PSY-475 Testing and Measurement

Investigation of classical measurement theory, focusing on issues of reliability, validity, and item characteristics, and of some of the most commonly used tests in educational, industrial, and clinical settings. Covers appropriate methods of constructing and evaluating classroom measurement instruments and explores ethical, legal, and financial issues in testing. Prerequisite: Research Methods (PSY-200) or one term of college-level statistics.

PSY-485 Drugs and Behavior

Explores how psychoactive drugs affect the nervous system. Concepts particularly relevant to a wide variety of psychological, sociological, and health-related careers in which clients are commonly taking drugs, therapeutically or recreationally. Course focuses on factors that influence the variability of drug effects, including neural, pharmacological, and psychological mechanisms. Major topics include the problem and implications of categorizing drugs, basic neural function, principles of pharmacology, and physiological and psychological aspects of addiction. Selected psychotherapeutic drugs and legal and illegal drugs of abuse are surveyed. Prerequisite: Introduction to Biopsychology (PSY-225) or Experimental Human Physiology (BIO-255).

PSY-495 Personality

The structure, development, and dynamic processes underlying individual differences in behavior. Examination of the relatively consistent differences between people in the way they act, think, and feel. Compares and contrasts different perspectives (e.g., trait, biological, psychodynamic, social learning, and phenomenological). Perspectives are considered in light of contemporary research (e.g., the 'Big Five,' genetics, unconscious processes, self-regulation, and perception). Prerequisites: Research Methods (PSY-200) and junior standing or consent of instructor.

PSY-525 Behavioral Neuroscience

Further explores relationship between the nervous system and behavior begun in Introduction to Biopsychology (PSY-225). The course provides a more in-depth study of neural function and explores many new areas. Focuses on development of the nervous system, neural communication, neuroanatomy, hierarchical and parallel organization, neural plasticity, sensorimotor function, and neurohormonal influences on sexual development and behavior. Prerequisites: junior standing and either Introduction to Biopsychology (PSY-225) or Experimental Human Physiology (BIO-255).

PSY-545 Origins of Contemporary Psychology

Study of the antecedents of, influences upon, and trends within contemporary psychology, with emphasis on the development of modern experimental psychology. The course includes discussion of philosophical viewpoints and methodological developments that led to the establishment of psychology as a separate branch of science, and follows the progression of the discipline since then: eminent contributors, dominant topics and methods, and changing sociocultural contexts. Emphasis is placed on understanding the current state and future course of the discipline in light of its history. Prerequisites: Research Methods (PSY-200) and junior standing.

PSY-565 Advanced Experimental Psychology

A capstone course for students interested in conducting psychological research. Topics include legal and ethical responsibilities in psychological research, conducting literature reviews, research design, use of statistical software (e.g., SPSS and SAS), interpretation of statistical results, and clear communication and presentation of scientific information. Students also present their research findings in a public forum. S/U basis only. May be repeated for credit. Maximum of one course credit of Advanced Experimental Psychology may be counted toward the major. Prerequisites: Research Methods (PSY-200) and a declared major in psychology.

PSY-705 Seminar in Psychology

Intensive study of a topic selected by the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisites: Statistical Methods and Data Analysis (PSY-301) or consent of instructor.

PSY-815 Independent Study

Independent reading and the preparation of a proposal, with consent of psychology department faculty required prior to the term of registration. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: Research Methods (PSY-200), a declared major in psychology and consent of instructor.

PSY-895 Internship in Psychology

On-site work experience in psychology under the direction of the on-site supervisor and a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. One course credit of Internship in Psychology may be counted toward the major. Prerequisites: Introductory Psychology (PSY-115), a declared major in psychology, and consent of instructor.

—**RHETORIC**

Aspengren, Gubanc (Director, Communication Studies), R. Marrs (Chair, Rhetoric), Miller, J. Nesmith, Sindelar, Steffens-Moran, Taylor, Wooldridge.

The rhetoric department is responsible for offering courses in the study and practice of academic prose, non-fiction writing, journalism, and communication studies.

Rhetorical Studies Core Courses (required of students completing a major in either communication studies or writing)

1. RHE-125 Fundamentals of Public Speaking
2. RHE-200 Rhetorical Theory & Practice
3. One of the following:
RHE-215 Introduction to Journalism
RHE-225 Media Writing Workshop
4. One of the following:
RHE-255 The Essay
RHE-277 Cultural Studies

Communication Studies Major

The aim of the major in communication studies is to provide a background of theory and practice in oral and mediated communication. In their study of formal and informal oral, print and digital environments, students will learn to communicate ethically, responsibly and effectively for diverse audiences in multiple contexts.

A grade of “C” or higher must be received in all courses counted toward a major or minor in either Communication Studies or Writing.

Students choosing a Communication Studies major may not select a second major or minor offered by the rhetoric department.

1. Four core courses (See above.)
2. RHE-157 Media and Mass Communication
3. One of the following:
RHE-237 Interpersonal Communication
RHE-246 Intercultural Communication
RHE-305 Teamwork and Leadership in Small Group Communication
4. RHE-317 Persuasion and Propaganda
5. One of the following:
RHE-405, -407 Topics in Communication Studies
RHE-417 Sex, Race, and Gender in the Media
6. Three of the following:
RHE-205 Interviewing
RHE-237 Interpersonal Communication (if not used to fulfill #3)
RHE-246 Intercultural Communication (if not used to fulfill #3)
RHE-265 Professional Writing
RHE-305 Teamwork and Leadership in Small Group Communication (if not used to fulfill #3)
RHE-312 Topics in Composition and Communication (4 terms)
RHE-325 Advanced Media Writing Workshop
RHE-405, -407 Topics in Communication Studies (if not used to fulfill #5)
RHE-417 Sex, Race, and Gender in the Media (if not used to fulfill #5)
RHE-805 Independent Study in Rhetoric (with departmental approval)
RHE-895 Internship in Journalism/Communication
SOC-235 Methods of Social Research

Strongly recommended:

- THE-150 Acting I
- THE-170 Voice and Diction

Communication Studies Minor

A grade of “C” or higher must be received in all courses counted toward a major or minor in either Communication Studies or Writing.

Students choosing a Communication Studies minor may not select a second major or minor offered by the rhetoric department.

1. RHE-125 Fundamentals of Public Speaking
2. RHE-305 Teamwork and Leadership in Small Groups
3. RHE-200 Rhetorical Theory and Practice
4. Three of the following:
 - RHE-157 Media and Mass Communication
 - RHE-205 Interviewing
 - RHE-225 Journalism and Media Writing Workshop
 - RHE-237 Interpersonal Communication
 - RHE-246 Intercultural Communication
 - RHE-317 Persuasion and Propaganda
 - RHE-335 Writers Colony
 - RHE-405, -407 Topics in Communication Studies
 - RHE-417 Sex, Race, and Gender in the Media

Writing Major

The Writing major is designed to help students become skilled, reflective writers capable of composing texts in a variety of genres, responding effectively to diverse rhetorical situations.

A grade of “C” or higher must be received in all courses counted toward a major or minor in either Communication Studies or Writing.

Students choosing a Writing major or minor may not select either the collateral major or the minor in Creative Writing offered by the English department, nor may they select a second major or minor offered by the rhetoric department.

1. Four core courses (See p. 143)
2. Four of the following:
 - RHE-215 Introduction to Journalism (if not used to fulfill the Rhetorical Studies Core)
 - RHE-225 Journalism and Media Writing Workshop (if not used to fulfill the Rhetorical Studies Core)
 - RHE-255 The Essay (if not used to fulfill the Rhetorical Studies Core)
 - RHE-265 Professional Writing
 - RHE-277 Cultural Studies (if not used to fulfill the Rhetorical Studies Core)
 - RHE-285 Technical Writing and Information Design
 - RHE-325 Advanced Media Writing Workshop
 - RHE-335 Writers Colony
 - RHE-345 Nature Writing
 - RHE-357 Environmental Rhetoric
3. Two additional courses from either the courses under #2 or any of the following:
 - CRW-105 Topics in Creative Writing
 - CRW-200 Beginning Playwriting
 - CRW-280 Poetry Workshop 1
 - CRW-290 Fiction Workshop 1
 - CRW-380 Poetry Workshop 2
 - CRW-390 Fiction Workshop 2
 - CRW-300 Advanced Playwriting
 - RHE-210 Journalism Practicum (5 terms)
 - RHE-312 Topics in Composition and Communication (4 terms)
 - RHE-317 Persuasion and Propaganda
 - RHE-375 Advanced Writers Studio (2 terms)
 - RHE-405, -407 Topics in Communication Studies
 - RHE-415 Advanced Writing Workshop (if not used for completion of requirement #5)
 - RHE-805 Independent Study in Rhetoric (when project content is appropriate)

- RHE-825 Publications Practicum
- RHE-845 Directed Studies in Writing (if not used for completion of requirement #5)
- RHE-895 Internship in Journalism/Communication
- 4. One of the following:
 - RHE-415 Advanced Writing Workshop
 - RHE-845 Directed Studies in Writing
 - An Honors Thesis

Writing Minor

Students choosing a Writing minor may not select a second major or minor offered by the rhetoric department.

1. Three course credits from the following:
 - RHE-215 Introduction to Journalism
 - RHE-225 Journalism and Media Writing Workshop
 - RHE-255 The Essay
 - RHE-265 Professional Writing
 - RHE-277 Cultural Studies
 - RHE-285 Technical Writing and Information Design
 - RHE-325 Advanced Media Writing Workshop
 - RHE-335 Writers Colony
 - RHE-345 Nature Writing
 - RHE-357 Environmental Rhetoric
2. One additional course credit from either the courses under #1 or any of the following:
 - CRW-105 Topics in Creative Writing
 - CRW-200 Beginning Playwriting
 - CRW-280 Poetry Workshop 1
 - CRW-290 Fiction Workshop 1
 - HON-205 Honors Composition
 - RHE-210 Journalism Practicum (5 terms)
 - RHE-312 Topics in Composition and Communication (4 terms)
 - RHE-317 Persuasion and Propaganda
 - RHE-375 Advanced Writers Studio (2 terms)
 - RHE-405, -407 Topics in Communication Studies
 - RHE-415 Advanced Writing Workshop (if not used to fulfill #4)
 - RHE-805 Independent Study in Rhetoric (when project content is appropriate)
 - RHE-825 Publications Practicum
 - RHE-845 Directed Studies in Writing (if not used to fulfill #4)
 - RHE-895 Internship in Journalism/Communication
3. RHE-200 Rhetorical Theory and Practice
4. One of the following:
 - RHE-415 Advanced Writing Workshop
 - RHE-845 Directed Studies in Writing
 - An Honors Thesis

COURSES IN RHETORIC

RHE-013 Directed Summer Reading

Provides incoming students an opportunity to practice the academic reading and writing skills necessary for successful college work. Students read three books, prepare written responses to each book, and discuss the assignments with a faculty member during a conference in the first four weeks of the Fall Term. S/U basis only. (0.3 course credit)

RHE-105 Reading/Writing Workshop

Provides practical instruction in expository writing; assignments stress the use of writing to improve skills in critical reading and thinking. (Note: First-term students who show evidence of underdeveloped reading and writing skills may be placed in this course.)

RHE-125 Fundamentals of Public Speaking

Explores the basic processes of speech making: audience analysis and adaptation, idea and organizational development, use of effective supporting material and reasoning, and presentation. Critical thinking and listening skills developed by analysis of public speeches. Speaking and writing skills developed through introductory, informative, persuasive, and ceremonial speeches.

SEMINARS IN WRITING

The following three writing seminars (RHE-137, RHE-146, RHE-157) are organized on the theme of “writing, the self, and others,” finding connections between personal expression and a concern for the worlds outside the self. Most assignments concentrate on strategies for analyzing and responding to cultural texts, ranging from novels and academic prose to film and music. Written forms include journals, autobiographies, travel literature, biographies, personal essays, research reports, and annotated bibliographies. Each course involves library work and one or more documented papers. (Maximum of two seminars may be taken for credit toward graduation.)

RHE-137 Seminar in Writing: United States Pluralism

Examines how Americans of different classes, races, ethnicities, and genders experience and perceive American culture. Texts may include fiction and non-fiction, poetry, travel literature, films, and other appropriate cultural documents.

RHE-146 Seminar in Writing: Non-Western Culture

Focuses on culture(s) in Africa or Asia. Readings may include fiction and non-fiction texts, poetry, travel literature, films, and other appropriate cultural documents.

RHE-157 Media and Mass Communication

Explores the relationship between contemporary American culture and media, including considerations of how the media shape our perceptions of the world. Class projects, readings, and writing assignments include the analysis of the media’s representation of race, gender, and class.

RHE-175 Writers Studio

A small-group workshop to help students develop basic writing, revising, and editing skills. May be taken for credit twice. Note: No more than 1.0 credit may be earned by enrolling in RHE-175 and RHE-375. (0.5 course credit)

RHE-200 Rhetorical Theory and Practice

Explores the forms and functions of written and spoken language, including the study of classical rhetoric (Plato, Aristotle, Quintilian) and recent developments in discourse theory and the psychology of writing. Students examine different research strategies in the field of rhetoric and conduct a research project.

RHE-205 Interviewing

Focuses on research interviewing: surveys, informational interviews, ethnographic interviews, and focus group interviews. Teaches both roles in selection and appraisal interviews. Other interview formats explored may include oral history, persuasive, broadcast or entertainment interviews. Prerequisite: sophomore standing.

RHE-210 Journalism Practicum

For Cosmos staff members. Introduction to college newspaper production, with discussions on professionalism, news gathering, ethics, advertising, layout, and computer skills. May be repeated each term a student serves on the Cosmos staff. Advanced students assist with instructing beginners. To receive credit, students complete a term of service to the Cosmos and participate in the workshops at the level agreed upon among the instructor, the editor-in-chief, and the staff member. S/U basis only. A maximum of one credit may be applied to a writing minor and no more than one credit may count toward graduation. Credit for Journalism Practicum is regarded as internship credit . (0.2 course credit)

RHE-215 Introduction to Journalism

Develops journalistic writing skills in several styles (hard news, features, in-depth reporting) and across media (print, audio, video, online). Topics include information gathering, objectivity, audience, news convergence, news values, civic responsibility, and journalism ethics. Students investigate the state of news and the roles and responsibilities of journalists in contemporary American society.

RHE-225 Journalism and Media Writing Workshop

Introduces and analyzes several forms of writing for media in a digital age. In addition to print format, students create and analyze interactive and web-based texts while acquiring a systematic approach to compositions in a variety of media.

RHE-237 Interpersonal Communication

Examines the influence in interpersonal relationships of ethnicity, gender, family, and class on self-concept, perception, emotions, and verbal and non-verbal expression. Students practice specific techniques that facilitate building positive relationships, including such issues as clear language usage, supportive climate building, and conflict resolution.

RHE-246 Intercultural Communication

Explores cross-cultural interaction and communication among members of different international and/or ethnic groups. Takes an experiential approach by requiring interaction with the international students at Coe as well as field trips to examine the cultural diversity in Iowa. Students may pursue their own intercultural interests through analysis of self-selected films and readings.

RHE-255 The Essay

Practice in writing a variety of essay forms in non-fiction prose. Students read and discuss classic essayists chosen to represent a range of prose styles and subjects.

RHE-265 Professional Writing

Planning, drafting, revising, and presenting documents for business and professional audiences; focus on effective writing and document design. Students compose a variety of texts—resumés, memos, letters, manuals, public relations materials, and/or reports—working both independently and collaboratively; students also give at least one oral presentation, based on a major writing assignment.

RHE-277 Cultural Studies

An exploration of American culture as a series of “texts” to be read, analyzed, and interpreted from a variety of rhetorical perspectives. Subjects for analysis may include media, art, architecture, lifestyles, entertainment, music, film, theatre, and a wide range of literary genres.

RHE-285 Technical Writing and Information Design

Introduction to the effective communication of scientific and technical information for both specialist and non-expert audiences. Instruction in audience analysis, writing processes, research strategies, integration of graphics and visual information, and the designing, composing, revising, editing, and assessment of technical documents.

RHE-305 Teamwork and Leadership in Small Group Communication

Introduces the basic theories and principles of small group communication in such areas as discussion, group development, leadership, critical thinking, interviewing, and conflict resolution. Study and practice of techniques aimed at improving a group’s successful team-building. Prerequisite: sophomore standing; students are encouraged to have completed Fundamentals of Public Speaking (RHE-125) or Interpersonal Communication (RHE-237).

RHE-312 Topics in Composition and Communication

Focuses on pedagogy, tutoring techniques, research, presentation strategies, and the conventions and strategies in composition and communication. Designed for Writing Center and Speaking Center personnel, instruction takes place in weekly group meetings and individual conferences. May be taken a maximum of four times for credit. (0.3 course credit)

RHE-317 Persuasion and Propaganda

Investigates the techniques of persuasion and propaganda used by and on Americans of different classes, races, ethnicities, and genders. Students practice inquiry and communication techniques that enhance their effectiveness as writers and speakers in a variety of social contexts.

RHE-325 Advanced Media Writing Workshop

Students practice adapting written language to oral and/or visual formats while learning to communicate news messages in a variety of broadcast formats, ranging from audio to news-in-the-field to video productions. Continuing focus on professional standards emphasizing accuracy, conciseness, style, and the conventions of

Standard English. Prerequisite: Introduction to Journalism (RHE-215) or Journalism and Media Writing Workshop (RHE-225).

RHE-335 Writers Colony

An intensive writing workshop taught off campus; students engage in individual and collaborative writing projects. (Offered May Term only)

RHE-345 Nature Writing

A reading and writing course that combines the study of scientific literature on the natural world, an investigation of classic nature writing (e.g., Thoreau, Leopold, Eiseley, Olson, Lopez), and the composing of written texts based on personal experience in the outdoors. (Offered May Term or summers at the Wilderness Field Station)

RHE-357 Environmental Rhetoric

Explores various cultural perceptions of the environment, particularly focusing on the rhetorical strategies of classic American environmental writers such as H. D. Thoreau, John Muir, and Aldo Leopold and how their writings compare with works from a feminist tradition exemplified in texts by Susan Fenimore Cooper, Mary Austin, Rachel Carson, Carolyn Merchant, etc. Examines how authors and organizations have attempted to define and influence the political, economic, social, and ethical debates on key environmental issues. Assignments include personal essays and a major research project.

RHE-375 Advanced Writers Studio

A small group, multi-genre workshop for experienced writers. May be taken for credit twice. No more than 1.0 credit may be earned by enrolling in RHE-175 and RHE-375. (0.5 course credit)

RHE-405 Topics in Communication Studies

Exploration of a topic in the field of communication studies (e.g., non-verbal, organizational or corporate communication, cultural and intercultural issues, communication and technology) with consideration of how communication is affected by issues of class, race, ethnicity, gender, political persuasion, etc. Course work includes research methodology, research project, and oral presentations. May be repeated for credit with the consent of department chair. Prerequisite: Rhetorical Theory and Practice (RHE-200) and either Interpersonal Communication (RHE-237), Intercultural Communication (RHE-246), or Teamwork and Leadership in Small Group Communication (RHE-305).

RHE-407 Topics in Communication Studies: United States Pluralism

Same as Topics in Communication Studies (RHE-405) except focus of course is a topic in communication studies related to United States Pluralism. May be repeated for credit with consent of department chair. Prerequisite: Rhetorical Theory and Practice (RHE-200) and either Interpersonal Communication (RHE-237), Intercultural Communication (RHE-246), or Teamwork and Leadership in Small Group Communication (RHE-305).

RHE-415 Advanced Writing Workshop

A multi-genre workshop for the serious writer, exploring the demands and possibilities in writing fiction, poetry, and various non-fiction forms. Focus on enlarging the writer's repertoire of strategies and skills; manuscripts revised in preparation for publication. Each student produces an end-of-term portfolio. Prerequisite: junior standing and completion of two writing courses that count toward Writing major or minor.

RHE-417 Sex, Race, and Gender in the Media

An introduction to analysis of representations of identities such as gender, race, sexual orientation, and the body in the mass media. As such, this course examines some of the relationships between the media in the U.S. and the social constructions of race, gender and sexuality. Students view, read about, analyze and discuss various forms of mass media and look at what these forms represent. An underlying understanding within the course is recognition of the inextricable interconnections of gender, race, and sexuality.

RHE-805 Independent Study in Rhetoric

Independent research projects in rhetorical studies, composition, and communication studies. May be repeated for credit for a maximum of 2.0 credits. Maximum of one credit may be applied to a communication studies or writing major or minor, dependent on the subject of the research. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor. (0.5 or 1.0 course credit)

RHE-825 Publications Practicum

A student may receive practicum credit while holding the position and performing the duties of the main editor of: *The Cosmos*, *The Acorn*, *Colere*, or *The Pearl*, or a comparable publication sponsored by the rhetoric department. Students must arrange with a supervising faculty member the amount of credit and a practicum agreement specifying skill development goals and the projects to be undertaken for the development of those skills. No more than 2.0 course credits may be applied to graduation requirements. One course credit may be applied to a major or minor in writing. S/U basis only. (0.5 or 1.0 course credit per term)

RHE-845 Directed Studies in Writing

Completion of major writing projects under the direction of a faculty member. Registration by consent of instructor and after submission of a written project proposal to the rhetoric department. May be repeated for credit with the consent of department chair. Prerequisite: completion of three composition courses in the rhetoric or English departments.

RHE-895 Internship in Journalism/Communication

An internship with a focus on journalism or communication. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by the rhetoric department faculty. One credit may be applied to a major or minor in communication studies or to a major or minor in writing with the consent of the chair of the rhetoric department. Prerequisites: junior standing and consent of the chair of the rhetoric department.

—SOCIOLOGY

L. Barnett (Chair), Bowman, Neal.

Sociology Major

1. SOC-107 Introductory Sociology
2. SOC-235 Methods of Social Research
3. SOC-535 Sociological Theory
4. SOC-745 Seminar in Sociology
5. Five additional sociology courses, including at least one course numbered 400 or above
6. One of the following:
STA-100 Statistical Foundations and STA-110 Inferential Statistics
STA-100 Statistical Foundations and STA-130 Experimental Design

Sociology Minor

1. SOC-107 Introductory Sociology
2. SOC-235 Methods of Social Research
3. SOC-535 Sociological Theory
4. Three additional sociology courses, including at least one course numbered 400 or above

The following courses do not satisfy any of the requirements for a major or minor in sociology:

1. SOC-275, -285, -295 Directed Reading
2. SOC-365, -375 Research Participation I
3. SOC-815 Independent Study
4. SOC-865, -875, -885 Career-Related Independent Investigation
5. SOC-895 Internship in Sociology

COURSES IN SOCIOLOGY

SOC-107 Introductory Sociology

An introduction to sociology, the study of human social behavior. The course explores the place of the discipline in the social sciences and the interplay of theory and empirical evidence in building an understanding of society, and it provides exposure to a wide range of research topics and results from different areas of study in the field.

SOC-137 Topics in Sociology: United States Pluralism

A course of selected focus that centers on a particular sociological issue, problem, theory, or methodology related to United States Pluralism. Content varies and is determined by the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor. (Offered on an occasional basis)

SOC-138 Topics in Sociology: Diverse Western Perspectives

Same as Topics in Sociology (SOC-137) except topic(s) relate to diverse Western cultures.

SOC-207 Sociology of the Family

Sociological description and analysis of the family as a major social institution. Topics covered may include, but are not limited to: the various ways in which “families” are defined, and the different forms that families take; the relationship of family life to social processes such as socialization, stratification, and modernization, and the role of families in the interdependent network of social institutions. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-217 Sociology of Religion

Examines the ways in which religion affects—and is affected by—the social context in which it occurs. Although the primary emphasis is on religion in the contemporary United States, considerable cross-cultural and historical material is included as well. The concept of secularization (that both the public and private impact of religion decline as societies modernize) is examined in light of empirical evidence. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor. (Offered alternate years)

SOC-227 Aging and Society

An introduction to social gerontology. This course examines how the process of aging is affected by the social context in which it occurs. Analysis of how becoming “elderly” affects matters like work and retirement, income, living arrangements, health and health care, and family life. Includes considerable cross-cultural and historical material and considerable scrutiny of public policies affecting the elderly. Prerequisite: Introductory Sociology (SOC-107) or consent of instructor.

SOC-235 Methods of Social Research

An exploration of the various strategies social researchers employ to gather information and test hypotheses about the social world. Topics include data collection, sampling, conceptualization and measurement, and both qualitative and quantitative methods of analysis. Prerequisite: Introductory Sociology (SOC-107), sophomore standing or consent of instructor.

SOC-275, -285, -295 Directed Reading

Study of major literature on a selected topic in sociology directed by a sociology department faculty member. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: declared sociology major, minor, or elementary education emphasis, sophomore standing, or consent of department chair.

SOC-328 Urban Sociology

Analysis of cities as they affect social behavior, and the study of the urban form as it is produced and modified by wider changes in the world economy. Emphasis is theoretical, historical, and comparative. Problems addressed include restructuring, poverty, and underdevelopment. Prerequisites: Introductory Sociology (SOC-107), sophomore standing or consent of instructor.

SOC-355 Deviant Behavior

Emphasis on theories and research in understanding deviant behaviors and deviant careers. Approaches include learning, strain, conflict, and labeling theories. Prerequisite: Introductory Sociology (SOC-107), sophomore standing or consent of instructor.

SOC-365 Research Participation I

Individual or group investigation with a sociology department faculty member on a research topic or topics of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: Introductory Sociology (SOC-107) and consent of instructor. (Offered by arrangement)

SOC-375 Research Participation II

A continuation of Research Participation I. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisites: Research Participation I (SOC-365) and consent of instructor. (Offered by arrangement)

SOC-415 Social Conflict

Theories of social conflict applied to substantive areas of conflict (for example, race, ethnicity, economic inequality, gender) selected by the instructor. Prerequisite: Methods of Social Research (SOC-235) or consent of instructor. (Offered alternate years)

SOC-425 Social Change

Theories of change applied to substantive areas (for example, modernization, economic development or restructuring, social values, and social definitions), selected by the instructor. The course addresses the differential experiences of the consequences of change among various social groups. Prerequisite: Methods of Social Research (SOC-235) or consent of instructor. (Offered alternate years)

SOC-445 Small Groups

Theory and research on the processes of social interaction and social psychology with special application to studies of groups. Prerequisite: Methods of Social Research (SOC-235) or consent of instructor.

SOC-535 Sociological Theory

Examines the major paradigms and theories in contemporary sociology. The course places particular emphasis on the ways in which those paradigms and theories affect—and are affected by—the process of empirical research. Prerequisites: Methods of Social Research (SOC-235), three other sociology courses above the introductory level or consent of instructor.

SOC-745 Seminar in Sociology

Intensive study of a topic selected by the instructor. Prerequisite: Sociological Theory (SOC-535), senior standing or consent of department chair.

SOC-815 Independent Study

Independent study under faculty guidance of a research problem chosen by the student. This course does not satisfy any of the requirements for a major or minor in sociology. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: Previous or concurrent enrollment in Sociological Theory (SOC-535), or consent of department chair.

SOC-865, -875, -885 Career Related Independent Investigation

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

SOC-895 Internship in Sociology

A field placement with a career-related organization. A minimum of 140 hours on-site experience is required. This course does not satisfy any of the requirements for a major or minor in sociology. Prerequisite: declared major in sociology, junior standing, or consent of department chair.

Anthropology Minor

1. ANT-116 Cultural Anthropology
2. ANT-215 Ethnographic Methods
3. ANT-226 Topics in Anthropology
4. ANT-4X6 Advanced Topics in Anthropology
5. ANT-515 Anthropological Theory
6. One additional anthropology course

The following courses do not satisfy any of the requirements for a minor in anthropology:

1. ANT-805 Research Participation
2. ANT-895 Internship in Anthropology
3. ANT-815 Independent Study

COURSES IN ANTHROPOLOGY**ANT-116 Cultural Anthropology**

An introduction to cultural anthropology, presenting its place within the broader discipline of anthropology and outlining its characteristic methodological and theoretical approaches to the study of human life. The course emphasizes the diversity of approaches to common human experiences in a variety of cultural contexts.

ANT-215 Ethnographic Methods

An introduction to ethnographic research methods, presenting a number of tools for collecting and analyzing ethnographic data. The course emphasizes the relationship between research questions and the methodological tools used by anthropologists to study those questions. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-226 Topics in Anthropology

A focused examination of an anthropological theme, theory or research method. Content varies and is determined by the instructor. May be repeated for credit, provided the topics are substantially different. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-4_6 Advanced Topics in Anthropology

Same as ANT-226, except at an advanced level. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-515 Anthropology Theory

An examination of the historical development of anthropological theory, emphasizing American, British and French traditions from the nineteenth century through the present. Prerequisite: Cultural Anthropology (ANT-116) or consent of instructor.

ANT-805 Research Participation

Individual or group investigation with a faculty member on a research topic or topics of mutual interest. The student must obtain approval for a specific project and make necessary arrangements prior to the term of registration for the course. With permission of instructor prior to registration, may be taken for an X status grade. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: Cultural Anthropology (ANT-116) and consent of the instructor. (Offered by arrangement)

ANT-815 Independent Study

Independent study under faculty guidance of a research problem chosen by the student. This course does not satisfy any of the requirements for a minor in anthropology. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: Previous or concurrent enrollment in Anthropology Theory (ANT-515) and consent of department chair. (Offered by arrangement)

ANT-895 Internship in Anthropology

Placement with a career-related organization. A minimum of 140 hours on-site experience is required. S/U basis only. This course does not satisfy any of the requirements for a minor in anthropology. Prerequisites: declared minor in anthropology, junior standing and consent of department chair. (Offered by arrangement)

—SPANISH

See p. 96

—TEACHER EDUCATION

Anderson, Connerly, N. Hayes, Johanson (Chair), Leme, Neumann, Kress, McNabb, Neilly, Powers, K. Thompson, Wolfe, Zrudsky.

Music: Carson, Shanley; Physical Education: Rydze; Art: P. Thompson.

Coe College believes that the most effective preparation for teaching is one that combines a liberal arts education with courses in the theory and practice of teaching. The teacher education department has the responsibility for coordinating the efforts of the College to provide such a program.

Basic college requirements and those for a major area give the student a well-rounded general education. Professional courses in education provide a foundation in principles and practices of teaching. The student gains practical experience in applying professional and general education through field experiences and, if pursuing licensure, through student teaching in area schools.

Students who successfully complete Coe's Teacher Education Program and student teaching are eligible to apply for an Iowa Initial Teacher License. Teaching licensure is governed by State of Iowa regulations. When changes in licensure requirements occur at the state level, they take precedence over College policies. For the most current policy information, students should consult the *Student Guide to Teacher Education at Coe*, available from the Teacher Education Department Office, Stuart Hall 409A, and online. The Teacher Education Office maintains records regarding Iowa licensure requirements. Students should consult a faculty member in the teacher education department to arrange their respective courses of study.

The Teacher Education Program at Coe College is approved by the Iowa Department of Education. Copies of the annual report filed with the Iowa Department of Education are available on request.

Admission to the Teacher Education Program

The teacher education department offers courses leading to three types of teacher licensure: K-6 classroom (elementary education); 5-12 content area (secondary education) and K-12 “specials” content area (art, music, physical education). The department also offers a non-licensure elementary education option for students who wish to work with children in settings that do not require licensure. The requirements for these programs are detailed below. Students pursuing any of these options, including the non-licensure option, must be admitted to the Teacher Education Program before being allowed to enroll in practicum and methods courses. Admission to Coe College does not guarantee admission to the Teacher Education Program. Relevant information related to applying to the Teacher Education Program is found in the *Student Guide to Teacher Education at Coe*.

Students must be admitted to the Teacher Education Program before they register for Practicum in Education (EDU-215) which should be taken in the sophomore or junior year. State of Iowa licensure requirements specify that a minimum of 70 hours of field experience be completed after admission to the Teacher Education Program and prior to student teaching. Students who wish to continue in the Teacher Education Program are encouraged to complete their application for admission to the program after taking Educational Foundations (EDU-205) and one other core education course and successfully completing the CBASE test. Application forms, available from the Teacher Education Department Office, should be: 1) submitted by the student to the student’s advisor; 2) approved and signed by the advisor; 3) approved and signed by the chair of the department in which the student is majoring; and 4) forwarded to the secretary of the teacher education department.

The Teacher Education Committee has responsibility for review of the Teacher Education Program, including admission of students into the program. In reviewing applications for admission to the program, the committee considers the following:

1. GPA (a minimum of 2.7 is required in education core courses, courses in the major and overall)
2. Performance in education courses taken (determined, in part, by ratings on Teaching Dispositions form)
3. The essay completed on the application form
4. Satisfactory completion of basic skills testing as required by the Iowa Department of Education. (Consult the Teacher Education Department Office for information on the test currently in use and minimum passing scores. Test administration fees are the responsibility of the student.)
5. Other relevant information as provided by the chair and faculty of the teacher education department and comments from faculty in classes the student is enrolled in or has recently taken.

Following consideration and action by the Teacher Education Committee, the student is notified in writing regarding the committee’s decision. Appeals may be made to the committee in writing. The committee evaluates such appeals on an individual basis, using its best judgment of the student’s suitability to enter the teaching profession. The process for further appeals is detailed in the *Student Guide to Teacher Education at Coe*.

Admission of Graduates of Other Institutions to the Teacher Education Program

Subject to review by the Teacher Education Committee, Coe may admit to the Teacher Education Program a student with a bachelor’s degree from another institution approved by a regional accrediting association. In most cases the committee will require completion of four courses at Coe, with at least a 2.7 GPA prior to student teaching.

Such an applicant seeking elementary or secondary licensure, who received the highest degree more than 10 years prior to application to the Teacher Education Program at Coe, must complete two additional courses at Coe in the major area, with a grade of “C” or higher, in addition to the required professional education courses.

Elementary Education/Non-Licensure

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

Requirements for Students Pursuing Teaching Licenses

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

Iowa Distribution Requirements

According to state regulations, all teachers (including PE, art, and music) in Iowa "shall acquire a core of liberal arts knowledge including, but not limited to, English composition, mathematics, natural sciences, social sciences, and humanities." While the state's distribution requirements are consistent with Coe's general education requirements, they are not automatically met by these requirements. Teacher Education students should consult with their advisors to coordinate this mandate with the selection of courses for general education. See General Education, p 11.

Elementary Education Major

The elementary school teacher functions as a generalist who must draw upon a broad knowledge base from multiple disciplines. In recognition of this, the elementary teacher licensure program at Coe College consists of two components: 1) broad, general liberal arts with a limited area of specialization; and 2) educational studies. This program of undergraduate preparation for elementary school teachers is intended to promote exploration and a balanced education drawn from a variety of fields.

Students completing this program receive a B.A. in Elementary Education and Liberal Studies. Completion of this major requires:

1. Liberal Arts Requirements (minimum 10.0 course credits):

At least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities (see Iowa Distribution Requirements above)

AND

One of the following:

A college-approved minor concentration

A six-credit "elementary emphasis" as listed under various departments

Any six credits which meet state requirements for an added endorsement

2. EDU-112 Expressive Methods
3. PE-085 Health Education for the Elementary Teacher
4. A GPA of 2.7 or higher in the following professional education courses:
 - EDU-205 Educational Foundations
 - EDU-215 Practicum in Education
 - EDU-235 Educational Psychology and Development
 - EDU-257 Exceptional Learners
 - EDU-275 Mathematics Comprehension for Teaching
 - EDU-305 Teaching Physical Science Laboratory
 - EDU-335 Methods of Elementary Mathematics
 - EDU-345 Teaching Language Arts
 - EDU-355 Teaching Reading
 - EDU-365 Social Studies for the Elementary Teacher
 - EDU-387 Human Relations

NOTE: As is true for all majors, elementary education students are responsible for completion of Coe's general education requirements. Careful program planning may enable either greater breadth within the liberal arts or a deeper concentration within a specialty discipline. Programs containing such additional concentration may require more than four years of study. Elementary education students may, but do not need to, complete a second major in a single discipline.

Elementary Licensure

1. Completion of B.A. with a major in elementary education
2. Student Teaching (4 course credits)
EDU-535 Student Teaching in the Primary Grades: K-3
EDU-545 Student Teaching in the Upper Elementary Grades: Grades 3-6

Two course credits each of primary and upper elementary student teaching are required, except by consent of department chair.

Elementary endorsements (grades K-8) available at Coe include the following: Art, English/Language Arts, French, German, Spanish, Health, History, Mathematics, Music, Physical Education, Reading, Science, Social Studies. Requirements for endorsements are listed in the *Student Guide to Teacher Education at Coe*. Interested students should consult department members for assistance in adding these endorsements to their elementary teaching license.

Secondary Education Minor

1. Liberal Arts Requirements(minimum 10.0 course credits):
At least one course in each of the four fields of mathematics, natural sciences, social sciences, and humanities (see Iowa Distribution Requirements above)

AND

Fulfillment of the general licensure grade point requirement (minimum 2.7 cumulative and in the major). A recommendation by the appropriate department is required for each teaching field in which licensure is sought.

AND

Completion of a major in one or more teaching fields. Teaching field(s) must be in subjects that are ordinarily taught in the secondary schools and for which Coe has approval by the Iowa Department of Education.

NOTE: Not all Coe majors align perfectly with State of Iowa requirements for licensure. Students should check endorsement requirements on the Teacher Education website, reference the *Student Guide to Teacher Education at Coe*, or consult with a member of the Teacher Education faculty.

2. A GPA of 2.7 or higher in the following professional education courses:
EDU-205 Educational Foundations
EDU-215 Practicum in Education
EDU-235 Educational Psychology and Development
EDU-257 Exceptional Learners
EDU-387 Human Relations
One or more of the following Methods courses:
ART-035 Art of Children and Adolescents
EDU-445 Methods of Secondary Business Education
EDU-455 Methods of Secondary Language Arts
EDU-465 Methods of Secondary Social Studies
EDU-475 Methods of Secondary Mathematics
EDU-485 Methods of Secondary Science
EDU-495 Methods of Foreign Language Instruction in Secondary Schools
MU-515 Elementary and Secondary Vocal Methods
MU-525 Elementary and Secondary Instrumental Methods
PE-415 Methods of Teaching Secondary School Physical Education
3. Satisfactory completion of:
EDU-585 Student Teaching in Middle School or Junior High School
EDU-595 Student Teaching in the Senior High School
EDU-985 Secondary Student Teaching in Art, Music or Physical Education
MU-585 Student Teaching in the Secondary School

Two course credits each of middle school/junior high and senior high student teaching are required or four course credits of either with consent of department chair.

Licensure in Art, Music and Physical Education

Preparation for teaching at the elementary (K-8) and secondary (5-12) levels in the special subject areas of art, music, and physical education includes basic licensure requirements, plus special work in the fields of interest.

Students licensed in art, music, or physical education must have at least a 2.7 GPA in the courses in their specialty. All candidates for licensure must be recommended by the appropriate department.

Students who qualify for licensure in art or physical education (to teach at the elementary and secondary levels, K-12) must meet the general licensure grade point requirements and must earn at least a 2.7 GPA in the following education courses:

- EDU-205 Educational Foundations
- EDU-215 Practicum in Education
- EDU-235 Educational Psychology and Development
- EDU-257 Exceptional Learners
- EDU-387 Human Relations

To be recommended by Coe College for K-8 and 5-12 licensure in Music, a student must meet the requirements for the Bachelor of Music degree with a major in Music Education (see p. 111). Music Education students take Practicum in Music Education/Field Study (MU-265) in place of Practicum in Education (EDU-215).

Conversion Policy

Students who have completed elementary licensure requirements may be eligible to also obtain secondary licensure. In converting to secondary licensure, all secondary education requirements must be met, with the exception that the added student teaching is reduced from four credits to two. Similarly, students who have completed secondary licensure requirements may convert to elementary licensure by completing the elementary education requirements, but with only one two-credit elementary student teaching experience.

Student Teaching

Permission to student teach requires approval of the Teacher Education Committee. Applications are due by February 1 for student teaching the following Fall Term and by April 1 for student teaching the following Spring Term. Application forms are available from the Teacher Education Department Office.

When an application for permission to student teach is considered, the student's standing in the Teacher Education Program is reviewed. The committee considers:

1. Recommendations of cooperating teacher(s) during the student's field experience(s).
2. Recommendations of the student's major department(s).
3. GPA (minimum of 2.7 required – cumulative, in the major and in required education courses).
4. Review by teacher education department faculty.

Student teaching is the culminating experience of the Teacher Education Program. It involves observation and active participation in directing the learning experiences in a school classroom, under the supervision of a cooperating teacher and the college supervisor. A minimum of four course credits of student teaching is required. All student teachers should register for both upper and lower grade levels, except by consent of department chair. Student teaching in all subjects is available for one to four course credits for students earning both Elementary and Secondary licensure. Normally, students complete two seven-week assignments, with each assignment worth two credits. Fourteen weeks of student teaching is awarded four credits. Student teaching is a full-time obligation and must be completed in one term. Students who are student teaching are required to attend a weekly seminar conducted by the teacher education faculty. Evaluated on an S/U basis only.

- EDU-535 Student Teaching in the Primary Grades: Grades K-3
- EDU-545 Student Teaching in the Upper Elementary Grades: Grades 3-6
- EDU-585 Student Teaching in Middle School or Junior High School
- EDU-595 Student Teaching in the Senior High School
- EDU-935 Elementary Student Teaching in Art, Music or Physical Education
- EDU-985 Secondary Student Teaching in Art, Music or Physical Education
- MU-535 Student Teaching in the Elementary School
- MU-585 Student Teaching in the Secondary School

Ninth-Term/Fifth-Year Programs

Students who want to include more course work in their liberal arts and sciences curriculum in conjunction with completing requirements for elementary and/or secondary teacher licensure may apply for a Ninth-Term/Fifth-Year tuition reduction. Both options are open to all students who have been admitted to the Teacher Education Program and meet requirements for student teaching.

Students participating in the Ninth-Term/Fifth-Year Programs are eligible for a 60% discount on full-time tuition, if the following criteria are met: 1) the student must be in good standing with the college (not on academic probation); 2) the student must be registered as a full-time student; and 3) the student must have completed 32 course credits, eight of which were taken at Coe. Students who have satisfactorily completed four years of full-time registration at Coe may also apply for this reduction. Students continue to be eligible to apply for student loans and any available federal and state government grants. This reduction applies only to regular full-time tuition charges for undergraduate campus-based programs. Applications for tuition reduction are available from the Teacher Education Department Office. Applications are due by March 1 for fall tuition reduction and by November 1 for spring reduction. It is the responsibility of the student to obtain and submit the application. Failure to meet the deadline results in a reduction in the discount. Students desiring to extend the discount must re-apply each term.

Exemptions from these requirements may be granted in unusual circumstances with the approval of the Vice President for Academic Affairs and Dean of the Faculty and the teacher education department chair. A written request for such consideration, detailing the circumstances and rationale, should be made to the teacher education department chair.

COURSES IN TEACHER EDUCATION

EDU-010 Field Experience (Elective)

Conducted in the public schools at either the elementary or secondary level. Students spend at least 60 hours of supervised work in a school setting. Prerequisite: Educational Foundations (EDU-205) or consent of instructor. (0.5 course credit)

EDU-112 Expressive Methods

A study of instructional methods for incorporating visual, aesthetic, auditory, and kinesthetic teaching and learning strategies into the classroom. This course promotes the integration of art, music, and physical education into the regular elementary classroom. Topics include research on learning styles, development of lessons and classroom management strategies that incorporate movement and creative expression, and alternative assessment as it relates to these strategies. Diversity issues, non-print materials, and technology tools are integrated. Prerequisite: admission to the Teacher Education Program or consent of department chair. (0.5 course credit)

EDU-205 Educational Foundations

A survey and analysis of historical, political, legal, social, and philosophical issues related to education and public schooling in the United States. A second course component consists of an introduction to curricular and instructional planning, including audiovisual equipment, media, and educational applications of computers. A ten-hour field experience in local schools is required.

EDU-215 Practicum in Education

Practical experience in an elementary or secondary school classroom. Students spend a minimum of 60 hours assisting a public school teacher in a range of instructional activities. College classroom experience complements the field experience and focuses on planning and other instructional practice issues, classroom management, and discipline. Prerequisites: Admission to the Teacher Education Program and Educational Foundations (EDU-205), or consent of department chair.

EDU-235 Educational Psychology and Development

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

EDU-245 Child Development

Examines the biological and socio-emotional contexts within which children and adolescents develop. Special attention is given to environmental factors that affect their physical, cognitive, and social growth. The course emphasizes the implications of research for teachers as well as parents. (Offered on an occasional basis)

EDU-257 Exceptional Learners

Addresses the nature and needs of students with exceptionalities in the regular classroom. Topics include historical and legal foundations of special education; classroom teacher responsibilities under IDEA and Section 504 of the Vocational Rehabilitation Act, categories of exceptionality, appropriate instructional accommodations for students with exceptionalities, methods of instruction and assessment of students with special needs. The course addresses the needs of gifted learners as well as learners with disabilities.

EDU-275 Mathematics Comprehension for Teaching

A mathematics content course for teachers, designed to enhance understanding of the discipline of mathematics with special attention to active problem solving. Content is aligned with the NCTM curriculum standards of Number, Algebra, Geometry, Measurement, and Data Analysis and Probability. Substantial attention is given to discrete mathematics, reasoning and proof, technology, and connections within mathematics and to other disciplines studied in schools. The ability to communicate mathematically and provide justification or rationale for quantitative reasoning is fostered across mathematical applications.

EDU-305 Teaching Physical Science Laboratory

Designed to help future teachers develop an integrated set of perspectives, attitudes, and very elementary laboratory skills, enabling them to give positive support to their students' natural inclination to be curious, manipulate, observe, and interpret. Integration of relevant children's literature is included. Required for elementary certification; optional for secondary certification. Prerequisite: admission to the Teacher Education Program or consent of department chair.

EDU-327 Foundations of Reading

An interdisciplinary exploration of past and current theories of language acquisition and development. Attention to the history of reading complements a focus on current research related to the psychological, socio-cultural, and linguistic foundations of reading and writing. This is the first course in the sequence leading to the reading endorsement. Prerequisite: admission to the Teacher Education Program or consent of department chair.

EDU-332 Content Area Language and Literacy

An interdisciplinary exploration of research-based instructional strategies for facilitating students' textual comprehension. Major topics include best practices in the teaching of vocabulary, meaning making, text structure, genre, and types of writing. Attention to instructional strategies especially helpful to English language learners, as well as technological tools for language and literacy instruction. This is the second course in the sequence leading to the reading endorsement. Prerequisites: admission to the Teacher Education Program and Foundations of Reading (EDU-327) or consent of department chair.

EDU-335 Methods of Elementary Mathematics

A study of basic concepts of curriculum and instruction for elementary school mathematics using the framework of the National Council of Teachers of Mathematics "Principles and Standards". This course assists prospective teachers in developing effective instructional skills that foster problem solving abilities and young children's conceptual and procedural knowledge of mathematics. Integration of math-related children's literature into instruction is included. A field experience of 30 contact hours is included. Prerequisites: Mathematics Comprehension for Teaching (EDU-275) and admission to the Teacher Education Program or consent of department chair. (Offered Fall Term)

EDU-342 Literature K-12

Designed to provide students pursuing literature-related studies with models of how teachers use literature to support various levels of readers and content areas in the classroom. Course focuses on the history of children's literature, analyses of a variety of books for youths, creation of a functional bibliography, and using knowledge of child and adolescent development to assist in book selection for young readers. Includes study of the development of language skills, strategies to facilitate student learning of standard English, diversity issues, non-print materials, and technology tools. Prerequisite: consent of department chair.

EDU-345 Teaching Language Arts (K-6)

A study of strategies for teaching the interrelated aspects of reading, writing, listening, speaking, spelling, and creative drama as they apply to the functional language of elementary school children. Assessing student literacy competence and planning for instruction are examined. Prerequisites: Concurrent registration in Teaching Reading (K-6) (EDU-355) and admission to the Teacher Education Program or consent of department chair. (Offered Spring Term)

EDU-355 Teaching Reading (K-6)

An introduction to the competencies necessary for developmental reading in the elementary schools. Instruction is provided in the strategies for mastering pre-reading, decoding, and comprehension skills. Methods of organizing, maintaining, and evaluating reading programs are addressed. Substantial study of children's literature is included. A field experience of 30 contact hours provides an opportunity to apply the content of the course. Prerequisites: Concurrent registration in Teaching Language Arts (K-6) (EDU-345) and admission to the Teacher Education Program or consent of department chair. (Offered Spring Term)

EDU-365 Social Studies for the Elementary Teacher

A study of the content and teaching strategies that collectively form the scope and sequence of elementary school social studies. Geography and ecological anthropology provide a framework for integrating social science disciplines with other subject matter fields, such as children's literature and science. Social issues are investigated on three levels: in relation to self, one's immediate environment, and the global ecosystem. Prerequisite: admission to the Teacher Education Program or consent of department chair. (Offered Spring Term)

EDU-387 Human Relations

An interdisciplinary course that examines the lifestyles, history, and contributions of various identifiable subgroups in our pluralistic society. Students explore and analyze issues related to such topics as: equity in the schools, multicultural education, sexism, racism, religious pluralism, sexuality, intercultural interaction, and sexual harassment. Students also translate knowledge of human relations into attitudes, skills, techniques, and procedures for establishing constructive interpersonal relationships and favorable learning experiences in the classroom. A 15-hour field experience is required.

EDU-395 Diagnostic Reading and Tutorial

An intensive study of diagnostic and screening instruments as well as multiple strategies to improve reading and writing skills. This course includes direct application of assessment and instructional strategies with individual children through a supervised tutorial outside of regular class time. Prerequisites: admission to the Teacher Education Program, Teaching Language Arts (K-6) (EDU-345), Teaching Reading (EDU-355), and Content Area Literacy and Language (EDU-332).

EDU-405 Understanding Early Adolescence

An extension of the study of human development, focusing on the growth and development of the middle school age child. Special attention is given to the emotional, physical, and cognitive characteristics and needs of middle school age children for teachers in grades five through eight. (Offered on an occasional basis)

EDU-415 Middle School Curriculum and Instruction

Introduction to the organization, structure, and sequence of learning experiences for middle grade students. Addresses such issues as curriculum integration, teaching teams, pedagogical practices for middle school, and developmental appropriateness across the range of school subjects. Prerequisite: Practicum in Education (EDU-215). (Offered on an occasional basis)

EDU-420 Middle School Language Arts

Overview of the middle school English/language arts curriculum. A content course with a primary focus on grammar, composition and communication studies. Prerequisite: Practicum in Education (EDU-215). (0.5 course credit) (Offered on an occasional basis)

EDU-430 Middle School Social Studies

Overview of the middle school social studies curriculum. A content course with a primary focus on geography and its relation to U.S. and world history. Prerequisite: Practicum in Education (EDU-215). (0.5 course credit) (Offered on an occasional basis)

EDU-440 Middle School Mathematics

Overview of the middle school mathematics curriculum. A content course with a primary focus on algebra, problem solving, and number theory. Prerequisite: Practicum in Education (EDU-215). (0.5 course credit) (Offered on an occasional basis)

EDU-445 Methods of Secondary Business Education

A study of the teaching methods used in high school general business courses, including accounting, marketing, and economics, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered alternate years)

EDU-455 Methods of Secondary Language Arts

A study of the methods in language arts and adolescent literature and film, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered alternate years)

EDU-465 Methods of Secondary Social Studies

A study of the methods in social studies, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered Fall Term)

EDU-475 Methods of Secondary Mathematics

A study of methods of mathematics, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered alternate years)

EDU-485 Methods of Secondary Science

A study of methods in science, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered alternate years)

EDU-495 Methods of Foreign Language Instruction in Secondary Schools

A study of the methods of foreign language instruction, to be taken prior to student teaching. Includes a 30-hour field experience. Prerequisite: Practicum in Education (EDU-215) or consent of department chair. (Offered alternate years)

EDU-805 Research Participation

An opportunity to assist a faculty member who is engaged in research. Students should consult members of the department to determine projected programs. With permission of instructor prior to registration, may be taken for an X status grade.

EDU-815 Independent Study

A study of selected problems in the teaching of elementary and secondary school subjects under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of department chair.

EDU-895 Internship in Education

Exploration of a career area related to schools under the supervision of a faculty member of the department. A minimum of 140 hours on-site experience is required. S/U basis only. A reflective paper analyzing the experience is required. May be completed during any term in which schools are in session. May include teaching, administrative, and/or counseling duties. This course does not satisfy any of the requirements of the Teacher Education Program. Prerequisites: Educational Foundations (EDU-205) and consent of department chair.

—THEATRE ARTS

Allender-Zivic, D. Barnett (Chair), Nassif, Paulsen, Rezabek, Weiss, Wolverton.

The Theatre Arts program is designed to provide a balance between academic and experiential learning for all interested students. The goal is to offer opportunities for student participation in all aspects of theatre, on stage and in the classroom, and to enrich the cultural and academic life of the College.

The program accommodates both majors and minors through courses focused on theatrical history, theory and literature, as well as through training in acting, directing, design, and theatrical production. This foundation prepares students for graduate study and for any field that values high-level communication skills, as well as for careers in theatre as teachers, artists, technicians, or managers.

As a means of helping students prepare for graduate study and/or a professional career, all majors are required to present an audition piece or a portfolio for annual review beginning in their second year. The senior seminar provides a capstone experience, giving students an opportunity to reflect on their development as theatre artists, and to examine theatre as a collaborative art form.

For the campus community at large, as audience members or as occasional participants, the program offers a wide range of drama selected both to educate and to entertain.

Theatre Arts Major

Theatre Arts Core Courses (required of all theatre arts majors):

1. THE-050 Theatre Production Lab
2. THE-130 Technical Production I
3. THE-140 Design for the Stage
4. THE-150 Acting I
5. THE-188 History of Theatre and Drama I
6. THE-198 History of Theatre and Drama II
7. THE-290 Directing I
8. THE-600 Senior Seminar

Theatre Arts students choose one of the following emphases: general, acting, directing, and technical theatre/design.

General

1. Eight core courses (see above)
2. Three additional theatre arts courses, chosen with departmental approval.

Acting

1. Eight core courses (see above)
2. THE-170 Voice and Diction
3. THE-250 Acting II
4. One of the following:
THE-160 Movement for the Stage
THE-260 Acting for the Camera
THE-270 Musical Theatre Acting
THE-350 Advanced Acting: Shakespeare

Strongly recommended:

- Any dance course (DAN-010 through DAN-055)
- THE-240 Stage Make-Up
- THE-650 Advanced Projects in Acting
- PHL-015 Introduction to Philosophy
- PHL-135 Theories of Human Nature
- PSY-115 Introductory Psychology

Directing

1. Eight core courses (see p. 161)
2. THE-250 Acting II
3. THE-490 Directing II
4. One additional course in acting or design

Strongly recommended:

THE-350 Advanced Acting: Shakespeare
THE-430 Lighting Design
THE-440 Scene Design
THE-480 Costume Design
THE-690 Advanced Projects in Directing
RHE-237 Interpersonal Communication
ART-288 History of Western Architecture
Any other art history course

Technical Theatre/Design

1. Eight core courses (See p. 161)
2. Three of the following:
THE-230 Technical Production II
THE-288 History of Dress
THE-330 Computer-Aided Drafting and Design
THE-430 Lighting Design
THE-440 Scene Design
THE-480 Costume Design

Strongly recommended:

THE-640 Advanced Projects in Design and Technical Production
ART-115 Drawing I
ART-145 Digital Art I
ART-288 History of Western Architecture
ART-415 Life Drawing
Any other art history course
PHY-125 Electronics

Theatre Arts Minor

The minor in theatre arts consists of six theatre arts courses.

Elementary Education Emphasis in Theatre Arts

Same as the Theatre Arts minor.

COURSES IN THEATRE ARTS

THE-050 Theatre Production Lab

Applied skills in one of the theatre production crews. Students assist with set construction, costuming, lighting, painting, publicity, sound, or run-crew positions for productions during a term. No previous experience is required. Lab meets four hours per week. Open to all students. Theatre arts majors are required to take four labs. (0.25 course credit)

THE-060 Theatre Practicum

Practical involvement in a mainstage production as an actor (in a leading or secondary role), stage manager, assistant director, dramaturge, technical crew head (property master, master electrician, wardrobe master, etc.), or in another capacity as approved by the faculty (excluding run-crew positions). Open to all students. May be repeated. Prerequisite: consent of department chair. (0.5 course credit)

THE-100 Introduction to Theatre

A study of the art of theatre, emphasizing theatre's place among the humanities; its relationship to the other arts; and its cultural and social influences in our society. Students derive a foundation for discriminating theatregoing through analysis of dramatic form and of selected playtexts; consideration of the methods and techniques employed by theatre artists and crafts persons; and a brief survey of theatre and drama, both in their historical

context and as they have been manifested through related media. As part of the study, students are required to attend some evening events. Open to all students. This course does not satisfy any of the requirements for a major in theatre arts.

THE-130 Technical Production I

An introduction to the technical aspects of theatre production. Topics covered include safety, mechanical drawing, stage carpentry, craft techniques, stage lighting and electricity, costume construction, scene painting, and production organization. Class includes lecture-demonstration and practical application. Additional time outside of class is necessary to complete projects. Open to all students. (Offered Fall Term)

THE-140 Design for the Stage

Examines the design process for all aspects of theatre design (costume, scenery, and lighting). Specific topics include the design elements, script analysis, research, basic drawing, basic drafting, and presentation techniques. A series of projects and readings introduce students to the basic language of visual story telling. Additional time outside of class is necessary to complete projects. Open to all students. (Offered Spring Term)

THE-145 Viewpoints Ensemble Work

A course designed to provide students with a comprehensive understanding of Viewpoints Technique for actors. Viewpoints is a "philosophy translated into a technique for training performers, building ensemble and creating movement for the stage." Students working within a group dynamic learn to access acutely their centers of awareness and intensify their ability to work in the "here and now." Hands-on training is supplemented by readings, quizzes and journal writing. (Offered Fall Term, alternate years)

THE-150 Acting I

Stanislavsky-based, comprehensive introduction to the elements of acting for the stage. Through theatre games, improvisations, exercises, and partnered work on scenes grounded in realism, students learn to identify and personalize a character's "objectives" and the "obstacles" that stand in the way of attaining them, and to engage themselves (via voice, body, mind, and spirit) in specific "actions" undertaken in pursuit of those identified goals. Emphasis is placed on "interactive" skills and on character-specific listening. Additional rehearsal time outside of class is required. Open to all students.

THE-160 Movement for the Stage

Designed to help students learn the effective use of the body as a component of the acting process. Physical expression in movement and gesture is developed by way of in-class exercises and improvisations, leading to the solo and collaborative creation of movement pieces for performance. Skills of concentration, breath control, partner awareness, and physical characterization are also fostered in this work. Open to all students.

THE-170 Voice and Diction

Designed to help students learn how to use the voice as a component of the acting process. The mechanics of vocal production and of speech are examined, along with various approaches for their improvement. A number of performance projects supplement a wide range of vocal exercises and drills. Students are introduced to the International Phonetic Alphabet (IPA) as the basis for determining correct pronunciation, both in standard speech and in preparing dialects and accents. Additional rehearsal time outside of class is required. Open to all students.

THE-185 Production and Performance

A "theatre company" consisting of actors, designers, a stage manager, costume, set, and lighting crew (plus an accompanist and choreographer, if needed). The company has as its goal the mounting of the chosen production in a fully-collaborative atmosphere. In addition to fulfilling their various creative functions, company members may be asked to take on, under the supervision of a faculty member of the department, dramaturgical assignments designed to provide research and study on selected aspects of the play or musical. This material is presented to the Coe community in the form of public displays throughout the campus. Company members need to audition prior to spring registration. The basis for student evaluation is completion of assigned duties and quality of work. Open to all students. May be repeated for credit. (At most two credits may be applied to a major or minor in theatre arts.) (Offered Spring Term)

THE-188 History of Theatre and Drama I

A writing intensive course that provides students with an overview of World Theatre and Drama from cultures where oral traditions were the dominant forms of communication through and including those wherein the written word presented a new paradigm. The course provides a practical investigation of current critical discourses that examine dramatic literature and performance traditions from around the world. (Offered Fall Term in rotation with THE-198)

THE-198 History of Theatre and Drama II

A writing intensive course that provides students with an overview of World Theatre and Drama, focusing primarily on cultures and periods wherein new forms of technology, from the camera to the computer, have become determining factors in systems of communication. The course provides a practical investigation of current critical discourses that examine dramatic literature from around the world. (Offered Fall Term in rotation with THE-188)

THE-200 Beginning Playwriting (The One-Act Play)

See also Creative Writing (CRW-200), p. 89

Explores the basics of playwriting through the study of dramatic structure, creative exercises, and reading and analysis of existing play scripts, with emphasis on the one-act play. Students complete a one-act play script of their own creation. Open to all students.

THE-230 Technical Production II

A full-term study of the techniques and practical applications in a specific area of technical theatre. Possible course topics include stage management, drafting, sketching and rendering, scene painting, millinery, costume crafts, or fabric design. Prerequisite: Technical Production I (THE-130) or consent of instructor. (Offered by arrangement)

THE-240 Stage Make-Up

The theory and practice of designing and creating make-up for the stage actor. Lecture/demonstration plus laboratory experience. Open to all students.

THE-250 Acting II

A performance-based studio course designed to expand upon the work begun in Acting I by assisting students in the development of intermediate-level acting skills. Scenes and monologues progress beyond realism with an introduction to a number of other styles. Significant emphasis is placed on character development and on detailed analysis of dramatic action. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150). (Offered Spring Term)

THE-260 Acting for the Camera

Development of basic acting techniques essential for work in film and television. The course is designed to help students become comfortable in front of the camera by way of breaking down their physical and internal inhibitions. The instructor helps the student find the most effective personal resources for the creation of truthful characters, given the unique pressures of a film or television shoot. The course also focuses on audition techniques and culminates in the shooting of a scripted scene. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150).

THE-270 Musical Theatre Acting

A performance-based studio course focusing on the development of basic skills necessary for musical theatre performance. Students become familiar with the specialized requirements necessary for the merging of singing with dramatic action. Periodic performance projects (solos, duets, and ensemble numbers—some including dialogue) are supplemented by student research projects. The course is also designed to introduce students to a wide-ranging repertoire of available audition material. Additional rehearsal time outside of class is required.

THE-288 History of Dress

Traces the history of dress from ancient to modern times, with a special emphasis on dress as it relates to gender roles, social issues, cultural practices and beliefs, politics, and economic patterns within an historical context. Open to all students.

THE-290 Directing I

Offers students an introduction to the fundamental tools of directing plays for the stage. Analysis of playtexts is undertaken to demonstrate how a director develops the vision of a play that serves as an interpretive guide throughout the production process. In-class exercises, improvisations, and staged “image” pieces focus on the acquisition of skills for communicating effectively with actors. Scene projects are rehearsed outside of class for in-class presentation, and comprehensive promptbooks are prepared in conjunction with each. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150). (Offered Spring Term)

THE-300 Advanced Playwriting (The Full-Length Play)

See also Creative Writing (CRW-300), p. 82

Focuses on the analysis and creation of play scripts of two acts or more. Emphasis is placed on the writing and marketing of the student’s own creative work, culminating in the completion and public reading of a full-length script. Prerequisite: Beginning Playwriting (CRW/THE-200).

THE-330 Computer Aided Drafting and Design (C.A.D.D.)

An introduction to the use of the computer as a drafting and design tool. Using theatre-related examples and projects, students create two- and three-dimensional drawings. Further work involves 3-D modeling and creating perspective images of virtual stage settings. Class includes lecture/demonstration and laboratory. Additional time outside of class is necessary to complete projects. Open to all students. (Offered Spring Term, alternate years)

THE-350 Advanced Acting: Shakespeare

A performance-based studio course aimed at the development of advanced-level acting skills specifically related to performing the playtexts of William Shakespeare. An eclectic approach to this complex material is offered, with emphasis divided between its verbal, physical, and psychological demands. Students prepare and perform several scenes and monologues throughout the term. Exercises and improvisations related to characterization and written character analyses are also components of this course. Additional rehearsal time outside of class is required. Prerequisite: Acting I (THE-150).

THE-406 Special Topics in Theatre or Film: Non-Western Perspectives

Focuses on specific aspects of theatre or film. Possible topics include: Asian Theatre in Perspective and Cinema of Japan. May be repeated, provided the topics are substantially different. With departmental approval, this course may be used to satisfy the requirements for a major in theatre arts. Open to all students.

THE-408 Special Topics in Theatre or Film: Diverse Western Perspectives

Focuses on specific aspects of theatre or film. Possible topics include: Eastern European Theatre, Post-War Eastern European Cinema, Queer Cinema, Feminist Theatre. May be repeated, provided the topics are substantially different. With departmental approval, this course may be used to satisfy the requirements for a major in theatre arts. Open to all students.

THE-430 Lighting Design

A study of the equipment, mechanics, and theories used by lighting designers to produce lighting for theatre, dance, concerts, and architecture. Specific topics include design research and conceptualization, color, angle, cueing, and methods of presentation (sketches, storyboards, light plots, and associated paperwork). Class includes lecture/demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Design for the Stage (THE-140) and Technical Production I (THE-130) or consent of instructor. (Offered Spring Term, alternate years)

THE-440 Scene Design

A study of the aesthetic, historical, and technical aspects of stage design. Projects emphasize research, drawing, drafting, problem solving, model building, and rendering. Class includes lecture/demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Design for the Stage (THE-140) and Technical Production I (THE-130) or consent of instructor.

THE-480 Costume Design

A study of the aesthetic, historical, and technical aspects of costume design. Projects emphasize research, character analysis, figure drawing, textile selection, and rendering. Class includes lecture-demonstration and practical application. Additional time outside of class is necessary to complete projects. Prerequisites: Design for the Stage (THE-140) and Technical Production I (THE-130) or consent of instructor.

THE-490 Directing II

An intermediate-level course or independent study expanding upon the work begun in Directing I by developing more complex analytical tools and deepening the work of conceptualization for production. Assigned readings guide the directing student to knowledge and understanding of a wide variety of 20th-century and contemporary directing theories and methodologies. The course culminates in the analysis and preparation with actors of a short one-act play or an extended scene from a full-length play that allows the student director to work in a non-realist style. Prerequisite: Directing I (THE-290). (Offered by arrangement)

THE-600 Senior Seminar

Capstone course for theatre arts majors that requires students to synthesize their study of dramatic theory and literature and their experiences in theatre performance and production. Assignments center on dramaturgy, dramatic theory and criticism, and on the current state of the art. Required of theatre arts majors in their senior year. (Offered Fall Term)

THE-640 Advanced Projects in Design and Technical Production

Individual work in a specific aspect of theatrical production: lighting design, costume design, scene design, sound design, technical direction, or stage management. A written proposal, conceptual statement, documentation of process, and self-evaluation are components of this upper-level course. May involve actual work for a departmental production. May be taken more than once, provided the emphasis varies. Prerequisite: consent of department chair. (Offered by arrangement)

THE-650 Advanced Projects in Acting

A senior acting recital designed to demonstrate the proficiency level of majors with an acting emphasis. The recital may take the form of a one-person performance or a selection of scenes, monologues, and /or musical numbers demonstrating the student's range and versatility. The project requires conceptualization, organization and selection of performance material, and adherence to a pre-arranged rehearsal process. Written components include a detailed proposal, a comprehensive statement of concept, thorough documentation of process, and analytical self-evaluation. Prerequisites: senior standing and consent of department chair. (Offered by arrangement)

THE-690 Advanced Projects in Directing

The faculty-supervised staging of an extended one-act or a full-length play as an advanced project. The production is staged in the Mills Experimental Theatre and may receive modest technical and design support, when appropriate. Comprehensive playtext analysis and documentation of process are components of this course. Prerequisite: Directing II (THE-490), Design for the Stage (THE-140), or consent of department chair. (Offered by arrangement)

THE-815 Independent Study in Theatre Arts

Independent study under the direction of a faculty member of the department. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

THE-895 Internship in Theatre Arts

An experience in professional or community theatre under the direction of an on-site supervisor in cooperation with a faculty member of the department and the Director of Internships. A minimum of 140 hours on-site experience is required. S/U basis only. One internship credit may be used to satisfy the requirements for a major in theatre arts. Prerequisites: junior standing, declared major in theatre arts, and consent of department chair.

INTERDEPARTMENTAL PROGRAMS

—AFRICAN AMERICAN STUDIES

Naick, Administrative Coordinator.

Three track options are available for students who wish to major in this interdisciplinary area: the History track, the Literature track, and the Sociology track.

Students planning to major in African American Studies should consider carefully what they expect to do following graduation. They should seek close advising in examining programs of study. Supportive courses outside the major should be chosen wisely.

African American Studies Major

1. AAM-367 The African American in the United States I
2. AAM-377 The African American in the United States II
3. AAM/ENG-166 African Literature
4. AAM/ENG-267 African American Literature
5. AAM-815 Independent Study (completed during the senior year)
6. Six courses from the appropriate list below:

HISTORY

#AAM/ENG-777, -787, -797 Seminar in Black Literature
*HIS-145 History of the United States to 1865
*HIS-155 History of the United States Since 1865
HIS-397 Women in America
HIS-487 American Colonial History
HIS-525 Recent American History I
HIS-535 Recent American History II
HIS-725 Seminar in American History I
HIS-735 Seminar in American History II

LITERATURE

#AAM/ENG-777, -787, -797 Seminar in Black Literature
CRW-280 Poetry Workshop 1
CRW-290 Fiction Workshop 1
ENG-275 Current Literature
ENG-345, -347 American Literature

SOCIOLOGY

#AAM/ENG-777, -787, -797 Seminar in Black Literature
PSY-335 Social Psychology
*SOC-328 Urban Sociology
*SOC-415 Social Conflict
SOC-425 Social Change

*=Required course

#=Two Seminars required

African American Studies Minor

1. AAM/ENG-267 African American Literature
2. AAM-367 The African American in the United States I
3. AAM-377 The African American in the United States II
Two additional courses chosen from departmental offerings

COURSES IN AFRICAN AMERICAN STUDIES

AAM/ENG-166 African Literature

See also English (ENG-166), p. 73

A course of selected focus which centers on a particular author, theme, region, or genre of African literature. Possible topics include: South African Literature; Nigerian Drama; Chinua Achebe. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

AAM-267 African American Literature

See also English (ENG-267), p. 74

Reading and discussion of the writings of African Americans, with emphasis on the 20th century. May include some relevant writings on African Americans by other groups. Study of the artistic values and of the social and cultural significance of these writings. May be repeated, with consent of instructor, provided the topics are substantially different. May be repeated for credit toward an English major with consent of department chair.

AAM-367 The African American in the United States I

See also History (AAM-367), p. 91

A study of the history of African Americans and their contribution to culture and society during the colonial and national eras to 1865. Prerequisite: The History of Western Civilization Since 1500 (HIS-125) or consent of instructor.

AAM-377 The African American in the United States II

See also History (AAM-377), p. 92

African American history from 1865 and Reconstruction to the present. Emphasis on significant African American leaders and organizations, and on general movements and trends affecting African Americans. Prerequisite: The History of Western Civilization Since 1500 (HIS-125) or consent of instructor.

AAM-447, -457 Directed Studies in African American Studies

Study of selected topics and primary texts not available within the regular offerings. Prerequisite: two courses in African American studies. Registration by consent of instructor, after submission of a written project proposal. Conferences with instructor and papers are required. May be repeated for credit with consent of administrative coordinator.

AAM-777, -787, -797 Seminar in Black Literature

See also English (ENG-777, -787, -797), p. 76

Intensive study of selected works and subjects in black literature. Topics may include African, African American and West Indian literature. Prerequisites: junior standing and Literary Analysis (ENG-615).

AAM-815 Independent Study

Study of individually chosen research topics in African American studies under the direction of a faculty member in the area. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisites: African American Literature (AAM-267), or The African American in the United States I (AAM-367), or The African American in the United States II (AAM-377); consent of instructor and submission of a written proposal for a project.

AAM-895 Internship in African American Studies

Exploration of a career area related to African American studies. A minimum of 140 hours on-site experience is required. S/U basis only. Supervision by the African American Studies administrative coordinator in cooperation with Director of Internships. This course does not satisfy any of the requirements for a major or minor in African American studies. Prerequisite: junior standing.

—AMERICAN STUDIES

Naick, Administrative Coordinator.

The American Studies major offers an exploration of American civilization in a structured, integrated manner and allows the freedom of choice desirable in this broadly interdepartmental major. The major enables the student to study the culture in some depth, learning of its many facets and synthesizing the knowledge and ideas acquired. An overall goal of the program is to develop students' ability to engage critically as citizens in a democracy. In this program, students will gain:

- a critical knowledge of American culture and history
- improved skill in examining documentary evidence of several kinds
- experience thinking critically about the powers and limits of different disciplinary approaches
- improved capacity to write clear, analytical prose
- practice comparing and integrating knowledge from several disciplines
- experience with research, including using primary and secondary sources as well as and scholarly research tools of various kinds.

American Studies Major

1. AMS-107 Introduction to American Studies
2. HIS-145 History of the United States to 1865
3. HIS-155 History of the United States Since 1865
4. One American literature course from the English Department, chosen in consultation with the American Studies coordinating panel.
5. AMS-217 Topics in American Studies: United States Pluralism
6. Two terms of AMS-100 Interdisciplinary Studies Colloquium
7. Five additional courses that focus on American culture, chosen in consultation with the American Studies coordinating panel
 - a) One course must be from the United States Pluralism group (See p. 31)
 - b) One course must be in economics (ECO), political science (POL), sociology (SOC), or teacher education (EDU)
 - c) Two courses must be at the upper division level, chosen in consultation with the American Studies coordinating panel.
8. AMS-400 Integrative American Studies

American Studies Minor

1. AMS-107 Introduction to American Studies
2. AMS-217 Topics in American Studies: United States Pluralism
3. One additional American Studies (AMS) course
4. One term of AMS-100 Interdisciplinary Studies Colloquium
5. Three additional courses that focus on American culture, chosen in consultation with the American Studies panel. One course must be from the United States Pluralism group. (See p. 31)

COURSES IN AMERICAN STUDIES

AMS-100 Interdisciplinary Studies Colloquium

A course in which students discuss readings, develop projects, and make presentations related to interdisciplinary and departmental majors such as American Studies, Gender Studies, and African-American Studies. May be repeated for credit for a maximum of 1.0 credit. (0.2 course credit)

AMS-107 Introduction to American Studies

An analysis of American culture. Students interrogate what it means to be American, exploring key debates regarding definitions of American identity. Do Americans share a common culture and represent a unified character, or do our differences outweigh what unites us? This course introduces students to theories and interdisciplinary methods of American Studies that encompass perspectives ranging from literature and history to art and popular culture.

AMS-217, -317 Topics in American Studies: United States Pluralism

Specific topics vary from year to year. Students apply theories and methods of culture studies to a selected major topic in American culture. This course focuses primarily on literary and historical texts.

AMS-400 Integrative American Studies

The capstone of the major. Allows faculty and students maximum flexibility in exploring ways to integrate their knowledge of American civilization. Considers a specific era, issue, or institution in American history through examination of historical, sociological, literary, and popular works. Prerequisite: open to all American Studies majors; open to others by consent of instructor. (Offered Spring Term)

AMS-815 Independent Study

Independent work on a selected project under the supervision of the American Studies Committee. With permission of instructor prior to registration, may be taken for an X status grade. Prerequisite: consent of instructor.

—ASIAN STUDIES

Nordmann, Administrative Coordinator.

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

Asian Studies Major

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

1. One of the following:
HIS-136 East Asian Civilization
ACS-186 Modern South Asia
2. Participation in one overseas study program in Asia:
 - one of the ACM overseas study programs (India Studies or Japan Study)
 - one of Coe's foreign exchange programs (Chiang Mai University of Thailand, Nagoya Gakuin University of Japan, Sookmyong University in South Korea, or Wuhan University in China)
 - Coe's Asia Term
3. Four courses, chosen from the following, in consultation with the administrative coordinator.
ASC-106 May Term in Asia
ASC-176 China and Japan
ECO-436 Economic Development **or** ECO-446 International Economics
ENG-206 Asian Literature
JPN-155 Elementary Japanese I
JPN-165 Elementary Japanese II
JPN-215 Intermediate Japanese I
JPN-225 Intermediate Japanese II
HIS-217 The American War in Vietnam
HIS-246 History of Modern China
HIS-256 History of Modern Japan
HIS-316 Topics in History (when appropriate)
HIS-756 Seminar in East Asian History
POL-286 Asian Politics
REL-036 Eastern Religions
PHL/REL-206 Buddhist Thought
REL-216 Hindu Gods and Goddesses
a second term of an overseas study program

Asian Studies Minor

1. One of the following:
East Asian Civilization (HIS-316)
Modern South Asia (ASC-186)
2. Five courses, chosen from the following, in consultation with the administrative coordinator:
ASC-176 China and Japan
ECO-436 Economic Development **or** ECO-446 International Economics
ENG-206 Asian Literature
JPN-155 Elementary Japanese I
JPN-165 Elementary Japanese II
JPN-215 Intermediate Japanese I
JPN-225 Intermediate Japanese II
HIS-217 The American War in Vietnam
HIS-246 History of Modern China
HIS-256 History of Modern Japan
HIS-316 Topics in History (when appropriate)
HIS-756 Seminar in East Asian History
POL-286 Asian Politics
REL-036 Eastern Religions
PHL/REL-206 Buddhist Thought
REL-216 Hindu Gods and Goddesses

COURSES IN ASIAN STUDIES

ASC-106 May Term in Asia

Study abroad in Asia during May Term under the supervision of a Coe faculty member. Sites and content varies depending on the instructor. When appropriate, may count as a course in the major. May be repeated if offered in different locations. Prerequisite: consent of instructor. (Offered May Term only)

ASC-176 China and Japan

An interdisciplinary examination of themes and ideas central to understanding the cultures of China and Japan. Materials used include primary texts in Taoism, Confucianism, and Buddhism, as well as works of poetry, fiction, and visual art.

ASC-186 Modern South Asia

India, Pakistan, Bangladesh, and Sri Lanka from a modern perspective. The preoccupation with identity, the reemergence of caste and religious conflicts, the strengths and weaknesses of political and economic development, and the implication of trends for the future. Includes selected topics on culture and history that provide insights to understanding the present.

—CLASSICAL STUDIES

Burke, Administrative Coordinator.

Classical studies provides the student opportunity to examine the achievements of the ancient past — notably those of Greece and Rome — from a variety of distinct perspectives: literature, language, art, history, philosophy, and religion. To allow for the integration of perspectives, some courses have been designed which offer an interdisciplinary approach to the study of the past; these are designated HUM (for Humanities) in the listings below.

Classical Studies Minor

Six courses, chosen from the following, in consultation with the administrative coordinator.

- CLA-108 Images of Foreign Culture
- CLA-135 Basic Greek
- CLA-145 Selected Readings in Ancient Greek
- CLA-215, -225, -235, -245 Topics in Greek
- CLA-115 Basic Latin
- CLA-125 Selected Readings in Latin
- CLA-845, -855, -865, -875 Topics in Latin
- ENG-115 Western Masterworks
- ENG-201 Ancient Mythology
- HIS-275 Ancient Greek History
- HIS-285 History of Ancient Rome
- HUM-105 Introduction to the Humanities
- HUM-115 Greek Civilization
- HUM-125 Roman Civilization
- PHL-220 Ancient Greek Philosophy

COURSES IN HUMANITIES

HUM-105 Introduction to the Humanities

Familiarizes the student with the basic methodologies of the five humanistic disciplines: history, art, music, literature, and philosophy. By the application of these methodologies, the student gains new insights from a review of a select number of great works from the Ancient, Medieval, and Renaissance worlds.

HUM-115 Greek Civilization

An interdisciplinary examination of themes central to understanding the Ancient Greek World. Topics and materials may change each time the course is offered. May include The Greek View of Hero, Man and His Community, Religion, Mythology, and Philosophy.

HUM-125 Roman Civilization

An interdisciplinary examination of themes central to understanding the Ancient Roman World. Topics and materials may change each time the course is offered. May include The Cult of the Emperor, Roman Law, Art, and Religion.

—DANCE

Maxwell Rezabek.

DAN-010 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-015 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-010). (0.2 course credit)

DAN-020 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-025 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-020). (0.2 course credit)

DAN-030 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-035 Ballet II

This course continues Ballet I, offering more complex ballet movement skills and terminology. Prerequisite: Ballet I (DAN-030). (0.2 course credit)

DAN-040 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-045 Tap II

More complex steps, styles, and rhythms. Emphasis on speed, clarity, strength, and dexterity. Prerequisite: Tap I (DAN-040). (0.2 course credit)

DAN-050 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-055 Choreography II

Further exploration of choreographic techniques, culminating in a short performance of student's work. Prerequisite: Choreography I (DAN-050). (0.2 course credit)

—GENDER STUDIES

Janca-Aji, Administrative Coordinator. Farrell, Heiliger.

The Gender Studies program is an interdisciplinary program that seeks to provide an open inquiry into the ways in which gender and sexuality inform constructions of identity, societies, and ideologies across race, ethnicities, social class, and historical periods. Course topics, materials, and activities are offered from a perspective that advocates equality and emphasizes the importance of the role of gender and sexuality in shaping experience.

The major in gender studies is designed by the student, with help from advisors, to suit individual needs and interests. Students are required to complete the capstone experience during their senior year.

Collateral Major in Gender Studies

1. Fulfill requirements for any of the majors listed on p. 10
2. GS-107 Introduction to Gender Studies
3. GS-405 Gender Studies Capstone
4. Seven courses to be chosen as indicated from the two lists below. At least three academic disciplines must be represented in the seven; no more than three may be chosen from the student's primary major(s).
 - a. Four or more courses from the following list of core courses:
 - ART-207 Gender and Art
 - ENG-187, -188 Literary Studies in Gender
 - GER-445 Race, Class and Gender (in German)
 - GS-207 Dress, Gender, and Identity
 - GS-216 Gender in the Non-Western World
 - GS-227 Gender Theory and Social Movements
 - GS-247 Gender Studies Symposium
 - HIS-397 Women in America
 - NUR/PSY-237 Human Sexuality
 - PHL-277 Philosophy of Gender and Race
 - POL-277 Women and Politics in the United States
 - PSY-208 Gender Psychology
 - RHE-357 Environmental Rhetoric
 - RHE-417 Sex, Race, and Gender in the Media
 - THE-288 History of Dress
 - b. One or more courses from the following lists of component courses to bring the total elective courses to seven:
 - EDU-387 Human Relations
 - ENG-485 Restoration and Eighteenth-Century British Literature
 - ENG-515 Victorian Fiction
 - RHE-237 Interpersonal Communication
 - RHE-246 Intercultural Communication
 - RHE-255 The Essay
 - RHE-277 Cultural Studies
 - SOC-207 Sociology of the Family
 - SOC-415 Social Conflict
 - SOC-425 Social Change
 - When topic is appropriate, as determined by Gender Studies Coordinator:
 - ENG-125, -127, -128 Exploring Literature
 - ENG-347 American Literature
 - ENG-705, -715, -725 Seminar in Literature
 - FRE-145, -146, -148 Literature in Translation
 - FRE-495 Topics in French/Francophone Literature and Culture
 - HIS-316, -317, -318 Topics in History
 - HON-715 Style and Transformation in the Arts
 - HON-725 Continuity and Transition in Non-Western Societies
 - PSY-705 Seminar in Psychology
 - REL-330 Topics in Hebrew Bible
 - REL-385 Topics in Religion

Gender Studies Minor

1. GS-107 Introduction to Gender Studies
2. GS-405 Gender Studies Capstone
3. At least two courses from list 4a above for the collateral major.
4. One additional course from either list 4a or 4b above for the collateral major.

At least two academic disciplines should be represented among the three elective courses, and no more than one of these courses may be chosen from the student's primary major(s).

COURSES IN GENDER STUDIES

GS-107 Introduction to Gender Studies

An examination of the ways in which societies shape our notions of gender, including, but not limited to, how class, race, and sexual orientation influence this process. Topics for lecture, discussion, and readings are selected by the instructor and are drawn from a variety of academic fields.

GS-207 Dress, Gender, and Identity

Explores the issues of personal adornment and dress related to the projection of gender and identity. Examples from contemporary cultures around the globe are analyzed and compared following a variety of themes. Those themes include: revealing and concealing gender and/or identity, dress codes as social markers, body image and gender, and group identity through dress and adornment. Open to all students.

GS-216 Gender in the Non-Western World

A study of gender rituals, family practices, sexuality, gendered work, and other aspects of gender in non-western cultures.

GS-227 Gender Theory and Social Movements

Focuses on the histories, theories, and cultures of social movements centered on gender and sexuality. This course provides an important critical lens for analyses of contemporary art and culture. Topics vary, and they include, but are not limited to, suffrage, queer theory, the Stonewall Riots, gender trouble, *écriture féminine*, ecofeminism, the Third Wave, mens' movements, the feminine mystique, lavender linguistics. Prerequisite: Introduction to Gender Studies (GS-107).

GS-247 Gender Studies Symposium

Study of selected works and subjects dealing with gender. Specific topics vary from year to year. May be taken twice, provided the topics are substantially different.

GS-405 Gender Studies Capstone

Integrates skills and methods acquired through Gender Studies coursework and requires that the student make a public contribution to the community. During the course of the term, the student: 1) completes a self-designed project which has a public outcome and which is related to the student's major, the student's current ethical or social concerns, or the student's possible post-college vocation; 2) participates in a specified number of gender-related campus or community events, with either direct involvement in or written response to each. Participation by consent of directing faculty member after submission and acceptance of proposal for project to the Gender Studies administrative coordinator.

—GENERAL SCIENCE

Singleton, Administrative Coordinator.

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

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

General Science Major

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

INTERDISCIPLINARY STUDIES

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

Additional guidelines and requirements:

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

FS-110 First-Year Seminar

Required of all first-year students, the First-Year Seminar introduces students to college-level study with emphasis on critical thinking, writing, speaking, research, and information analysis. Faculty offer first-year-only topics courses exploring issues from multiple perspectives within or across disciplines. Students in all sections prepare portfolios of their written work and attend a variety of cultural events on and off campus. Seminar instructors also serve as the primary academic advisors for first-year students in their respective sections. First-Year Seminar courses do not count toward majors or fulfill any other general education requirements.

INT-895 Interdisciplinary Internship

An internship related to the student's field of interdisciplinary study. A minimum of 140 hours on-site experience is required. S/U basis only. Supervised by the Director of Internships. Prerequisites: junior standing and approval of an interdisciplinary major.

—LITERATURE

Mason-Browne, Administrative Coordinator.

The following requirements are designed to provide a framework within which the student can shape a program to suit individual interests:

AREA I — THE PREREQUISITE

One of the following:

- ENG-158 Irish Literature
- AAM/ENG-166 African Literature
- ENG-187 Literary Studies in Gender
- ENG-201 Ancient Mythology
- ENG-206 Asian Literature
- ENG-226 Middle Eastern Literature
- AAM/ENG-267 African American Literature
- ENG-288 Russian Literature

AREA II — FOREIGN LANGUAGE

1. Two foreign language courses, intermediate or advanced
2. One additional literature course taught in a foreign language

An assumption of the major is that an understanding of literature requires knowledge of at least one language other than one's own, so that some of the ways languages differ from one another and some of the problems that occur when one is translated into another can be appreciated. Thus, a minimum of two terms in one foreign language at the intermediate level or above must be taken at Coe by all literature majors. Students who enter Coe with advanced training and/or course credit as a result of having taken the Advanced Placement Test are required to take two terms of the foreign language beyond the level of proficiency at which they entered Coe.

AREA III — GENERAL LITERATURE

1. ENG-615 Literary Analysis
2. Six additional courses, chosen from the following, in consultation with the administrative coordinator:
 - Courses in literature in translation
 - Literature courses in a foreign language
 - Courses in English and American literature and in creative writing offered by the English department (no more than three, not including ENG-615 Literary Analysis)
 - Linguistics courses offered by the English or foreign language departments
 - Independent Study

AREA IV — THE SENIOR SEMINAR

LIT-705 Seminar in World Literature

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

—**NEUROSCIENCE**

Baker, Administrative Coordinator.

Collateral Major in Neuroscience

1. Major in Biology, Chemistry, or Psychology
2. BIO-145 Cellular and Molecular Biology
3. One of the following:
BIO-140 Introduction to Biology Laboratory
PSY-301 Statistical Methods and Data Analysis
4. BIO-155, -150 Organismal and Ecological Biology and Laboratory
5. CHM-155 Principles of Structural Chemistry
6. CHM-165 Principles of Chemical Reactivity
7. PSY-225 Introduction to Biopsychology
8. PSY-525 Behavioral Neuroscience
9. One of the following:
BIO-225, -220 Human Physiology and Laboratory
BIO-255, -250 Experimental Human Physiology and Laboratory
10. One of the following (may not be from the student's primary major(s)):
BIO-125 Organic Evolution
BIO-202 Topics in Evolution
PHL-235 Philosophy of Science
PHL-245 Philosophy of Mind
11. Four courses, one from each of the three lists below plus one additional course selected from a list outside the student's major(s):
 - a. Biology (Associated laboratories are recommended, but NOT required.)
BIO-215 Human Anatomy
BIO-235 Genetics
BIO-285 Animal Behavior
BIO-365 Comparative Chordate Anatomy
BIO-525 Cell Physiology
 - b. Chemistry
CHM-185 Organic Chemistry I
CHM-225 Organic Chemistry II
CHM-405 Biochemistry
CHM-575 Protein Biochemistry
 - c. Psychology
PSY-235 Abnormal Psychology
PSY-305 Developmental Psychology
PSY-385 Learning and Behavior
PSY-485 Drugs and Behavior

—**PUBLIC RELATIONS**

Carstens, Administrative Coordinator.

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

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

Public Relations Major

1. Fulfill requirements for any of the majors listed on p. 10
2. One of the following:
ART-065 Two-Dimensional Fundamentals
ART-145 Digital Art I
ART-155 Photography I
ART-305 Topics in Graphic Design

3. PR-205 Public Relations
4. BUS-355 Marketing
5. BUS-460 Advertising
6. One of the following:
 - RHE-215 Introduction to Journalism
 - RHE-225 Journalism and Media Writing Workshop
7. One of the following (producing a portfolio of writings related to the field of public relations):
 - RHE-415 Advanced Writing Workshop
 - BUS-461 Marketing Management
8. One of the following:
 - BUS-895 Internship in Business (with public relations or advertising as a major component)
 - INT-800 Summer Internship (0.0 credit) (with public relations as a major component)
 - PR-895 Internship in Public Relations
9. Three of the following. No more than two courses may be selected from within any one department. (Students majoring in Business Administration may select no more than one course with a BUS prefix. Students majoring in Communication Studies or in Writing may select no more than one course with an RHE prefix.)
 - ART-065 Two-Dimensional Fundamentals (if not used to fulfill #2)
 - ART-105 Topics in Digital Art
 - ART-145 Digital Art I (if not used to fulfill #2)
 - ART-155 Photography I (if not used to fulfill #2)
 - ART-305 Topics in Graphic Design (if not used to fulfill #2)
 - ART-345 Digital Art II
 - ART-355 Photography II
 - BUS-205 Principles of Accounting I
 - BUS-275 Principles of Management
 - BUS-375 Business Ethics
 - BUS-461 Marketing Management (if not used to fulfill #7)
 - BUS-465 Advanced Topics in Marketing, subject to topic approval by PR Administrative Coordinator
 - BUS-705 Seminar in Management, subject to topic approval by PR Administrative Coordinator
 - RHE-125 Fundamentals of Public Speaking
 - RHE-157 Media and Mass Communication
 - RHE-225 Journalism and Media Writing Workshop (if not used to fulfill #5)
 - RHE-265 Professional Writing
 - RHE-317 Persuasion and Propaganda
 - RHE-325 Advanced Media Writing Workshop
 - RHE-415 Advanced Writing Workshop (if not used to fulfill #7)

COURSES IN PUBLIC RELATIONS

PR-205 Public Relations

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

PR-895 Internship in Public Relations

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

RESERVE OFFICER TRAINING CORPS

—AEROSPACE STUDIES

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 sophomore year. Students who complete the General Military Course attend a paid four-week field training course; all others attend a paid five-week field training program. 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 \$350-\$500 and are eligible for tuition assistance. Veterans continue to draw both the AFROTC stipend plus any GI Bill benefits to which they are entitled. Students are eligible to apply for AFROTC two- and three-year scholarships which provide tuition, books, fees, and a \$250-\$400 tax-free monthly stipend.

MSA-10 Foundations of the U.S. Air Force I

Introduction to U.S. Air Force: military customs and courtesies, basic oral and written communication techniques, careers available to Air Force Officers. (0.3 course credit) (Offered Fall Term)

MSA-11 AFROTC Leadership Laboratory

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-10) (0.3 course credit) (Offered Fall Term)

MSA-12 Foundations of the U.S. Air Force II

Continuation of MSA-10. (0.3 course credit) (Offered Spring Term)

MSA-13 AFROTC Leadership Laboratory

See MSA-11. Corequisite: Foundations of the Air Force II (MSA-12) (0.3 course credit) (Offered Spring Term)

MSA-20 Evolution of USAF Air & Space Power I

Air power from Civil War hot air balloons through World War II; emphasis on developments in U.S. Air Force. (0.3 course credit) (Offered Fall Term)

MSA-21 AFROTC Leadership Laboratory

See MSA-11. Corequisite: Evolution of USAF Air & Space Power I (MSA-20). (0.3 course credit) (Offered Fall Term)

MSA-22 Evolution of USAF Air & Space Power II

Continuation of MSA-20. Air power from post-World War II environment to present; emphasis on developments in U.S. Air Force. (0.3 course credit) (Offered Spring Term)

MSA-23 AFROTC Leadership Laboratory

See MSA-11. Corequisite: Evolution of USAF Air & Space Power II (MSA-22) (0.3 course credit) (Offered Spring Term)

MSA-130 Air Force Leadership Studies I

Emphasis on management, leadership, and communication skills required of an Air Force officer. Prerequisite: junior standing or consent of instructor. (1.0 course credit) (Offered Fall Term)

MSA-131 AFROTC Leadership Laboratory

See MSA-11. Corequisite: Air Force Leadership Studies I (MSA-130). (0.3 course credit) (Offered Fall Term)

MSA-132 Air Force Leadership Studies II

Continuation of MSA-130. Prerequisite: junior standing or consent of instructor. (1.0 course credit) (Offered Spring Term)

MSA-133 AFROTC Leadership Laboratory

See MSA-11. Corequisite: Air Force Leadership Studies II (MSA-132). (0.3 course credit) (Offered Spring Term)

MSA-140 National Security Affairs & Preparation for Active Duty I

Examination of America's evolving national security policy. Prerequisite: junior standing or consent of instructor. (1.0 course credit) (Offered Fall Term)

MSA-141 AFROTC Leadership Laboratory

See MSA-11. Corequisite: National Security Affairs & Preparation for Active Duty I (MSA-140). (0.3 course credit) (Offered Fall Term)

MSA-142 National Security Affairs & Preparation for Active Duty II

Continuation of MSA-140. Emphasis on the professional qualities required of an Air Force officer. Prerequisite: junior standing or consent of instructor. (1.0 course credit) (Offered Spring Term)

MSA-143 AFROTC Leadership Laboratory

See MSA-11. Corequisite: National Security Affairs & Preparation for Active Duty I (MSA-142). (0.3 course credit) (Offered Spring Term)

MSA-150 Readings in Contemporary Military Issues

Individual research. May be repeated. Consent of Department Head required. (0.3 - 1.0 course credit)

MSA-151 AFROTC Leadership Laboratory

See MSA-11. (0.0 course credit) (Offered Fall Term)

MSA-153 AFROTC Leadership Laboratory

See MSA-11. (0.0 course credit) (Offered Spring Term)

—MILITARY SCIENCE

Lewis.

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/univvia/index.htm>

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

BASIC COURSE

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 and Personal Development

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. (0.3 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-102 Introduction to 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. (0.3 course credit) (Offered Spring Term; Fall Term by arrangement)

MIL-103 Foundations of Leadership

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two 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. (0.6 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. (0.6 course credit) (Offered Spring Term; Fall Term by arrangement)

ADVANCED COURSE

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-090, MIL-105, MIL-106, MIL-107, and MIL-108. In addition, students choose one course in history from the following list: History of the United States to 1865 (HIS-145), History of the United States Since 1865 (HIS-155), The American War in Vietnam (HIS-217), The American Civil War (HIS-222), or American Colonial History (HIS-487). 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-090 Leadership Laboratory

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-095 Advanced Military Physical Fitness

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. (0.6 course credit)

MIL-105 Adaptive Team 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-090). Prerequisites: MIL-101, MIL-102, MIL-103, and MIL-104 or completion of Army Basic Training or the Leaders Training Course. (0.9 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-106 Applied Team Leadership

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-090). Prerequisites: MIL-101, MIL-102, MIL-103, and MIL-104, or completion of Army Basic Training or the Leaders Training Course (LTC) and MIL-105. (0.9 course credit) (Offered Spring Term; Fall Term by arrangement.)

MIL-107 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-090). Prerequisites: MIL-105 and MIL-106. (0.9 course credit) (Offered Fall Term; Spring Term by arrangement)

MIL-108 Leadership in a 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-090). Prerequisites: MIL-105, MIL-106, MIL-107. (0.9 course credit) (Offered Spring Term; Fall Term by arrangement)

MIL-109 Readings in Contemporary Military 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 0.3 to 0.9 credit hours based upon the number of reviews completed or the length and value of the final project. Prerequisites: MIL-101, MIL-102, MIL-103, MIL-104 or completion of Army Basic Training or the Leader's Training Course. (0.3 to 0.9 course credit)

ADMISSION

Coe College students are motivated individuals who come from widely diverse geographic regions, economic backgrounds, and religious faiths, and who possess a variety of academic and extracurricular talents, abilities, and interests. When considering students for admission, Coe seeks to admit students who will contribute to, and benefit from, the academic and co-curricular program. Applicants who have demonstrated strong academic achievement, intellectual curiosity, extracurricular participation, and community involvement are selected for admission.

INTERVIEWS AND VISITING THE CAMPUS

Prospective students and their parents are always welcome at Coe. A campus interview is highly recommended, although not required, to support a student's application for admission. A campus visit gives students an opportunity to determine if Coe is the best college for their particular needs, goals, and interests. Students desiring an interview at the Office of Admission should write, call (1-877-CALL-COE), fax (319-399-8816), or e-mail (admission@coe.edu) at least one week in advance requesting a specific hour for an appointment. Appointments are scheduled between 8 a.m. and 4 p.m., Monday through Friday, throughout the year; and between 9 a.m. and 12 noon on Saturdays from September through April.

FIRST-YEAR APPLICANTS

Academic Record

Coe is a selective, private, nationally recognized liberal arts college whose applicants are evaluated through a competitive admission process. The Office of Admission looks at a number of factors including high-school academic record, class rank, standardized test scores, essay, and involvement in high-school or community activities.

For regular admission, a student's minimum academic profile is expected to be at or above a 3.0 GPA (4 point scale), 20 ACT (1000 combined SAT), and within the top 40% of his or her graduating class. A student's academic transcript should reflect a college preparatory curriculum with sufficient breadth to enable the student's adjustment to a rigorous college liberal arts program. Four years of English; three years of mathematics, science, and history; and two years of foreign language are recommended for all students.

This academic profile is a general guideline, and students who have a lower GPA, standardized test score, or class rank may be requested to provide additional information (seventh term grades, personal statement, personal interview, etc.) for the evaluation process. Coe recognizes that many factors or circumstances may have affected a student's high school performance and students who do not meet our regular admission standards are evaluated more thoroughly by the Admission Committee. Supporting recommendations may be provided by high school guidance counselors, teachers, and administrators. Some students may be accepted on probation upon enrolling at the College.

Standardized Test Scores

The results of entrance examinations are considered as part of the student's overall achievement record. Median SAT scores at Coe are in the mid to high 500s for both the verbal and mathematical sections. Similarly, the median ACT composite score is 25.

Methods of Application

Coe provides students with two application options and deadlines:

1. Students who wish to learn of an admission decision before the regular admission deadline may apply under the non-binding **Early Action Plan**. Students may apply at any time during the first term of their senior year. A completed application must be postmarked no later than December 10 to be considered for Early Action. Applicants are notified by January 20 or as soon as possible after their files are complete. All accepted applicants must submit a \$200 non-refundable enrollment deposit by May 1 to reserve a place in the fall class.
2. Students applying under the **Regular Decision Plan** should have a completed application postmarked by March 1. Applicants are notified on or before March 15 or as soon as possible after their files are complete. All accepted applicants must submit a non-refundable \$200 enrollment deposit by May 1 to reserve a place in the fall class.

Before an admission decision can be made, the Office of Admission must have received from each candidate:

1. a completed application for admission
2. the results of either the SAT or ACT examination
3. a high school transcript
4. an essay
5. a supporting recommendation from a high school counselor or teacher.

First-year candidates for admission may select either Coe's application or the Common Application. All application forms, as well as instructions, may be obtained from the Office of Admission or online at www.coe.edu/admission.

Admission of high school seniors is contingent upon their maintaining a satisfactory record and completing high school graduation requirements. Final high school transcripts must be submitted to Coe College upon completion of the requirements for a high school diploma. The College reserves the right to withdraw its offer of admission, and refund the \$200 enrollment deposit when information received after the admission decision indicates the student will not benefit from or contribute to the Coe community.

Following admission, but prior to enrollment, students are required to receive a physical examination from a health professional and to file a health report. The appropriate form is furnished by the College.

TRANSFER APPLICANTS

Each year Coe welcomes a significant number of transfer and non-traditional students to the College. Successful candidates for admission will be those students who have been or are in satisfactory academic standing at their former college or university. Students who transfer to Coe from another institution, should see page 21 for further information.

Admission notification is on a rolling basis. Once Coe receives a completed application for admission, including official transcripts from their high school and all colleges/universities previously attended, students are notified of their admission status. (See Evaluation of Credits in Transfer, p. 29)

New students may enroll at the College at the beginning of the Fall Term or Spring Term. (Students should consult the Academic Calendar, pp. 9-10, to determine which term is most appropriate for their educational plans.)

INTERNATIONAL APPLICANTS

Students from other countries are encouraged to apply to Coe College. Applications should include the following information:

1. completed application with essay
2. official certified translated copy of all secondary school work
3. certified copy of all national exam results ('O' levels, 'A' levels, GCE, SLC, etc.)
4. results from IELTS, TOEFL, etc. (if English is not first language) and SAT/ACT exams
5. letter of recommendation from a school official
6. completed financial documents (International Student Financial Statement and certified bank statement).

An intensive English as a Second Language Program is available for secondary school graduates with TOEFL scores between 300-520 PBT/17-68 iBT. Coe has a full-time International Student Advisor, and the International Student Office provides special orientation sessions for new students as well as ongoing assistance with U.S. immigration rules and regulations.

POST-SECONDARY ENROLLMENT

Early admission procedures are available for mature, high-ability students wishing to enroll at Coe before completion of a normal secondary school course of study. These students should follow the regular application process and have strong recommendations from both the secondary school principal and counselor. College policy dictates that students are limited to enrolling in only one course per term.

DEFERRED ADMISSION

The deferred admission procedure is available for students wishing to defer their date of enrollment after being formally accepted to Coe College. These students should follow the regular application process indicating the month and date in which they wish to enroll.

NOTE: *The College reserves the right to change admission procedures for any given year. All changes will be communicated directly to prospective students, parents, and counselors for that specific year.*

FINANCIAL INFORMATION

FEES

Rates subject to change.

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 can not be an on-campus resident student, unless special written permission has been granted by the Office of Residence Life.

See withdrawal refund policy, p. 205

Admission Deposit

A \$200 non-refundable deposit is paid to the College by the accepted candidate. This deposit is credited to the student's account when the student enrolls as a full-time student for the term in which admission has been granted.

Comprehensive Fee

Coe College charges a single Comprehensive Fee which covers 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 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.

Comprehensive Fee 2011-2012 (For Full-Time Students)	
Tuition	\$32,060
Board	\$4,190
Room	\$3,380
Student Fees (Health Services & Activity Fee)	\$320
Total On-Campus Resident	\$39,950

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.
2. graduates of a Cedar Rapids metro-area high school (Cedar Rapids Jefferson, Kennedy, Washington, Cedar Valley Christian, Linn-Mar, Marion, Prairie, and Xavier) who continue to reside with their parent(s) at home.
3. students who are 25 years or older.

Other exceptions to the residence requirement must be applied for in writing to the Dean of Student Life. 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 Business Office and must be renewed each year. Students who violate the residence requirement are charged full room and board costs for the entire year.

ACM and Other Off-Campus Study Programs

Students desiring to study off-campus must first obtain approval from the Director of Off-Campus Studies. In every case, students are responsible for their own transportation and living expenses. Each student is advised to check with the program's advisor as to the cost (and other details) of each program. This charge could vary significantly from the cost of remaining on campus. Charges for Fall or Spring Term off-campus programs will be the greater of Coe tuition or the tuition and program costs charged by the ACM or other colleges for Fall Term or Spring Term. Students will be billed the actual housing costs of the off-campus study program. If the housing cost cannot be identified separately from the program cost of the off-campus study, then the charge will be the greater of Coe tuition and housing costs or the tuition and program costs of the off-campus study program. Coe financial aid availability is subject to approval by the Director of Off-Campus Studies. 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.**

Reduced Full-Time Tuition — Age Discount

Students who meet the following criteria are eligible for a 25% tuition discount:

1. Twenty-five years of age or older **at time of enrollment.**
2. Enrolled full-time at Coe.
3. United States citizen.
4. Degree-seeking.
5. Not receiving any other Coe-based financial aid.

Reduced Part-Time Tuition – Age/Continuing Education Discount

Students who meet the following criteria are eligible for a 60% tuition discount:

1. Twenty-five years of age or older **at time of enrollment.**
2. Enrolled part-time at Coe (fewer than three course credits)
3. Not receiving any other Coe-based financial aid.

If a student receives the age discount, no additional Coe-based financial aid will be awarded. A student may apply for all other state and federal financial aid by completing a Free Application for Federal Student Aid (FAFSA). There is no discount on tuition and fees for students participating in any Coe or ACM off-campus study program.

Students who are 65 years of age or older may enroll for Coe courses on a non-credit, space-available basis for a special reduced tuition rate of \$50 per course.

Qualifying teacher education students enrolled in Coe's Ninth-Term/Fifth-Year programs may obtain applications from the teacher education department for a discount of up to 60% of regular full-time tuition charges. Page 157 provides detailed instructions and deadlines for applying. (Rates subject to change.)

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 full-time tuition charges in their consecutive fifth year of study. (Rates subject to change.)

SCHEDULE OF COLLEGE CHARGES FOR ACADEMIC YEAR 2011-2012

(fees subject to change)

Fee Type	When Payable	Amount
Application Fee (waived, if application is made online or by December 10 Early Action Deadline.)	Due with student's application	\$30.00
Admission Deposit (non-refundable)	Upon notification of acceptance by Coe	\$200.00
Comprehensive Fee (student residing on-campus)	August 5 (See Payment of College Charges, p. 208)	\$39,950.00
Comprehensive Fee (student residing off-campus)	August 5	\$32,380.00
First-Year/New Student Orientation Fee	August 5	\$150.00
Fee for Summer Internship — Non-Credit Bearing		\$200.00
Official Transcript Fee	At time of transcript request	\$5.00
	Unofficial transcript or each additional copy (when more than one requested at same time)	\$3.00

Extra Charges — Residence Hall

Single Room Surcharge	August 5	\$800.00
Apartments	Contact Residence Life for rates and availability.	
Residence Hall Damage Deposit (per person)	August 5	\$100.00
Apartment Damage Deposit (per person)	August 5	\$150.00
Washington Term (Fall program fee/housing)	August 5	\$650.00
New York Term (Spring program fee/housing)	January 5	\$1,000.00
Asia Term (Spring program fee/housing)	January 5	\$2,500.00

Extra Charges — Miscellaneous

Lost Key Replacement		
Room or Apartment — Recore Fee		\$60 - \$70.00
Keyless Entry Card		\$30.00
I.D. Card Replacement		\$30.00
Laundry Fee (per term) <i>Applicable to student residences providing laundry services.</i>		\$30.00
Motor Vehicle Registration Fee (per year)		\$50 - \$100.00

Music Lesson Fees — Fall or Spring Terms

Declared music majors who have achieved junior status and who perform in a major ensemble are not charged for private music lessons.		N/C
Other Coe Students	0.3 credit	\$220.00
	0.6 credit	\$440.00
	0.9 or more credit	\$660.00
<i>Private music lessons are available for credit only. Lesson fees are charged by term. (No refund after third week of classes)</i>		

Part-Time Student Fees — Fall or Spring Terms

Tuition — one course	By first day of classes	\$3,800.00
Tuition — two courses	By first day of classes	\$7,600.00
Auditing Fee (per course).	By first day of classes	\$1,900.00
<i>Audited courses are not shown on the student's transcript.</i>		
Activity Fee (per term)		\$50.00
<i>Optional for students taking fewer than 3.0 course credits per term</i>		

INSTITUTIONAL REFUND POLICY / RETURN OF TITLE IV FUNDS

The refund policy applies to a student who changes enrollment status, withdraws, is expelled or granted a leave of absence. Change in enrollment status is defined as a change in a student's course registration, change in housing or a change in board plan.

The College receives and issues Title IV funds for Federal financial aid programs which include the following: Unsubsidized FFEL/Direct Loans, Subsidized FFEL/Direct Loans, Federal Perkins Loan, FFEL/Direct Plus Loans, Federal Pell Grants, Federal SEOG, ACG, National SMART Grant, and Teach Grant.

The College's refund and repayment policy for Title IV Federal financial aid and all other State and Coe College financial aid conforms to Federal regulations administered by the U.S. Department of Education.

Title IV aid and all other financial aid is earned on a pro-rata basis predicated on the academic calendar up to the 60% point in the semester; aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation and examples of this policy can be obtained from the Financial Aid Office.

Refunds on tuition, room, board and student fees will be charged on a prorated basis predicated on the academic calendar up to the 60% point in the semester. There are no refunds after that point in time. Refunds only apply to tuition, room, board and student fee charges. Room and board up to the 60% point in the semester will be prorated to the day the student vacates their room/apartment.

In accordance with Federal regulations, when financial aid is involved, refunds are allocated in the following order: Federal Unsubsidized Loans, Federal Subsidized Loans, Perkins, PLUS, Federal Pell Grants, ACG, National SMART Grant, Teach Grant, Federal SEOG, other Title IV assistance, other Federal sources of aid, state-funded assistance, private and Coe College aid and the student.

If funds have been released to the student because of a credit balance on the student's account at Coe College, the student may be required to repay some or all of the Federal, State, or Coe aid released to the student. Unearned loan proceeds paid directly to the student must be repaid under the terms and conditions of the promissory note. Unearned grant proceeds paid directly to the student must be returned by the student to the Department of Education. A student is only obligated to repay 50% of any Federal grant proceeds paid directly to the student. The student must make arrangements to return such grant proceeds within 45 days of the initial notification from the College. Failure to make repayment arrangements will result in the loss of any further Federal financial aid eligibility.

In the event that a student received less aid than the amount they earned at the time of withdrawal, the student is eligible to receive those funds. The College will notify the student of their eligibility of a post-withdrawal disbursement of aid. The student has 14 days to accept or decline these funds. No post-withdrawal disbursement will be made if no response is received within 14 days of the date the College initially notified the student.

A student who withdraws before the 60% point in the semester may receive a refund. For example, a student who withdraws after completing 20% of the semester will be charged 20% of tuition, room, board and student fees and would retain 20% of their financial assistance. To obtain a complete calendar with the specific percentage a student will be charged/refunded, contact the Business or Financial Aid Offices.

Steps to Calculate Earned Financial Aid and Assessed Institutional Charges:

Step 1: Determine Percentage of enrollment period student completed

of days completed ÷ # of days in semester = Percentage completed (A)

note: > 60% = 100%

Step 2: Determine amount of financial aid earned by the student

Percentage completed (A) x Total Aid = Earned Aid (B)

Step 3: Determine the amount of Institutional chargers assessed to the student

Percentage completed (A) x Total institutional charges = assessed charges (C)

Step 4: Determine amount of financial aid that must be returned

Total Aid – Earned Aid = Unearned aid that must be returned (D)

Unearned Aid (D) > assessed charges (C) = Unearned aid that must be returned
by the student

Unearned Aid (D) ≤ assessed charges (C) = Unearned aid to be returned by the College

The following schedule is an illustration estimating earned financial aid and assessed institutional charges (tuition, room, board and student fees) on a pro-rata basis for the Fall and Spring Terms.

	<u>Fall Term (2011)</u>	<u>Spring Term (2012)</u>
During 1 st day through 12 th day	1% - 11%	---
During 13 th day through 24 th day	12% - 22%	---
During 25 th day through 37 th day	23% - 34%	---
During 38 th day through 63 rd day	35% - 60%	---
After 63 rd day	No Refund	---
During 1 st day through 12 th day	---	1% - 11%
During 13 th day through 26 th day	---	12% - 24%
During 27 th day through 36 th day	---	25% - 34%
During 37 th day through 63 rd day	---	35% - 60%
After 63 rd day	---	No Refund

MAY TERM (Optional)

May Term is a non-tuition charge term for full-time students enrolled in the Spring Term, therefore, no Title IV aid or institutional aid is awarded to students. If a student is not enrolled full-time for Spring Term, then a one course part-time charge will be assessed.

Part-time May Term tuition refund for students not enrolled full time in the Spring Term:

Prior to 1 st day of class	100% Refund
During 1 st day through 2 nd day	75% Refund
During 3 rd day through 5 th day	25% Refund
After 6 th day	No Refund

Enrollment Status Changes

Changes in enrollment status from full-time to part-time will affect a student's financial assistance; financial aid is proportional to institutional charges.

Part-Time Students

A part-time student withdrawing from class in the Fall and Spring Terms shall be subject to the same prorated refund as full-time students.

Summer Students

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

Summer Fees Schedule Policy

The following schedule is an illustration of earned financial aid and assessed institutional charges (tuition, room and board) on a pro-rata basis for Summer Term.

For Seven Week Courses:

Prior to Course Starting	0%
Day 1-5	3 - 14%
Day 6-10	17 - 29%
Day 11-14	31 - 40%
After Day 14	100%

For Three Week Courses:

Prior to Course Starting	0%
Day 1-5	7 - 24%
Day 6-9	29 - 40%
After Day 9	100%

For One Week Courses:

Prior to Course Starting	0%
Day 1	20%
Day 2	40%
After Day 2	100%

WITHDRAWAL NOTICE

Any student wishing to withdraw from Coe has the responsibility of initiating the withdrawal process. The official withdrawal procedure is initiated and concluded with the Office of Student Affairs.

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, Financial Aid, Admission, Student Affairs, or Business Office.

A student's withdrawal date is:

The date, as determined by the institution, that the student began the withdrawal process prescribed by the institution (see Coe College Catalog);

OR The date, as determined by the institution, that the student otherwise provided official notification to a designated office (see Coe College Catalog) of his or her intent to withdraw;

OR If the student ceased attendance without providing official notification, the mid-point of the semester;

OR The student's last date of attendance at a documented academically related activity.

RESIDENCE HALL DEPOSIT

Each student living in College residence halls deposits \$100 (\$150 per person for an apartment) which is maintained in case of damage to College property. This deposit is retained by the College until the student graduates or terminates relationship with the College.

PAYMENT POLICY

The Net Comprehensive Fee, the Comprehensive Fee less the deposit and less financial aid (with the exception of the work study) is due and payable by August 5. The Net Comprehensive Fee may be paid with 50% due by August 5 and the remaining balance by January 5. There is no extra charge or penalty for paying in this manner.

Monthly Payment Plan

The College offers a monthly payment plan for those parents/students who desire to budget the annual costs of tuition, room, and board in 10 monthly payments. Under this plan, the first payment is due August 1, and the final payment the following May 1. The cost is \$100 annually. The signed contract must be forwarded to the Business Office along with the \$100 fee no later than August 5.

The accounts of seniors who are on the monthly payment plan must be paid in full by April 18 if they are to graduate. Parents/students are required to sign a contract for any unpaid amount.

If, after entering the program, the student is awarded scholarship or financial aid, the account and monthly payments are adjusted accordingly. All refunds are made in accordance with the refund policy as stated in this catalog. If a student does not register, all payments made under this contract are refunded except the original \$100. Information on this plan is included in the July billing.

To give parents/students as much time as possible to make arrangements for their financial obligation or to take advantage of Coe's own Monthly Payment Plan, the Business Office mails billings in early July. Any special fees, such as music lessons, are billed after the start of classes and are payable by the fifth of the month.

Late Payments

College charges to be paid on a regular term payment schedule (August 5 and January 5) or a monthly payment plan are subject to a late payment charge of 1.25% per month (or fraction thereof) on the amount of the payment past due. This is equivalent to an annual rate of 15%.

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. Grades are not given for any term for which the charges have not been paid in full by the end of said term.
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, grade report, letter of honorable dismissal, recommendations, or participation in graduation ceremonies 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 Affairs. 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 Affairs.
6. The College reserves the right to revise charges as conditions may warrant. However, the current year's charges are not adjusted during the academic year.

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. Financial need is not a factor in the Coe College admission decision process.

ACADEMIC SCHOLARSHIPS 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.

Williston Jones Scholarships, Trustee Scholarships, Presidential Scholarships, Dean's Scholarships, Daniel Coe Scholarships, and Heritage Awards

Academic scholarships and awards are based on high school academic record, test scores (ACT or SAT), leadership abilities, letters of recommendation, and/or community involvement. 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.

Transfer Scholarships

Transfer students who have at least a 3.0 GPA may qualify for academic and talent based scholarships.

Competitive Scholarships

Competitive scholarships recognize academic achievement as well as foster strong relationships between students and faculty. Students awarded Dean's, Presidential or Trustee scholarships are invited to compete for additional funds.

Diversity Leadership Scholarships

The Coe College Diversity Leadership Scholarship enriches the student body and enhances the campus community by attracting bright and talented students who have demonstrated high academic achievement, will contribute to the diversity of the student body, and will provide leadership and service on Coe's campus and in their lives beyond graduation.

Academically talented students from underrepresented diverse groups and economically disadvantaged students from historically under-represented minorities, including African Americans, Hispanics, Latinos/as, Asian Americans, and Native Americans, are especially encouraged to apply.

Music Scholarships

Students with outstanding ability in music may compete for a music scholarship. These scholarships are available to majors and non-majors.

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. Williston Jones scholarship winners must maintain a 3.3 GPA for annual renewal. The Trustee and Presidential scholarship winners must maintain a 3.1 GPA in order to remain eligible. Winners of the Dean's scholarships must maintain a 3.0 GPA in order to remain eligible. Renewal of the Daniel Coe scholarship is based upon continued satisfactory academic progress toward a degree. Winners of music scholarships must meet participation criteria as specified in their award letter.

Students who fall below the required academic scholarship criteria or determine that they no longer desire to continue meeting requirements for a competitive scholarship should contact the financial aid office 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.

NEED-BASED FINANCIAL AID

Need-based financial aid is available to students who are admitted to Coe College and who have filed 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 (EFC) – the amount that the student and the family are expected to pay. The Financial Aid office compares the family contribution to the college costs. If the college costs exceed the amount of the family's contribution, 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 should be completed after January 1 and before Coe College's priority deadline of March 1. The FAFSA is available online at www.fafsa.ed.gov

New students must accept their financial aid award and submit a \$200 non-refundable enrollment deposit by May 1 for the Fall Term. Returning students are not required to confirm their acceptance of the awards offered to them. Unless the Financial Aid Office is notified that an award is declined, all aid offered will be processed. Extensions may be requested by contacting the Financial Aid Office. 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.

Verification Process

Federal regulations require that applicants selected for need-based financial aid complete the verification process. Students may be chosen for verification by the U.S. Department of Education or by Coe College. Applicants selected for verification are required to submit supporting documentation to the Financial Aid Office. These supporting documents may include, but are not limited to, copies of student and parent federal income tax returns from the preceding tax year, W-2 forms, verification of untaxed income received, family size and the number of family members attending college during the next academic year. Returning students selected for verification will not receive a financial aid award letter until all requested documents are received and reviewed by the Financial Aid Office. Prospective students will receive a preliminary financial aid award letter prior to completion of verification. In order to finalize the awards offered, all requested documents must be received by the Financial Aid Office at least one month prior to the end of the award period. A financial aid award is subject to change if verification results in a change to the Expected Family Contribution (EFC). During the verification process the Financial Aid Office will contact students if clarification is needed on any of the data reported on the FAFSA. If corrections to the FAFSA are necessary, the Financial Aid Office will submit them to the central processing system. The student will receive a corrected copy of the Student Aid Report (SAR) for review.

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.

Federal Pell Grants are applied for by completing the FAFSA. Eligibility for the grant and award amount is set yearly by the federal government and is dependent on congressional appropriations. The Federal Pell grant is designed to assist students with exceptional financial need.

Federal Supplemental Educational Opportunity Grants (SEOG) are applied for by completing the FAFSA. This grant is available to Pell grant eligible students with exceptional financial need. Eligibility for the grant and award amount is determined by Coe College based on awarding criteria established by the federal government and the availability of funding.

Teacher Education Assistance for College and Higher Education (TEACH) Grants are applied for by filing the FAFSA. This grant is available to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students must meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25). In exchange for the TEACH Grant students must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH Grant.

IMPORTANT NOTE: Failure to complete this service obligation will convert all amounts of TEACH Grants that students received to a Federal Direct Unsubsidized Stafford Loan. The loan must then be repaid to the U.S. Department of Education. Interest will be charged from the date the grant(s) was disbursed. TEACH Grant recipients will be given a six-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Iowa Tuition Grants (ITG) are applied for by filing the FAFSA prior to July 1. This grant is available to Iowa residents who attend private colleges in the state. Students must have an expected family contribution (EFC) that falls within the range established by the Iowa College Student Aid Commission. Eligible students who fail to meet the ITG deadline will not have those funds replaced with Coe scholarships or grants.

National Presbyterian Scholarships are offered to members of the Presbyterian Church (U.S.A.) who plan to attend one of the participating Presbyterian colleges. Students file a separate application to the Presbyterian Church (U.S.A.) by December 1. Only incoming first-year students may apply for these renewable scholarships. (The student must complete a FAFSA to renew the scholarship.)

Outside Scholarships are awarded directly to the student from sources outside of Coe College (community, company, private agency, tuition reimbursement, etc.). These scholarships must be reported to the Financial Aid Office. These funds may cause a change in financial aid eligibility. Ordinarily, outside aid will replace part of the self-help aid in the original award. In some cases, adjustments may also be required to state grant or institutional need-based grants. Failure to report such additional assistance may result in a withdrawal of the student's loans, work-study, or federal or state financial aid.

ROTC Scholarships are available through Coe College. High school seniors may compete for three and four year full-tuition scholarships, and students already on campus may compete for two, three and four year full-tuition scholarships. Contracted cadets will also receive a \$300 – \$500 monthly tax free stipend, a \$1,200 per year book allowance, and, providing they file a FAFSA, will receive a room and board waiver from the College.

SELF-HELP AID

Work-Study Awards for on-campus employment and community service may be included in a student's financial aid package. Most work-study awards will not exceed nine hours of work per week. Work-study employees receive a monthly paycheck. The amount awarded is the maximum the student can earn in that academic year; it is not a guarantee. Work-study wages are considered taxable income and should be included if the student is filing a federal or state income tax return.

Federal Perkins Loans are applied for by filing a FAFSA by the March 1st priority deadline. Perkins Loans are awarded by Coe from funds allocated by the federal government. Perkins Loan funds are limited. Priority is given to those students meeting the filing deadline who demonstrate exceptional financial need as defined by Coe College and federal regulations. Repayment of Perkins Loans begins nine months after the student ceases to be enrolled at least half-time. The interest rate is fixed at 5%. There is no interest charged while a student is enrolled in college at least half-time or during the nine-month grace period after enrollment ceases. The Federal Perkins Loan has loan cancellation provisions for teaching in areas of high need, nursing, law enforcement, and work in non-profits.

William D. Ford Federal Direct Stafford Loans must be repaid by the student. The Federal Direct Stafford Loan program allows students to borrow low-interest loans directly from the federal government. There are two types of Federal Direct Stafford Loans: subsidized and unsubsidized. Stafford loans processed during the 2010-11 academic year have a fixed interest rate of 3.4% for the subsidized loan and 6.8% for the unsubsidized loan. A student must have financial need to receive the subsidized loan; however, financial need is not required to receive the unsubsidized loan. The U.S. Department of Education will subsidize the interest that accrues on subsidized loans during certain periods.

If a student is a first-time borrower and has accepted a Federal Direct Stafford Loan as part of the financial aid package, a Master Promissory Note (MPN) must be completed before loan proceeds can be applied to the student's Coe account. The Financial Aid Office will make a paper and/or electronic version of the MPN available to the student in July. Students who have already borrowed under this program and signed a MPN are not required to sign a new note — the MPN signed previously will still be in effect.

The Federal Direct Stafford Loan program is administered by the federal government. First-year students (fewer than 8.0 course credits) are eligible to borrow up to \$5,500 per year; sophomores (8.0 to 15.9 credits) are eligible to borrow up to \$6,500; junior or seniors (16.0 credits or more) as much as \$7,500. Master of Arts in Teaching (MAT) students may borrow up to \$8,500 per year. At least \$2,000 of the maximum annual Stafford loan amount a student can borrow will be unsubsidized.

Independent students wishing to borrow additional funds may do so under the unsubsidized loan program. Contact the Financial Aid Office for complete details about borrowing funds through the unsubsidized loan program.

To qualify for a Federal Direct Stafford Direct Loan, a student must file a FAFSA, be admitted to a degree or certificate program, be enrolled at least half-time (two course credits), and complete a Federal Direct Loan Master Promissory Note (MPN). Federal Direct Stafford Loans have a maximum origination and guarantee fee of 1.5%. There is an up-front rebate of 1.0% at time of disbursement. The rebate amount will be added back to the principal balance if the borrower fails to make the first 12 required monthly payments on time.

When borrowing a Federal Direct Stafford Loan for the first time, a student is required to complete entrance counseling before loan funds will be disbursed. A student may complete the entrance interview at sessions during fall orientation or online at www.dlsonline.com

Upon graduation or withdrawal from the College, an exit interview is required. Students may complete exit counseling online at www.dlsonline.com or by scheduling an appointment with a Financial Aid officer. After exiting Coe College, deferments may be available for Direct Stafford Loans under the following conditions: enrolled in college at least half-time, serving in a graduate fellowship, in a rehabilitation training program, serving under the Peace Corps Act, serving under the Domestic Volunteer Service Act of 1973, serving as a volunteer for a tax-exempt organization, conscientiously seeking but unable to find employment, or experiencing economic hardship. Students may contact the Financial Aid Office for additional information.

GENERAL POLICIES

Satisfactory Academic Progress

Federal regulations require that a student maintain satisfactory academic progress. A student who fails to meet these requirements may forfeit all eligibility for Title IV financial aid.

The Financial Aid Office follows the decisions of the Academic Standing Committee in determining if a student is meeting qualitative academic progress standards. (See *Academic Standing*, p. 45) The Financial Aid Office measures the quantitative component of satisfactory academic progress. Students must complete at least 67% of their attempted coursework in an academic year in order to continue to be eligible for federal aid.

If a student loses financial aid eligibility for reasons of academic progress, aid will resume once the student is restored to good standing. If there are exceptional or extenuating circumstances causing the loss of aid, students may have their case reviewed by the Academic Standing Committee.

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 status from full-time to part-time must contact the Financial Aid Office. To be eligible for a federal 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

Students who have completed eight full-time terms of study and are pursuing a fifth year of study are not eligible for any Coe academic/merit grants or scholarships. A student may receive federal grants and state grants and loans provided that a FAFSA is completed. Contact the Financial Aid Office for details.

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 Institutional Refund Policy, p. 205)

Students who are granted a leave of absence by the Dean of Student Retention Services, 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 all other renewal criteria. Students who are returning from a leave of absence and have attended college elsewhere will 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 Financial Aid 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 Financial Aid 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 Financial Aid Office. Outside assistance may include, but is not limited to: scholarships, tuition reimbursement, private 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 to the Director of Financial Aid. To do so, contact the Director of Financial Aid.

Off-Campus Study

Coe-administered financial aid may be used for off-campus study if approved by the Director of Off-Campus Studies. 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 Financial Aid Office for more information.

DIRECTORIES

THE FACULTY

Faculty Emeriti

(Dates in parentheses indicate years of active faculty service.)

RICHARD H. BAHWELL, M.A.

Professor of Psychology, Emeritus (1965-1995).

CHARLES KENDRICK CANNON, Ph.D.

Howard Hall Professor of English, Emeritus (1955-1966 and 1971-1990).

DUANE TUCKER CARR, Ph.D.

Professor of Chemistry, Emeritus (1961-1996).

ROSEMARY F. CARROLL, Ph.D.

Henry and Margaret Haegg Distinguished Professor of History, Emerita (1971-2001).

J. PRESTON COLE, Ph.D.

Professor of Religion, Emeritus (1976-1992).

JAMES P. COTTINGHAM, Ph.D.

Professor of Physics, Emeritus (1989-2011).

RICHARD D. DOYLE, M.A.

Professor Emeritus; Director of Library Services and Director of Technology (1972-2010).

ALLEN P. FISHER, Ph.D.

Stead Family Professor of Sociology, Emeritus (1978-2011).

LOWRY C. FREDRICKSON, Ph.D.

James Y. Canfield Professor of Psychology, Emeritus (1966-1999).

JEANNINE HAMMOND, Ph.D.

Joanne M. Pochobradsky Professor of French, Emerita (1973-2006).

MARGARET HAUPT, Ph.D.

Joan and Abbott Lipsky Professor of Political Science, Emerita (1966-2006).

GLENN ALFRED JANUS, Ph.D.

Henrietta Arnold Professor of History, Emeritus (1971-2011).

DEAN MEREDITH KARNS, M.A.

Professor of Mathematics and Music, Emeritus (1960-1999).

ALLAN D. KELLAR, Ph.D.

Pearl M. Taylor Professor of Music, Emeritus (1965-1999).

ROBERT LEE KOCHER, M.A.

Marvin D. Cone Professor of Art, Emeritus (1959-1995).

JAMES BRIAN LARKIN, Ph.D.

Professor of Spanish, Emeritus (1961-1990).

DONALD JOHN LISIO, Ph.D.

Henrietta Arnold Professor of History, Emeritus (1964-2001).

MICHAEL McDONALD, M.A.

Professor of Business Administration and Economics, Emeritus, (1981-2005).

JERRY MICHAEL OWEN, Ph.D.

Alma A. Turechek Professor of Music, Emeritus (1969-2006).

MICHAEL E. PUFALL, Ph.D.

Professor of Theatre Arts, Emeritus (1976-2000).

JAMES H. RANDALL, M.A.
Professor of English, Emeritus (1969-70; 1971-2010).

MICHAEL L. SANDBERG, Ph.D.
Louie J. And Ella Pochobradsky Professor of Business Administration, Emeritus (1976-2007).

FLOYD SANDFORD, Ph.D.
Professor of Biology, Emeritus (1971-2005).

PAUL AIKIN SMITH, Ph.D.
Professor of Physics, Emeritus (1964-1999).

RAMAKRISHNA VAITHESWARAN, Ph.D.
Elnora H. and William B. Quarton Professor of Business Administration and Economics, Emeritus (1973-1999).

STANLEY READ WATKINS, Ph.D.
Professor of Chemistry, Emeritus (1958-1993).

PETER PETTINER WICKHAM, Ph.D.
Henry and Margaret Haegg Distinguished Professor of Chemistry, Emeritus (1969-2000).

HERBERT FRANK WIESE, Ph.D.
Professor of German, Emeritus (1952-1987).

FRED HALE WILLHOITE, JR., Ph.D.
Roger and Mary Baxter Professor of Political Science, Emeritus (1968-1999).

NEAL WOODRUFF, JR., Ph.D.
Howard Hall Professor of English, Emeritus (1968-1991).

Full-Time Faculty

The date in parentheses indicates date of first appointment in instances where faculty rank has changed.

MARIO AFFATIGATO

Fran Allison and Francis Halpin Professor of Physics, 2007 (1995).

B.A., 1989, Coe College; M.S., 1993; Ph.D., 1995, Vanderbilt University.

UGUR AKGUN

Assistant Professor of Physics, 2011.

B.S., 1996, Middle East Technical University, Turkey; Ph.D., 2003, University of Iowa.

BRIE SWENSON ARNOLD

Assistant Professor of History, 2009.

B.A., 1999, Concordia College; M.A., 2004; Ph.D., 2008, University of Minnesota.

LARRY D. ATWATER

Assistant Professor of Physical Education, 1990.

B.A., 1982, Coe College; M.A., 1988, Northeast Missouri State University.

CHARLES WILLIAM AUKEMA

Professor of English, 1997 (1971).

A.B., 1964, Calvin College; M.F.A., 1967, University of Iowa.

MARIE BAEHR

Dean of the Faculty and Professor of Physics, 2007

B.A., 1975, Denison University; M.S., 1977, University of New Hampshire; Ph.D., 1984, The Ohio State University.

MICHAEL BAKER

Associate Professor of Psychology, 2004 (1999).

B.A., 1992, Coe College; M.S., 1994, Ph.D., 1997, Iowa State University.

DENNIS BARNETT

Associate Professor of Theatre Arts, 2008 (2002).

B.A., 1974, Indiana University; M.F.A., 1977, Florida State University; Ph.D., 1998, University of Washington.

LISA A. BARNETT

Associate Professor of Sociology, 2004 (1998).

B.S.J., 1990, Northwestern University; M.A., 1993; Ph.D., 1998, Washington State University.

LYNDA BARROW

Associate Professor of Political Science, 2005 (1999).

B.A., 1983, Albion College; M.A., 1988, The Johns Hopkins University; M.T.S., 1993, Wesley Theological Seminary; Ph.D., 1998, Syracuse University.

JOHN A. BECKELMAN

Robert O. Daniel Professor of Art, 1993 (1978).

B.A., 1972, Hobart College; M.S., 1977; M.F.A., 1978, Illinois State University.

EMILY BOWMAN

Assistant Professor of Sociology, 2011.

B.A., 2000, Hanover College; M.A., 2004, Ph.D., 2011, Indiana University.

DEREK N. BUCKALOO

Associate Professor of History, 2008 (2002).

B.A., 1990, Stanford University; M.A., 1997; Ph.D., 2002, Emory University.

EDMUND BURKE

Professor of Humanities, 1990 (1974).

A.B., 1968, Holy Cross College; M.A., 1971; Ph.D., 1972, Tufts University.

WILLIAM S. CARSON

Alma A. Turechek Professor of Music, 2003 (1990).

B.A., 1978, Macalester College; M.M., 1981, Southern Illinois University; D.M.A., 1992, Arizona State University.

PAMELA J. CARSTENS

Roger and Mary Baxter Professor of Business Administration and World Affairs, 1999 (1985).

B.A., 1983, Coe College; M.B.A., 1985; Ph.D., 1993, University of Iowa.

JOHN BRADLEY CHAIMOV

Associate Professor of German and Director of Off-Campus Study, 2001 (1995).

B.A., 1984, University of California, San Diego; M.A., 1986; Ph.D., 1994, University of Chicago.

JIA-YUH CHEN

Assistant Professor of Stead Department of Business Administration and Economics, 2010.

B.S., 1996, National Taiwan University; M.B.A., 2003, University of California, Irvine; Ph.D., 2010, University of California, Santa Cruz.

RANDOLPH N. CHRISTENSEN

Associate Professor of Biology, 2006.

B.S., 1995, Brigham Young University; Ph.D., 2001, The Ohio State University.

GAVIN MORRISON CROSS

Associate Professor of Statistics, 2001 (1995).

B.A., 1988; B.S., 1988, Miami University; M.S., 1990, University of Missouri-Rolla; M.S., 1992; Ph.D., 1995, University of Iowa.

DONALD CURTIS

Assistant Professor of Computer Science, 2011.

B.S., 2002, Iowa State University; M.S., 2007, Ph.D., 2011, University of Iowa.

JOSEPH ALLEN DANGERFIELD

Associate Professor of Music, 2011 (2006).

B.F.A., 1999, Marshall University; M.M., 2002, Bowling Green State University; Ph.D., 2005, University of Iowa.

MARIA A. DEAN

Professor of Chemistry, 2009 (1994).

B.S., 1985, University of Colorado, Colorado Springs; Ph.D., 1991, University of Nebraska-Lincoln.

ROBERT DANIEL DREXLER

William P. and Gayle S. Whipple Professor of English, 1988 (1974).

B.A., 1963, Amherst College; M.A., 1964, University of Iowa; Ph.D., 1973, University of Chicago.

WENDY DUNN

James Y. Canfield Professor of Psychology and Director of Institutional Research and Planning, 1992 (1980).

B.S., 1974; M.S., 1975, Iowa State University; Ph.D., 1979; Ph.D., 1993, University of Iowa.

RICHARD G. EICHHORN

Associate Professor of Stead Department of Business Administration and Economics, 2006 (2000).

B.S., 1991, University of Tulsa; M.A., 1995; Ph.D., 1999, Colorado State University.

JULIE FAIRBANKS

Assistant Professor of Anthropology, 2011 (2009).

B.S., 1993, Georgetown University; M.A., 1996, Harvard University; Ph.D., 2007, Indiana University.

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Associate Professor of Music, 2010 (2004).

B.A., 1994, Macalester College; M.M., 2000, University of Minnesota; Ph.D., 2006, University of Iowa.

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Associate Professor of Psychology, 2011 (2006).

B.A., 1999, University of Iowa; M.A., 2001, Minnesota State University, Mankato; Ph.D., 2005, Northern Illinois University.

STEVEN FELLER

B.D. Silliman Professor of Physics, 1991 (1979).

B.S., 1973, Clarkson College of Technology; Sc.M., 1975; Ph.D., 1979, Brown University.

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Assistant Professor of Spanish, 2007.

Licenciatura, Universitat Central de Barcelona, Universitat Autònoma de Barcelona; Ph.D., 2006, Ohio State University.

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Assistant Professor of Stead Department of Business Administration and Economics, 2010.

B.A., 1997, Brigham Young University; M.A., 2000; Ph.D., 2002, Brown University.

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Associate Professor of Art, 2000 (1985).

B.A., 1980, Black Hills State College; M.F.A., 1985, Indiana University.

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Heins-Johnson Professor of Biology and Director of the Coe Wilderness Field Station, 1992 (1977).

B.A., 1967, Milton College; M.A., 1971; Ph.D., 1977, University of Colorado.

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Associate Professor of Stead Department of Business Administration and Economics, 1987 (1978).

B.A., 1972; M.A., 1976, University of Nebraska; C.P.A., 1977, Iowa; University of Iowa.

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B.A., 1992, Columbia University; M.A., 2002, Ph.D., 2009, University of Virginia.

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Professor of English, 2008 (1994).

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B.A., 1993, Coe College; J.D., 1996, University of Iowa; L.L.M., 2009, University of Iowa Law School.

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Assistant Professor of Teacher Education, 2009.

B.A., 1989, University of Illinois, Urbana-Champaign; M.A., 1993, Pennsylvania State University;

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Andrew W. Mellon Foundation Fellow Assistant Professor of Gender Studies, 2011.

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Howard Hall Professor of English, 1988 (1975).

A.B., 1969, North Central College; A.M., 1970; Ph.D., 1973, University of Chicago.

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W. Kent Herron Professor of Mathematics, 1980 (1968).

B.A., 1962, University of Dubuque; M.S., 1964; Ph.D., 1970, University of Iowa.

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Professor of Philosophy, 2002 (1988).

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Professor of Mathematics and Computer Science, 2006 (1991).

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Assistant Professor of French, 2005.

B.A., 1988 Southern Illinois University-Carbondale; M.A., 1992; Ph.D., 2004, Indiana University at Bloomington.

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Professor of Teacher Education, 1996 (1986).

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Assistant Professor of Art, 2009.

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Assistant Professor of History, 2009.

B.A., 1997, Douglass College, Rutgers; M.A., 2001, Rutgers, The State University of New Jersey; M.A., 2003; Ph.D. 2009, University of North Carolina – Chapel Hill.

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Assistant Professor of Religion, 2009.

B.A., 1999, Sarah Lawrence College; M.A., 2001; Ph.D., 2009, University of Chicago Divinity School.

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Andrew W. Mellon Foundation Fellow, Assistant Professor of Art, 2010.

B.A., 2003; M.A., 2005, Case Western Reserve University; Ph.D., 2010, University of Iowa.

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Instructor in Teacher Education, 2008.

B.A., 2002, Coe College; M.S., Drake University.

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Assistant Professor of Stead Department of Business Administration and Economics, 2003.

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Associate Professor of Political Science, 2010 (2005).

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Elnora H. and William B. Quarton Professor of Business Administration and Economics, 1998 (1981).

B.B.A., 1978, University of Iowa; C.P.A., 1979, Iowa; M.A., 1981; Ph.D., 1996, University of Iowa.

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Professor of Psychology, 2007 (1993).

B.S., 1981, University of Connecticut; Ph.D., 1993, Dartmouth College.

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Professor of Philosophy, 2009 (1994).

B.A., 1985, University of the South; Ph.D., 1993, Duke University.

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Associate Professor of Biology, 2008 (2003).

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Assistant Professor of Physical Education and Director of Athletic Training Education, 2009 (2001).

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Pearl M. Taylor Professor of Music, 1993 (1978).

B.S., 1966, Kansas State University; M.A., 1970, Washington State University; Royal Academy of Music, London.

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The Esther and Robert Armstrong Professor of Rhetoric and Director of the Writing Center, 2001 (1986).

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Professor of Philosophy, 1997 (1974).

B.A., 1965, Cornell College; B.A., 1968, Oxford University; M.S., 1991, University of Iowa; Ph.D., 1973, University of Michigan.

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Professor of Teacher Education and Associate Dean of the Faculty, 2008, (1995).

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Visiting Assistant Professor of English, 2005; (1995).

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Professor of Nursing and Registrar, 1996 (1983).

B.S.N., 1973; M.A., 1975; Ph.D., 1989, University of Iowa.

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Professor of Psychology, 2001 (1989).

B.A., 1977, University of California – Riverside; M.A., 1981; Ph.D., 1984, University of Colorado – Boulder.

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Assistant Professor of Sociology, 2008.

B.A., 2000, Beloit College; M.A., 2003, The University of Arizona; Ph.D., 2008, The University of Arizona.

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Joan and Abbott Lipsky Professor of Political Science and Director of Washington Term, 2004 (1989).

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President of the College and Professor of History, 1996 (1985).

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Professor of Biology, 2002 (1988).

B.S., 1971; M.S., 1973; Ph.D., 1979, University of Illinois.

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Instructor and Head of Audiovisual, 2008.

B.A., 2003, University of Northern Iowa; M.A., 2007, University of Iowa.

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Assistant Professor of Physical Education, 1994.

B.S., 1977, Michigan State University; M.A., 1981, University of Iowa.

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Professor of Chemistry, 2007 (1993).

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Assistant Professor of Music, 2011.

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Assistant Professor of English, 2007.

B.A., 1999, University of Washington – Seattle; M.A., 2002; Ph.D., 2007, University of California – Los Angeles.

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Assistant Professor of Biology, 2009.

B.S., 1992, Allegheny College; M.S., 1994, Duquesne University; Ph.D., 2001, Loyola University, Chicago.

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Associate Professor of Chemistry, 2005 (2000).

B.A., 1989, Pennsylvania State University; Ph.D., 1995, Michigan State University.

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Assistant Professor of Nursing, 2003.

B.S.N., 1986, Iowa Wesleyan College; M.A., 1991, University of Iowa; Iowa State University; University of Nebraska Medical Center.

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Professor of Computer Science and John F. Yothers Professor of Mathematics, 1997 (1981).

B.A., 1972, Cornell College; M.S., 1974, University of Kentucky; M.S., 1988, University of Iowa.

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Associate Professor of Theatre Arts, 2005 (2000).

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Associate Professor of Mathematics, 2008 (2002).

B.A., 1990, Coe College; M.S., 1992, University of Iowa; Ph.D., 2003, University of Oklahoma.

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Assistant Professor of Teacher Education, 2006.

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William R. and Winifred Shuttleworth Professor of Theatre Arts, 2001 (1986).

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George R. Baker Professor of Business Administration and Economics, 1993 (1979).

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Instructor and Head of Library Technical Services, 2005.

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Professor of Psychology, 1999 (1985).

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Technical Director & Lighting Designer; Assistant Professor of Theatre, 2010.
B.A., 2007, Rocky Mountain College; M.F.A., 2010, Western Illinois University.

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Instructor in French, 2006.
B.A., 1997; M.A., 2005; University of Iowa.

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Instructor in English, 2002.
B.A., 1973, University of Iowa.

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Assistant Professor of Rhetoric, 2007; Director of Communication Studies, 2010.
B.A., 1990, University of Illinois – Springfield; M.A., 1992, Miami University; 1994, University of York, England.

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Instructor in Spanish, 2006.
B.A., 1984; M.A., 1985; University of Iowa.

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Instructor in Art, 2003.
B.F.A., 1984, University of Oregon; M.A., 1987; M.F.A., 1989, University of Iowa.

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Instructor in Stead Department of Business Administration and Economics, 2001.
B.S., 1981, University of Minnesota –Twin Cities; M.S., 1983, University of Wisconsin – Madison; Ph.D., 1988, University of Minnesota – Twin Cities.

THOMAS LACKNER

Instructor in Biology, 2000.
B.A., 1971, Denison University; B.A., 1996, Coe College; M.S., 1999, Northern Arizona University.

JENNIFER LEE

Assistant Professor of Psychology, 2009.
B.A., 1999, Luther College; M.A., 2001, University of Dayton; Ph.D., 2008, University of Iowa.

JANE NESMITH

Assistant Professor of Rhetoric, 1994.
B.A., 1984, The College of Wooster; M.A., 1986, Indiana University; Ph.D., 1995, University of Iowa.

SARA PAULSEN

Instructor in Theatre Arts and Costume Shop Manager, 2006.
M.A., 1970, University of Iowa.

MEGUMI POTTER

Instructor in Japanese, 2007.
B.A., 2003, University of Iowa; M.A., 2007, Baylor University.

SARA BALIK SCOTT

Instructor in Nursing, 2010.
B.S.N., 1997, Coe College; M.S.N., University of Iowa.

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Instructor in Rhetoric, 1997.
B.A., 1985, Luther College; M.A., 1989, Antioch New England Graduate School.

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Instructor in Rhetoric, 2002.

B.A., 1984, Southern Illinois University; M.A., 1987, The Johns Hopkins University; M.F.A., 1999, University of Iowa; Karls-Ruprecht Universitat; University of Maryland/College Park.

ANN STRUTHERS

Visiting Professor of English and Writer in Residence, 2006 (1986).

B.A., 1952, Morningside College; M.A., 1971; Ph.D., 1980, University of Iowa.

MARY TAYLOR

Instructor in Nursing and Rhetoric, 2004.

B.S.N, 1978; J.D., 1983, University of Iowa; M.A., 1995, University of Iowa.

KEVIN TROUT

Visiting Instructor in Stead Department of Business Administration and Economics, 2008.

B.S., Utah State University; M.A., University of Nebraska.

ANN WILKE

Instructor in German, 2001.

B.A., 1976, University of Redlands; M.A., 1979, Middlebury College; Ph.D., 2000, University of Iowa.

BRETT A. WOLGAST

Assistant Professor of Music and College Organist, 1992.

B.M., 1983, Kansas State University; M.A., 1986; M.F.A., 1986; D.M.A., 1994, University of Iowa.

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Assistant Professor of Rhetoric, 1989.

B.A., 1975; B.S., 1975, Iowa State University; M.F.A., 1979, Yale University.

MARK YUSKIS

Instructor in Biology, 2007.

B.S.Ed., 1972, M.S., 1974, Illinois State University.

Part-Time Faculty

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Instructor in Teacher Education, 2011.

B.A., 1993, Cornell College; M.A., 2004, University of Iowa.

SUSAN ATWATER

Instructor in Physical Education, 2001.

B.S., 1984, University of Iowa; M.A.T., 1998, Coe College.

PATRICIA BEAMAN

Instructor and Coordinator of New York Term, 2008.

B.F.A., University of Michigan; M.A., Gallatin School of New York University.

LYNDA BLACK-SMITH

Instructor in Art, 2005.

B.A., 1970, University of Northern Iowa; M.A., 1987, University of Iowa.

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Lecturer in Art, New York Term, 1986.

B.F.A., 1971, Herbert H. Lehman College.

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Instructor in Religion, 2009.

B.A., 1999, Oberlin College; M.A., 2001, University of Chicago.

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Instructor in Teacher Education, 2011.

B.A., 2005, Coe College; M.S.E., 2008, University of Kansas.

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Instructor in Physical Education, 2011.
B.A., 2004, Cornell College; M.A., 2006, Barry University.

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Instructor in Music, 2004.
B.A., 1969; M.A., 1972, University of Northern Iowa.

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Assistant Professor of Political Science, 1978.
B.A., 1971, Coe College; J.D., 1974, University of Iowa.

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Instructor in Music, 2010.
B.M., 2002, University of Wisconsin – Stevens Point; M.A., 2007, University of Iowa.

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Instructor in Political Science, 2011.
B.A., 2006, Coe College; M.A., 2010, University of Florida.

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Instructor in Stead Department of Business Administration and Economics, 2006.
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Instructor in Biology, 2001
B.A., 1997, Coe College; M.S.O.T., Washington University – St. Louis

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Instructor in Teacher Education, 2009.
B.S., 1968, Michigan State University; M.S., 1973; Ph.D., 1981, University of Wisconsin – Madison.

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Instructor in Physical Education, 2011.
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Instructor in Biology, 2011.
B.A., 2003, Luther College; M.S., 2009, University of Iowa.

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Instructor in Rhetoric, 2002.
B.A., 1990, Fayetteville State University; M.A., 1996, Iowa State University.

BEN MOURER.

Instructor in Physical Education, 2009.
B.A., 2008, Allegheny College.

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Instructor in Theatre Arts, 2006.
M.F.A., Yale University School of Drama; Ph.D., University of Denver.

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B.S., 1975; M.S., 1977; Ph.D., 1981, University of Illinois – Urbana-Champaign

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Instructor in Physical Education, 2010.

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Lecturer in Music, New York Term, 1973.

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Instructor in Philosophy

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CAROL MAXWELL REZABEK

Instructor in Dance, 2001.

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Instructor in Music, 2004.

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Instructor in Teacher Education, 2005.

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Lecturer in Theatre, New York Term, 1986.

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Music Technical Director; Instructor in Music, 2009.

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Artist/Teacher in Music (Flute), 1973.

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GRETCHEN J. BRUMWELL

Artist/Teacher in Music (Harp), 2002.

B.S., 1992, Grace University; M.M., 1996, Rice University.

STEVE COOK

Head Baseball Coach and Assistant Athletic Director, 1996.

B.A., 1995, Allegheny College.

LEAH FUHRMAN

Instructor in Athletic Training and Assistant Athletic Trainer, 2007.

B.A., 2005, Coe College; M.A., 2007, University of Nebraska.

THOMAS J. GALBRAITH

Assistant Director of Clark Racquet Center and Instructor in Physical Education, 1988.

B.A., 1986, University of Iowa.

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Head Men's Golf Coach, Head Women's Golf Coach, 2005.

B.S., 1997, Iowa State University.

CHARLES HARRIS

Artist/Teacher in Music (French Horn), 1996.

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BETH HOFFMAN

Artist/Teacher in Music (Violin and Viola), 1994.

B.M., 1988, Oral Roberts University; M.A., 1991, University of Iowa.

JUSTIN JENNINGS

Men and Women's Head Swimming Coach and Director of Aquatics, 2007.

B.A., 2003, Carthage College; M.A., 2007, Indiana State University.

PATRICK JUCKEM

Head Men's Basketball Coach, 2005.

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Artist/Teacher in Music (Viola), 2004.

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Artist/Teacher in Music (Percussion), 1991.

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Biology Lab Preparator, 2000.

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Senior Military Science Instructor, Army ROTC, 2008.

B.A., 1992; M.A., 1996, University of Iowa.

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Assistant Athletic Trainer, 2001.

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Athletic Trainer, 2010.

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Science Teaching Associate, 1995.

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Artist/Teacher in Music (Clarinet), 2011.

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Head Wrestling Coach, 1996.

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Instructor in Athletic Training, 2009.

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JENNIFER ROGERS

Gallery Director, 2010; Instructor in Art, 2009.

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TODD SCHENDEL

Artist/Teacher in Music (Trombone); 2010.

Indiana University– Bloomington; University of Wisconsin – Eau Claire; D.M.A., University of Wisconsin – Madison

HOMER SCREWS

Head Men's and Women's Soccer Coach, 2004.

STEVE STAKER

Head Football Coach, 2008, (2004).

B.A., 1968, Upper Iowa University.

BOB TIMMONS

Head Softball Coach, 1997.

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Track and Field Head Coach, 2008.

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ROBERT YEATS

Artist/Teacher in Music (Low Brass), 2005.

M.A., 1971; M.F.A., 1973, University of Iowa; B.M.E., 1966, Ithaca College.

Special Program Faculty

BARBARA A. GIBBS

Upward Bound.

B.A., 1978; M.A., 1981, University of Iowa.

PHYLLIS RUPPERT

English as a Second Language.

B.A., 1975, Spalding College; M.A., 1992, University of Iowa.

JOANNA SHAVER

English as a Second Language.

B.A., 1970, Indiana University; M.A., 1979, University of Iowa.

NADINE SOJKA, MT (ASCP) SH

Cooperative Program with St. Luke's Clinical Laboratory Sciences/Medical Technology.

B.S., 1964, University of Northern Iowa; M.S., 1996, California College for Health Sciences.

OFFICES OF ADMINISTRATION

Office of the President

James R. Phifer, Ph.D., President

Mary Miskimen, B.A., Assistant to the President

Emeriti

John E. Brown, Ph.D., President Emeritus, 2002 (President 1982-1996, Chancellor 1996-2001)

Leo L. Nussbaum, Ph.D., President Emeritus, 1982 (Dean of the College 1967-1970, President 1970-1982)

Office of Vice President for Academic Affairs; Dean of the Faculty

Marie Baehr, Ph.D., Vice President for Academic Affairs and Dean of the Faculty

Jennifer Archibald, B.M., Administrative Assistant to the Dean of the Faculty

Wendy Dunn, Ph.D., Director of Institutional Research and Planning

Peggy Knott, B.A., Assistant to the Dean of the Faculty

Terry McNabb, Ph.D., Associate Dean of the Faculty

Lisa Stroschine, B.S., Instructional Technologist

Chris Upah, B.A., Assistant to the Dean of the Faculty

Office of Student Affairs

Lou Stark, M.S. Ed., Vice President for Student Affairs

Erik Albinson, M.A., Dean of Students

Emily Barnard, M.S.W., Counselor, Academic Achievement Program

Melinda Brokaw, ARNP, M.S.N., Director of Health Services

Cristi Burrill, M.A., Coordinator of Student Union & Student Activities

Melissa Eilert, M.Ed., Coordinator of Orientation & Leadership

Tom Hicks, M.A., Associate Dean of Students

Kristin Hutson, M.Div.; J.D., College Chaplain

Deanna Jobe, B.A., Dean of Student Retention Services and International Student Advisor

Lois J. Kabela-Coates, M.A., Director of Academic Achievement Program, Assistant Dean of Student Retention Services

Adam Knatz, M.A., Area Coordinator

Kayla Lyftogt, M.S., Director of Service Learning & Campus Engagement

Michelle McIllece, M.B.A., Career Services Coordinator

Diana Patten, M.A., Director of Internships and Career Services

Jaimie Rainey, B.A., Intramural Sports Coordinator, Women's Basketball Assistant Coach

Steven Shelby, B.A., Coordinator of Multicultural Affairs

Carol Smith, M.A., Reading Specialist for Academic Achievement Program

Brian Tu, B.S., Area Coordinator

Laura VanBuer, M.Ed., B.A., Area Coordinator

Academic Information Technology

Tony Bata, Director of Academic Information Technology

Debra Bahr, B.A., Assistant Director of Academic Information Technology; Network Administrator

Michael Flender, Apple, Moodle & ResNet Administrator

Shane Hickey, B.A., Desktop, Printing & VMWare Administrator

Mary Ohl, Office Manager and Student Worker Supervisor

Admission

Michael White, M.A., Vice President for Administration and Enrollment Services
Julie Staker, M.Ed., Dean of Admission
Natalie Bordignon, B.A., Admission Counselor
Patricia Cook, B.S.N., Associate Dean of Admission/Director of International Recruiting
Nancy Cruz, B.A., Admission Counselor
Holly Fournier, B.A., Associate Director of Admission
Cara Joens, B.A., Assistant Director of Admission
Molly Jorgenson, B.A., Admission Counselor
Jill Kuhlers, B.A., Associate Director of Admission and Program Coordinator
Chris Paasch, B.A., Associate Director of Operations
Ryan Schisler, B.A., Admission Counselor
Andrea Schupbach, B.A., Admission Counselor

Advancement Office

Richard Meisterling, M.B.A., Vice President for Advancement
Kelly Allen, B.A., C.F.R.E, Director of the Heritage Club and Director of Research
Daniel Breitbach, M.A., Senior Development Officer
Nathan Clapham, B.A., Development Officer
Jean Johnson, B.M., Director of Alumni Programs
Katie Kahler, B.A., Director of the Coe Fund
Kate Rose, Assistant Alumni Director
Nancy Roth, A.A., Assistant to the Vice President for Advancement
Kelly Russell, Director of Advancement Services

Athletic Department

John Chandler, M.A., Director of Athletics
Melinda Behounek, Assistant to the Athletic Director
Doug Peters, B.A., Equipment Manager

Business Office

Michael White, M.A., Vice President for Administration and Enrollment Services
Richard E. Rheinschmidt, B.A., C.P.A., Controller
Jane Chesshire, B.A., Assistant Controller
Heidi Patterson, B.A., M.A.E., Student Accounts and Loan Manager/Administrative Accountant
Debbie Riley, B.S., Payroll Administrator
Michael C. Vance, B.A., Director of Administrative Technology and Software

Clark Racquet Center

Eric Rodgers, B.A., U.S.P.T.A., Director of Clark Racquet Center and Head Men's and Women's Tennis Coach
Thomas Galbraith, B.A., U.S.P.T.R, U.S.P.T.A., Assistant Director of Clark Racquet Center

Financial Aid

Michael White, M.A., Vice President for Administration and Enrollment Services
Barbara Hoffman, B.A., Director of Financial Aid
Amanda Colehour, M.A., Associate Director of Financial Aid
Janet Boddicker Rampulla, B.A., Financial Aid Counselor

Library

Jill Jack, B.S., M.A., M.L.S., Director of Library Services; Associate Professor
Laura Riskedahl, B.A., M.A., Head of Audio Visual; Humanities and Fine Arts Librarian
Hongbo Xie, B.S., M.A., Head of Library Technical Services; Sciences Librarian

Marketing and Public Relations

Rod Pritchard, M.A., Director of Marketing and Public Relations

Christina Kroemer, B.A., Creative Director

Andrew Molison, B.A., Webmaster

Kristy Staker, B.A., Public Relations Coordinator

Ryan Workman, B.A., Sports Information Director

Lonnie Zingula, B.S., Associate Director of Marketing and Public Relations

Office of the Registrar

Evelyn Moore, Ph.D., Registrar

Kimberly Pierson, B.A., Assistant Registrar

2010-2011 BOARD OF TRUSTEES

Chair: Gene Henderson '68

Vice-Chair: John Girotto

Second Vice-Chair: Ken Golder '82

Secretary: David Gehring '89

Treasurer: Keith Hall '76

Assistant Secretary-Treasurer and Business Manager: Richard E. Rheinschmidt '73

Assistant Secretary: Richard Meisterling

Assistant Secretary: Michael White

Assistant Secretary: Mary Miskimen

Active Members

Dates in parentheses indicate years of active service on the Board.

Terry J. Abernathy '70 (1990-1999; 2000-2009; 2010-2013)

Attorney

Pickens, Barnes & Abernathy

Cedar Rapids, Iowa

R. Darryl Banks '72 (1978-1987; 1998-2007; 2008-2011)

Washington, D.C.

Peter Birkey '91 (2011-2014)

Liberty Mutual Insurance

Boston, Massachusetts

Jeffrey V. Busse '85 (2002-2011)

Secretary

Busse Investments

Cedar Rapids, Iowa

J. David Carson '72 (2000-2013)

Northville, Michigan

Steven L. Caves (1994-2003; 2004-2013)

Iowa Regional President

U.S. Bank

Cedar Rapids, Iowa

Robert Chiusano (2004-2013)

Cedar Rapids, Iowa

David Gehring '89 (2005-2011)

Gehring Orthodontics

Cedar Rapids, Iowa

John Girotto (1994-2003; 2004-2013)

President (Retired)

Collins Commercial Avionics

Rockwell International

Cedar Rapids, Iowa

Ken Golder '82 (2007-2013)

President & CEO

Golder Hospitality Management

St. Paul, Minnesota

Tony Golobic (1998-2007; 2008-2011)

Chairman, President & CEO

GreatAmerica Leasing Corp.

Cedar Rapids, Iowa

Keith Hall '76 (2006-2012)
Cornelius, North Carolina

Gene Henderson '68 (1997-2006; 2007-2013)
Miami Beach, Florida

Kent Herink '76 (2005-2011)
Attorney
Davis, Brown, Koehn, Shores & Roberts, PC
Des Moines, Iowa

Shirley Hughes '67 (2008-2011)
Minneapolis, Minnesota

Doug Hyde '74 (1996-2005; 2006-2012)
Oshkosh, Wisconsin

William P. Johnson '53 (1988-1997; 1998-2007; 2008-2011)
Attorney (Retired)
Rothgerber Johnson & Lyons LLP
Denver, Colorado

Steven Kline '76 (2004-2013)
Vice President
Federal Governmental and Regulatory Relations
Pacific Gas and Electric Corporation
Washington, DC

Mary Jeanne Krob '73 (1990-1999; 2000-2009; 2013-2013)
Physician
Pittsburgh, Pennsylvania

Joan M. Lipsky (1982-1991; 1992-2001; 2002-2011)
Attorney (retired)
Shuttleworth and Ingersoll
Cedar Rapids, Iowa

Vincent L. Martin (1989-1998; 1999-2008; 2009-2012)
Milwaukee, Wisconsin

Julie Johnson McLean '78 (2011-2014)
Attorney
Davis, Brown, Koehn, Shors & Roberts, PC
Des Moines, Iowa

Curt Menefee '87 (2011-2014)
FOX Sports
Los Angeles, California

Paul Meyer '74 (2010-2013)
Partner
Clifford Chance US LLP
New York, New York

Liza Ovrom '75 (2007-2013)
Iowa District Court Judge
Des Moines, Iowa

Kent M. Pilcher '80 (1997-2006; 2007-2013)
President & CEO
Estes Company
Davenport, Iowa

Sigrid Reynolds '94 (2010-2013)
Hagerstown, Maryland

Donald G. Ribble '52 (1986-1995; 1996-2005; 2006-2012)
Attorney
Lynch, Dallas, Smith and Harman
Cedar Rapids, Iowa

Brett Rule '86 (2007-2013)
Charlotte, North Carolina

Gary G. Schlarbaum '65 (1988-1997; 1998-2007; 2008-2011)
Schlarbaum Capital Management, L.P.
Radnor, Pennsylvania

William R. Shuttleworth (1972-1983; 1984-1993; 1994-2003; 2004-2010)
Attorney
Shuttleworth & Ingersoll
Cedar Rapids, Iowa

Gary Sojka '62 (2009-2012)
Middleburg, Pennsylvania

Bruce E. Spivey '56 (1984-1993; 1994-2003; 2004-2013)
President
International Council of Ophthalmology
San Francisco, California

John Strohm '79 (1996-2005; 2006-2012)
Managing Partner
Farrell-Roeh Group, LLC
Littleton, Colorado

Lori Sturdevant '74 (1978-1987; 1988-1997; 1998-2007; 2008-2011)
Editorial Writer
Star Tribune
Minneapolis, Minnesota

Carson Veach '74 (2011-2014)
Attorney
Freeborn & Peters, LLP
Chicago, Illinois

Edward J. Walsh, Jr. '70 (1992-2001; 2002-2011)
Attorney
Walsh Knippen Knight & Pollock, Chtd.
Wheaton, Illinois

Ex Officio Members

Steve Van Every '75

President, Coe College Alumni Council

James R. Phifer

President

Coe College, 1996

Life Members

Donald R. Ebinger '47 (1980-1989; 1990-1999)

Chairman of the Board (Retired)

Bishops Buffets, Inc.

Flagstaff, Arizona

Jack B. Evans '70 (1978-1987; 1988-1997)

President and CEO

The Hall-Perrine Foundation

Cedar Rapids, Iowa

Albert E. Kircher '51 (1993-2002)

Ag Products Company

Downers Grove, Illinois

John M. Sagers (1976-1986; 1987-1996)

Chairman (Retired)

Norwest Bank Cedar Rapids, NA

Cedar Rapids, Iowa

Jerre Stead '65 (1987-1996; 1997-2002)

Chairman of the board and Chief Executive Officer

IHS Inc

Englewood, Colorado

Honorary Members

Mary F. Neff (2000-2002)

Retired Professor of Mathematics

Emory University

Atlanta, Georgia

COE COLLEGE ALUMNI ASSOCIATION

The Coe College Alumni Association's activities are coordinated in the Alumni Office in McCabe Hall. Purposes of the association include promoting the welfare and influence of Coe College and establishing a mutually beneficial relationship between the College and its alumni; fostering a spirit of fellowship and loyalty among its members; encouraging support of the College; and providing members with news of current activities at the College through publications.

The Coe College *Courier*, official alumni publication, is issued three times a year and sent to all alumni on file.

Alumni Officers

2010-2012

Steve Van Every '75, President

Susan Koenig Gehring '89, Past President

Heather Daniels '95, Vice President

Steve Kennedy '78, Secretary

At-Large Members, Alumni Council

Ron "Chip" Chaon '97

Beth Cook '98

Jana Manthei Day '57

Jo Ann Miller Day '57

Jason Fisher '04

Amy Nyert-Jagne '01

Mary Ann Turnbull Kucera '58

David Kurovski '86

Kevin O'Donnell '99

Hala Abumaizer Sheetz '91

Barbara Powell Sherman '61

Bob Sherman '62

Student Alumni Association Representative

Amanda Hanson '12

Student Body Representative

Justin Nylin '13

***Ex Officio* Members**

President of the College – James R. Phifer

Vice President for Advancement – Richard Meisterling

Director of Alumni Programs – Jean Johnson

Assistant Director of Alumni Programs – Kate Rose

Financial Aid Satisfactory Academic Progress Policy

The Financial Aid Office is required to monitor students who receive federal financial aid to determine if they are making satisfactory academic progress (SAP) toward their degree program.

SAP standards apply to all students receiving federal financial aid. These standards apply to a student's entire degree program including terms for which financial aid was not applied or for which enrollment was less than full-time.

SAP of federal financial aid recipients is measured each term of the academic year* for which a student is enrolled. The specific criteria of SAP, and the consequences to the student if progress is not achieved, is outlined in the following SAP Policy:

SAP is measured in three components: Cumulative Grade Point Average (GPA); Pace (Completion Rate); and Maximum Time Frame Limitation.

1. GPA:

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

<i>Total Credit Hours Attempted</i>	<i>Cumulative minimum GPA</i>
0 - 4.9	1.5
5 - 8.9	1.75
9 - 12.9	1.8
13 - 16.9	1.9
17 and above	2.0

2. Pace:

A student must complete an incremental percentage of all course credits attempted**

<i>Course Credits Attempted</i>	<i>Minimum Percentage of Attempted Hours Completed</i>
0 - 7.9	58%
8 - 15.9	64%
16 and above	70%

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 cc 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.

A student in a graduate program must meet the minimum GPA standard established by the academic department.

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 for the term a student is on Financial Aid Warning. A Financial Aid Warning notice is sent to the student by the Financial Aid 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 financial aid 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 Financial Aid Office within the first 14 days of the term 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 he or she officially drops 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

A student who cannot demonstrate that SAP standards can be met during one term on Financial Aid Probation is required to submit an academic plan as part of his or her Financial Aid Probation Appeal. An Academic Plan is generally developed based on a student's individual needs.

A student whose appeal has been granted based on an Academic Plan must continually meet the terms of the plan in order to receive federal financial aid. If a student fails to meet the terms of the plan, the student loses financial aid eligibility and is placed on Financial Aid Suspension.

Regaining Eligibility when a Financial Aid Appeal has not been granted

If a Financial Aid Probation Appeal is denied or an appeal was never submitted, the student may regain eligibility to receive financial aid by completing a number of courses without receiving federal financial aid. It is the student's responsibility to contact the Financial Aid 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.

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 Financial Aid Office once a grade has been reported.

Satisfactory – Unsatisfactory Graded Courses: Grades of S count as attempted credits and credits earned. Grades of U count as attempted credits, but not credits earned. Grades of S and U 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 Financial Aid Office.

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

Withdrawal from Courses: Courses from which a student withdraws after date of record count as attempted credits.

*Academic Year Definition

An academic year for the purpose of administering federal financial aid is defined as minimum two 15 week terms for a total 30 weeks during which the average undergraduate student is expected to complete a minimum of 6 course credits. Enrollment in a minimum of 3 course credits per term is required in order to be considered a full-time student.

**Course Credit conversion to Semester Hours:

One Course Credit = 4 semester hours